

St Bartholomew's School

Curriculum Statement

Reviewed by the Governors' Education Committee, Summer 2023

Approved by the Full Governing Body, Summer 2023

To be reviewed, Summer 2024

Intent

St Bartholomew's School delivers an ambitious curriculum with high expectations of all students which:

- is broad and balanced with the aim of maximising students' potential;
- seeks to inspire students to enjoy learning and to develop a thirst for knowledge and a curiosity about the world around them;
- reflects the abilities and diversity of the community which we serve;
- engages with and celebrates diversity and inclusion;
- promotes resilience to deal with the changing world;
- opens doors for future progression in education, training and employment;
- reflects the values of the school embedded in our 'BARTS Values' and modern British values;
- develops key transferable skills such as communication, cooperation and adaptability;
- engages creatively and imaginatively with technological educational tools to maximise potential and prepare students for the challenges of 21st century life;
- is accessible for all, whilst allowing flexibility for students to enhance their knowledge in areas which meet their interests and aptitudes.

Design

At Key Stage 3 the curriculum reflects and seeks to implement the National Curriculum in all subject areas. Under the broad vision established by the school leadership team, the expertise of curriculum leaders is utilised and shared in developing 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.

Enrichment

The taught curriculum is greatly enhanced by the enrichment opportunities on offer across the school through clubs, societies and educational visits, 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 a strong emphasis on ensuring our disadvantaged

students are supported in gaining full access to all these opportunities. St Bart's is proud of its long heritage and this is reflected in aspects of the curriculum with an annual Remembrance Day service for the whole school and extremely popular Year 8 residential visit to World War One battle sites. 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. This commitment to ensuring students' understanding of key historical events is also reflected in our becoming a Beacon School for the Centre for Holocaust Education.

Implementation

A highly skilled staff team

Underpinning the implementation of the curriculum is a teaching staff which contains an extremely high percentage of subject specialists across all curriculum disciplines. Our staff are equipped with the educational background and pedagogical understanding to deliver and adapt our curriculum to meet the needs of all our students. All our teachers are involved in the ongoing collaborative process of refining and developing our curriculum.

There is a rigorous programme of continuous professional development (CPD) which allows research-based practice to be brought into classrooms across the school. The culture of sharing good practice and developing understanding of pedagogy and recent research is embedded through an effective CPD programme which develops staff at every stage of their career journey. Best practice and pedagogical development is shared and celebrated regularly and especially at INSET days.

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 develop innovative approaches to the delivery of the curriculum throughout the school year and not just in planned meeting times.

Curriculum Journeys

Curriculum maps are on display throughout the school and are made available to students in lessons. These help students to navigate through their curriculum, building on prior learning and identifying how lessons fit into an overall programme. These documents also make reference to cross-curricular knowledge. Curriculum documents are made available to parents via the school website.

A key role for data

At all Key Stages there is a strong focus on data deriving from internal report analysis and public examination outcomes. Thorough analysis of achievement takes place throughout the 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.

Technology

The national lockdown accelerated the development of our Technology strategy with staff and students becoming sophisticated users of online learning tools. Building on this momentum we have each year since 2021-22 provided personal devices (tablets/chromebooks) to all Y7 students and from 2023-24 will be enabling a new Bring-Your-Own device approach in Y12. These innovations enable increasingly imaginative and creative approaches to curriculum delivery.

➤ **Key Stage 3**

At KS3 the curriculum builds on the knowledge and skills which students have brought from their primary school KS2 curriculum. Termly meetings with Headteachers from our key local feeder schools inform the planning and delivery of our KS3 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.

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. 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.

Timetable Adjustments

In Y7 an adjustment is made to core timetables which enables students who enter Year 7 with lower prior attainment at KS2 in English and/or Maths to receive some additional support in these subjects.

In Y8, where a second Modern Foreign Language is introduced, those students whose progress in Year 7 across Modern Foreign Languages (MFL), English and Maths has been less strong study just one MFL 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 Y9, a small group of students is identified for additional English/Maths/Science support. This is timetabled in place of an MFL subject.

Choices

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)
- 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. Flexibility is built in by giving students access to two subjects from Humanities, Languages or Expressive Arts.

Year 9 students also have the chance to study GCSE Latin and GCSE Astronomy after school. In addition, where staffing allows, there are after school Computing lessons offered for any students who wish to study this alongside an alternative choice from the Technology options.

