

Curriculum Policy

Policy written November 2020 – Review date September 2026

1.0 Curriculum Aims

1.1 Mission and Vision

At Bradford Christian School, our mission is to provide a holistic Christian education for all and to inspire discipleship.

Our vision is to be a Christian community in which everyone grows in character, faith, knowledge, understanding, and wisdom.

1.2 Curriculum Intent

Our curriculum includes programmes of study unique to our school, designed to support and promote faith-integrated learning, alongside selected National Curriculum programmes and GCSE syllabi.

We aim to:

- Support pupils' spiritual, moral, social, and cultural (SMSC) development in an inclusive environment
- Provide a broad and balanced education for all pupils, coherently planned and sequenced to ensure cumulative knowledge, skills, and readiness for future learning and employment
- Enable pupils to develop knowledge, understand concepts, acquire skills, and apply these in relevant situations
- Ensure equal access to learning for all pupils, with high expectations and appropriate challenge and support
- Equip pupils with the knowledge and cultural capital needed to succeed in life

1.3 Upper School Curriculum

- Provide a broad curriculum prioritising a strong academic core of subjects, plus a range of options via GCSE, ASDAN, and BCS courses
- As a Christian school, we offer GCSE Religious Education and BCS Christian Perspectives as core courses. Faith-based additions to PSHCE are delivered through assemblies, Forum Groups, and Christian Perspectives

2.0 Legislation and Guidance

- This policy reflects requirements of the National Curriculum programmes of study, which Bradford Christian School has chosen to follow in part
- It incorporates the expectations of the Special Educational Needs and Disability (SEND) Code of Practice 2014 and the Equality Act 2010

- It refers to the curriculum-related expectations of governing boards in the DfE's Governance Handbook
- It acknowledges requirements for promoting learning and development set out in the Early Years Foundation Stage (EYFS) statutory framework
- The school is committed to meeting the Independent School Standards (ISS) for curriculum

3.0 Roles and Responsibilities

3.1 Governing Board

The governing board will:

- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Ensure a robust framework for curriculum priorities and aspirational targets
- Ensure sufficient teaching time for curriculum coverage
- Secure appropriate provision for pupils with different abilities and needs, including those with SEN
- Oversee the implementation of statutory assessment arrangements
- Participate in decisions about curriculum breadth and balance
- Ensure pupils from Year 8 onwards receive independent and impartial careers guidance

3.2 Headteacher

The headteacher will:

- Ensure the school curriculum reflects the aims of the school and meets the needs of all pupils
- Review and approve the allocation of teaching time
- Oversee provision for individual pupil needs, including disapplication where appropriate
- Manage requests for withdrawal from curriculum subjects
- Ensure assessment procedures meet legal requirements
- Involve the governing board in curriculum-related decisions
- Advise governors on whole-school targets
- Ensure provision for pupils with different abilities and needs, including those with SEN

3.3 Other Staff

Department leaders are responsible for:

- Accountable curriculum delivery and regular reporting to the headteacher
- Ensuring adherence to and development of Curriculum Cohesion Maps (Levels 1 & 2)
- Analysing progress data each half term and implementing interventions as needed

4.0 Organisation and Planning

4.1 School Structure

The school comprises:

- EYFS
- Primary (Years 1–4)
- Middle School (Years 5–8)
- Upper School (Years 9–11)
- Autism Provision Unit (AP) for pupils with EHCPs working below age-related expectations

4.2 Departmental Overviews

- **EYFS:** Follows DfE's 17 areas of development and Early Learning Goals, with a faith-based approach
- **Primary:** Follows National Curriculum in literacy and maths as part of a faith-integrated curriculum, using a blended topic approach for other subjects
- **Middle School:** Introduces subject specialists and maintains a topic approach, integrating faith and school outcomes
- **Upper School:** Focuses on exam preparation, academic success, and continued faith development
- **Autism Provision (AP):** Provides tailored curriculum access for students with SEND as per EHCPs, with pathways into mainstream or alternative curriculum as appropriate

4.3 Curriculum Mapping

- **Level 1:** Long-term planning expectations
- **Level 2:** Medium-term planning
- Subject approaches are detailed in Curriculum Cohesion Maps

4.4 Quality Assurance

The school monitors curriculum effectiveness through:

- Regular catch-up meetings
- Documented procedures
- Classroom observation drop-ins
- Progress data analysis
- Book scrutiny
- Focused INSET and CPD

5.0 Inclusion

5.1 Commitment to Inclusion

The school holds the Inclusion Quality Mark.

5.2 High Expectations and Planning

- Teachers set high expectations for all pupils
- Use of appropriate assessment to set ambitious targets and plan challenging work for all groups, including more able pupils, those with low prior attainment, disadvantaged pupils, those with SEN, and those with EAL

5.3 Access and Adaptation

- Lessons are planned to ensure all pupils, including those with SEN and/or disabilities, can access every subject wherever possible
- Teachers adapt lessons to support pupils whose first language is not English

5.4 Further Information

For more on our approach to equality and SEND, see our:

- [Statement of Equality Information and Objectives]
- [SEN Policy and Information Report]

6.0 Monitoring Arrangements

- Governors monitor curriculum coverage and statutory compliance via regular meetings and monthly headteacher reports
- SLT members monitor curriculum delivery through:
 - Planning scrutiny
 - Learning walks
 - Book scrutiny
 - Catch-up meetings
 - Resource provision checks

7.0 Links With Other Policies

This policy links to:

- Curriculum Cohesion Maps (Levels 1 & 2)
- Reporting to Parents Policy
- Feedback and Marking Policy
- SEN Policy and Information Report
- Autism Provision Policy
- Equality Policy and Objectives

8.0 Version Control

Date of Adoption of this Policy	13 October 2025
Date of last review of this policy	September 2024
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Policy Owner (SLT)	Jane Prothero
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