

St Bartholomew's School

Curriculum Statement

Reviewed by the Governors' Education Committee, Autumn 2020

Approved by the Full Governing Body, Autumn 2020

To be reviewed, Autumn 2021

Intent

St Bartholomew's delivers an ambitious curriculum which has high expectations of all students and seeks to inspire students to continue to extend their knowledge and learning well beyond their time with us. The curriculum reflects the abilities and diversity of the community which we serve, promoting resilience to deal with the changing world in which we live.

The curriculum across the school is broad and balanced with the aim of maximising students' potential such that as many doors as possible are kept open for future progression in education, training and employment.

The curriculum seeks to reflect the values of the school embedded in the 'BARTS Values' and to develop key transferable skills such as communication, cooperation and adaptability.

St Bartholomew's benefits from a 21st century building and the curriculum is designed to reflect the needs of students in facing the modern world. As well as 'BARTS Values', modern British Values are also reflected in the curriculum which retains the flexibility to adapt to changing demands of current issues.

A key principle underpinning the curriculum is that it can be accessed by all, whilst allowing flexibility for students to enhance their knowledge in areas which meet their interests and aptitudes.

At Key Stage 3 the curriculum reflects and seeks to implement the National Curriculum in all subject areas.

The curriculum is developed through distributed leadership to ensure that under the broad vision established by the school leadership team, the expertise of curriculum leaders is utilised and shared in developing the details of the subject based curriculum.

There is a strong focus on interleaving through the curriculum to ensure prior learning is revisited and embedded. Assessment is fully integrated into the curriculum to confirm students' learning is fully established and to inform teachers' planning.

The taught curriculum is greatly enhanced by the enrichment opportunities on offer across the school through clubs, societies and educational visits, with particularly broad experiences on offer in the fields of sport, dance, music and drama as well as opportunities for students to develop leadership skills.

The curriculum seeks to build students' cultural capital within the context of the school through a strong emphasis on reading, building vocabulary and offering cultural visits which extend students' horizons. There is also a strong emphasis on ensuring our disadvantaged students are supported in gaining full access to all these opportunities.

St Bartholomew's is also proud of its long heritage and this is also reflected in aspects of the curriculum with an annual Remembrance Day service for the whole school and extremely popular Year 8 residential visit to the battle sites of World War One. Both of these events highlight the link to former students who lost their lives during that conflict and whose names are used in our well-developed house system.

Implementation

Underpinning the implementation of the curriculum is a teaching staff which contains an extremely high percentage of subject specialists across all curriculum disciplines. The arising expertise in pedagogy enhances our confidence and ability to make changes to the curriculum where this is needed to adapt to changing needs.

Alongside this existing expertise sits an extremely strong programme of continuous professional development which allows research-based practice to be brought into classrooms across the school. The culture of sharing good practice across the school and developing pedagogic approaches is embedded through an effective programme of action research groups, strong Continuing Professional Development programmes for Teaching & Learning Responsibility holders, new staff and Newly Qualified Teachers and the use of Monday meeting times for these purposes. An annual Teaching & Learning Festival has been established. This approach is further supported at faculty and department level by the pattern of faculty-based workrooms across the school. This structure allows teams of teaching staff to interact fully to discuss and plan subject-based and pedagogic subject-based approaches to their curriculum implementation throughout the school year and not just in planned meeting times.

At all Key Stages there is a strong focus on data deriving from internal report analysis and public examination outcomes. A thorough analysis of achievement takes place every year and any areas of underperformance are subject to review of curriculum implementation. These reviews have an excellent record of positive impact on outcomes following the review period. An outline of the breakdown of curriculum delivery across the school is included as an appendix and subject specific curriculum details are available through the school website.

➤ Key Stage 3

The KS3 curriculum extends across Years 7-9 and is subject based.

At KS3 the curriculum builds on the knowledge and skills which students have brought from their primary school KS2 curriculum. The sequencing of the curriculum in subject areas builds on prior learning and seeks to ensure coherence both within and across the subject based curriculum.

Cross curricular knowledge and skills are embedded within the subject based curriculum and are reflected in curriculum maps, with particular reference to literacy, numeracy, careers, PSHE, British values and the school's own 'BARTS' values'.