Science & RE - Starting GCSE courses in Y9

GCSE courses begin in Year 9 for 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 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 belief while 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)
- RE.

In addition, all students have

- one hour a week of core PE
- 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;
 - research and academic skills projects through the Higher Project and Introduction to Social Science programme
 - fitness and sports skills through Living for Sport, Sports Leaders, Fitness opportunities at our local sports centre.

To extend the range of options available and to provide potential vocational routes for students, we have entered into a partnership with another provider, Newbury College, to offer programmes in Hairdressing and E-Sports.

The option process for KS4 takes place in the spring term of Year 9, with students offered two 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 'practical assessment option' from a range of nine subject areas
- a BTEC subject (from a choice of 3)
- one further option.

Timetabling flexibility

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.

EBacc

St Bartholomew's takes a flexible approach to EBacc entry which hasn't changed since 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 following qualifications are available to students:

- 31 A Levels
- 5 BTEC Level 3 National Extended Certificates
- 2 Level 3 Certificates.

There is also provision, where required, for the teaching of GCSE English Language and

GCSE Mathematics. For a number of students, these two courses are followed as part of a Level 2 Sixth Form + programme which is delivered in partnership with Newbury College and provides great flexibility of access to a wide range of level 2 vocational courses at the College. To access our wide range of Level 3 (A Level and BTEC National Extended Certificate) courses, we look for students to secure a minimum of five GCSEs at Grade 4 or above. Enabling students to manage the challenging transition from GCSE to A Level, we look for at least 3 of these passes to be at Grade 5 (or Merit at Level 2 BTEC). Specific entry requirements are identified for each subject.

Sixth Form leaders meet with all applicants to discuss their subject choices. 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 four 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. 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.

Beyond their chosen subjects, all students are presented with an opportunity to study an Extended Project Qualification in either Y12 or Y13. 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.

Core Mathematics is taught over two years and provides a meaningful qualification which also underpins 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 and Careers**

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 a single half-hour lesson each week. Alongside these sessions, assembly slots for each are used to deliver significant elements of the programme. Elements of the programme are also delivered directly through subject lessons.

The PDP curriculum includes elements covering:

- health and wellbeing
- relationships and living in the wider world
- economic wellbeing and responsible citizenship
- the world of work and [CEIAG](#) (Careers Education, Information, Advance and Guidance).

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 cohortork shadowing days for Year 10
- a careers fair for KS3 at which we make extensive use of our alumni and parental body
- access for all Year 7-13 students to the highly sophisticated Unifrog software that enables to them to research careers and explore options for both university places and apprenticeships. The Unifrog platform also maintains a record of students' careers-related activities.

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. Crucially, students are also given opportunities to develop their study skills and 'Employability Skills' that will prepare them for the world of work. The development of these skills is supported through Careers Fairs and Champions of Enterprise as well as the Young Enterprise programme. 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.

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.

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 in 2022, a Progress 8 score of +0.69 was significantly above national average levels. 87% 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 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 the Autumn of 2022, 99% of the previous year's Year 11 cohort was placed in some form of

education, training or employment by the end of September.

At KS5 this progress is maintained, despite the high level of progress already achieved between KS2 and KS4. 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 undergraduate 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 extracurricular achievement.

***This Statement was agreed by Governors at a meeting of the Full Governing Body on
13th July, 2023***

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	0.5	0.5	0.5
Total hours per week	25.5	25.5	25.5

* 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 (legacy year - Y11 only)
Subject	Years 10 & 11	Years 10 & 11	Year11
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	0.5	0.5	0.5
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	25.5	25.5	25.5

*Latin and Astronomy GCSE is offered outside the standard teaching time

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 <i>A second MFL subject can be studied within the option system</i></p>	<p>Practical Assessment GCSEs: Art & Design Citizenship Computing Dance Design Technology Drama Food Preparation & Nutrition Graphics Music PE Textiles</p> <p>Modern Foreign Language FCSEs: French German Spanish</p>	<p>BTECs: Digital Information Technology (first teaching, Sept 2023) Enterprise Health & Social Care Sport</p> <p>Foundation Learning: Vocational Learning (last teaching 2023-24) Personal & Social Development</p>
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