In addition to the delivery of the Personal Development Programme by tutors, in Years 7-9 tutors deliver a 'Vocablics' programme, which seeks to enhance students' vocabulary with a focus on tier 2 terminology. This terminology helps to support all students to access the broad curriculum by ensuring strong understanding of vocabulary in common use across different learning contexts. This vocabulary is further emphasised through its use across the curriculum in subject based lessons.

The KS3 curriculum is inclusive for all students with support provided through the Personalised Learning team within lessons for students with special educational needs or disabilities.

The only exceptions to this model include students who enter Year 7 with lower prior attainment at KS2 in English and/or Maths.

In Year 8, where a second Modern Foreign Language is introduced, those students whose progress in Year 7 across MFL, English and Maths has been less strong study just one Modern Foreign Language in Year 8. In the three hours-a-fortnight in which the rest of the year group are timetabled for their second MFL subject they have additional support lessons in English and Maths.

In Year 9 students are given the opportunity to make curriculum choices from within the disciplines of Humanities (History & Geography); Modern Foreign Languages (French, German & Spanish); Expressive Arts (Art, Dance, Drama, Music) and Technology (Computing, Food, Product Design, Textiles). This is done to enable students to enhance their knowledge and skills in subjects where they are most engaged. Breadth and balance are maintained as all students must choose at least one subject from each discipline and flexibility is built in by giving students access to studying two subjects from Humanities, Languages or Expressive Arts and by making provision for additional Computing lessons alongside an alternative Technology subject.

Year 9 students also have the chance to study Latin as an after-school enrichment. In addition, there are after school Computing lessons offered for any students who wish to study this alongside an alternative choice from the technology options.

GCSE courses are begun in Year 9 in Science and RE. The Year 9 Science curriculum gives all students access to the initial units across the three Science disciplines for GCSE Combined Science, whilst allowing the more able scientists to move on to study Separate Science at GCSE without the need for any additional time allocation, which would narrow these students' curriculum at KS4.

RE is delivered in one hour a week across Years 7-11 and the national non-statutory guidance (2010) is used within the context of the local framework as the basis for the curriculum. By starting to deliver elements of the GCSE specification from Year 9 we aim to enhance students' knowledge and ability to explore their own values and beliefs. This

supports students in making independent decisions and choices as they prepare for adult life whilst giving them the opportunity to have their learning and achievement in RE publicly recognised through an accredited qualification.

➤ **Key Stage 4**

Most students at KS4 take 10 qualifications at the end of Year 11. All students at KS4 study a core curriculum leading to GCSE qualifications in English Language, English Literature, Mathematics, Science (Combined or Separate) and RE. In addition all students have one hour a week of core PE and an additional two hours on every-other Friday afternoon engaged in an enrichment activity from a range of options available. These enrichment opportunities allow students to develop leadership skills through the Combined Cadet Force and Sports and Dance Leaders qualifications; creative skills through Art and Dance Arts Awards as well as Photography; and/or their fitness and sports skills through Living for Sport, Sports Leaders, Fitness opportunities at our local sports centre, CCF and Dance.

The option process for KS4 takes place in the spring term of Year 9, with students offered three different flexible and interchangeable routes through the Key Stage. Students' prior and current attainment is used to establish which set of curriculum choices is offered, with consultation taking place with students and parents following this.

In excess of 80% of students are given choices which involve:

- a language (French, German or Spanish)
- a 'practical assessment option' from a range of ten subject areas
- two further options (including 3 BTEC courses and a second language)

Students for whom a full set of GCSEs, including a language, would be a challenge and who would benefit from additional support in English and Maths have choices which involve:

- a language at FCSE (French, German or Spanish) in Year 10
- a 'practical assessment option' from a range of nine subject areas
- a BTEC subject (from a choice of 3)
- one further option

If there are students who will find it difficult to access GCSE courses and who would benefit from more vocational and preparation for adult lifestyle learning, a third route is available:

- Foundation Learning
- a 'practical assessment option' from a range of nine subject areas
- one further option (including 3 BTEC courses)

No student is excluded from any subject choice at KS4 and there is full flexibility across the three routes. This flexibility is enhanced by the fact that the timetabling and

scheduling of classes is demand-led, with timetabled blocks of subjects being created only in response to the choices which students make. This allows well in excess of 95% of students to study their first choice combination of subjects.

St Bartholomew's takes a flexible approach to EBacc entry which hasn't changed since before the measure was introduced in 2010. Those students for whom a GCSE language course is fully accessible are required to choose at least one. The choice of at least one of the Humanities EBacc subjects is optional across all students. Take-up of History and Geography GCSEs is high, but those whose interest and aptitude is more focused on subjects such as Business Studies, Computing or Expressive Arts, or whose learning style and interest are more suited to BTEC courses are not forced into choosing a Humanities subject simply in order to fulfil the full EBacc measure. The school's EBacc points score remains very high and is way ahead of both local and national averages.

➤ **Key Stage 5**

The extremely popular Sixth Form offers a very broad range of courses, with 40 level 3 courses, including five BTECs. In addition to this there is also a Sixth Form + Course available to those students who are not yet ready for level 3 study. This is delivered in partnership with the local FE College and provides great flexibility of access to a wide range of level 2 courses at the College, alongside highly successful re-take opportunities in Mathematics and English Language at St Bartholomew's. There is an open access approach to Sixth Form entry. Students with 5 or more passes at GCSE grade 4 or equivalent are given access to level 3 courses. Where evidence exists that success in level 3 courses is extremely unlikely based on lower starting points, some individual courses have higher entry requirements, such as Maths, Sciences and Languages.

We meet with all applicants to discuss their subject choices and meet with students in August and throughout September to discuss possible changes to their programme of study. In this way, students are able to adapt their programme of study to reflect any changes to their medium and long-term plans. Crucially, we also allow all students to start with 4 courses and after a period of assimilation to Sixth Form (and to many new subjects) we then allow them, should they so choose, to drop to 3 subjects over the course of their Year 12. We also accommodate reduced programmes of study where health issues affect the sustainability of a full programme over two years and we work with students and parents to explore options for a 3 year programme where appropriate. Where students' ambitions and plans evolve and they want to start a new course in their Year 13 and stay for a Year 14, every effort is made to accommodate this after due discussion and reflection with parents and students.

Beyond their chosen subjects, our Sixth Form students have access to a much wider curriculum offer. All students are presented with an opportunity to study an Extended Project Qualification in either Y12 or Y13 and a significant number of students pursue this opportunity and develop skills of independent research and time management that support their preparation for university life and/or the workplace. Students are also able to select from a range of 'Extra' opportunities with weekly timetabled sessions. A 'Stretch and Challenge' programme develops students' Critical Thinking skills and

prepares them in many cases for the challenges of Early Entry university entrance tests and interviews. 'Philosophy for non-Philosophy Students' is provided by The Royal Institute of Philosophy and students receive a certificate on successful completion of this course. Core Mathematics is sustained over two years and culminates in a qualification whilst crucially also underpinning the mathematical element in subjects such as Geography, Psychology Economics, Biology, Chemistry and Physics. An 'Enterprise' option builds on the whole year Champions of Enterprise day and allows students to develop their business skills, launching and running a company and receiving support and guidance from business professionals.

➤ **Personal Development**

Across all key stages, the PSHE programme and personal development are central to the St Bart's curriculum. At KS3 and KS4 the Personal Development Programme (PDP) is delivered by tutors in two half-hour lessons a week. The PDP curriculum includes elements covering health and wellbeing, relationships and living in the wider world. The latter aspect includes economic wellbeing and responsible citizenship, as well as the world or work and CEIAG. The CEIAG programme, which meets all 8 Gatsby Benchmarks, is enhanced beyond the PDP curriculum through engagement with employers; a Year 11 practice interview day which covers the whole cohort; and planned work shadowing days for Year 10 and a careers fair for KS3 at which we plan to make extensive use of our alumni and parental body.

In the Sixth Form, the Personal Development and Enrichment programmes combine to provide students with a range of experiences that allow them to explore university and non-university post-18 routes, while expanding their horizons to explore various contemporary issues and debates. Students attend a UCAS Fair and have access to the highly sophisticated Unifrog software that enables them to research careers and explore options for both university places and apprenticeships. Crucially, students are also given opportunities to develop their study skills through the VESPA programme and are also encouraged to develop 'Employability Skills' that will prepare them for the world of work. Students have the opportunity to volunteer within classrooms and are encouraged to mentor younger students, while also being able to secure ongoing volunteering or work experience opportunities alongside their studies. Students are also entitled to five days of work experience and we are flexible in scheduling this.

Impact

The outcomes achieved by students in public examinations at the end of Year 11 provide clear evidence that the St Bart's curriculum allows students to maximise their potential, allowing them to progress to their chosen future paths in education, training or employment post-16.

At KS4 to 2019, four years of Progress 8 scores in excess of +0.4 and the last two years in excess of +0.5 demonstrate progress well above average against national levels. Well over 80% of students achieve the BASICS 4 measure, allowing a very high proportion of students to access as wide a range of post-16 opportunities as possible.

The impact of the curriculum and the careers support is further evidenced in the destinations of students post-16, with over 80% of our Year 11 progressing into the Sixth Form, with others going on to FE courses, apprenticeships and other Sixth Form provision of their choice. In 2019, the whole Year 11 cohort was placed in some form of education, training or employment by the end of September, with none in the Not in Education Employment or Training (NEET) category.

At KS5 this progress is maintained, despite the high level of progress already achieved between KS2 and KS4. The open access admissions policy is vindicated in the close to 100% pass rate in level 3 courses. Particular success is demonstrated in ensuring students who did not achieve a grade 4 in Maths and/or English Language at GCSE before they joined the Sixth Form, achieve at least this grade before they finish KS5. Again, this enables students to access as wide a range of future educational or employment opportunities as possible and ensures potential avenues are not closed off to them.

In terms of post-18 destinations, again the positive impact of the curriculum, including the employability and UCAS support aspects, is clearly demonstrated. Students who leave us at 18 go on to a full range of opportunities in education, training and employment, including an increasing number going into apprenticeships. High proportions of students progress to Higher Education either directly or following a gap year. Amongst these St Bart's has a very strong record in sending students to highly competitive Oxbridge, medical and veterinary under-graduate courses and many to Russell Group universities. Full details of student destinations post-18 are available on the school website.

Internal data evidences very high engagement levels in extra-curricular activities across the whole range of opportunities available. Increasing numbers of students, for instance, are following the Duke of Edinburgh Awards scheme, with well over a hundred of the current Year 10 taking the Bronze Award.

Throughout the school we seek to celebrate students' successes at all levels to enhance the impact of their achievements. At each reporting cycle, 'VIP awards' are recognised in all the categories on which we report to parents, including behaviour, engagement and organisation. Major, formal awards evenings are held at the end of each Key Stage with prizes not only for academic achievement, but also for effort, participation and extra-curricular achievement.

Signed _____

Date _____

Co-Chair of Governors

Appendix

The Curriculum

A) Key Stage 3: Current Provision for Years 7-9

Subject	Year 7	Year 8	Year 9
English	4	3	4
Mathematics	3	4	4
Science	3	3	3
Modern Foreign Languages	2	3	3
History	2	1.5	2 periods a week each of 3 of these subjects
Geography	2	1.5	
Art	1	1	
Music	1	1	
Drama/Dance	1	1	
Physical Education	2	2	2
Religious Education	1	1	1
Design Technology	2	2	2 periods a week of 1 subject
Computing	1	1	
Personal Development Programme	1	1	1
Total hours per week	26	26	26

* Latin is offered outside the standard teaching time in Year 9.

B) Key Stage 4: Current Provision for Years 10-11

	Standard Curriculum	Additional English & Maths	Foundation Learning
Subject	Years 10 & 11	Years 10 & 11	Years 10 & 11
English	4	5	5
Mathematics	3	4	4
Science	4	4	4
Religious Education	1	1	1
Modern Foreign Languages	3	1 [#]	
Practical Assessment Option	2	2	2
Physical Education	1	1	1
Personal Development Programme	1	1	1
Curriculum Enrichment	1	1	1
Choose either 2 GCSEs or 1 GCSE and one BTEC	6	6	
Choose one GCSE option			3
Foundation Learning Elements			4
Total hours per week	26	26	26

*Latin GCSE is offered outside the standard teaching time

[#] The FCSE Languages course is followed in Y10. In Y11 this additional period is used for further Maths support

Current Standard Curriculum Range of Option Choices in Years 10-11

<p>GCSEs: Art & Design Business Studies Computing Dance Drama Film Geography History Music & Music Technology PE</p> <p>Modern Foreign Language GCSEs: French German Spanish</p> <p><i>A second MFL subject can be studied within the option system</i></p>	<p>Practical Assessment GCSEs: Art & Design Computing Dance Design Technology Drama Food Preparation & Nutrition Graphics Music PE Textiles</p> <p>Modern Foreign Language FCSEs: French German Spanish</p>	<p>BTECs: Enterprise Health & Social Care Sport</p> <p>Foundation Learning: Vocational Learning Personal & Social Development</p>
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