



Inspire Education Trust

Together we achieve, individually we grow

Curriculum Policy

Intent, Implementation & Impact
Blue Coat CE Secondary School

Policy Date: July 2021

Review Date: July 2024

Document History

Version	Status		Date	Author	Summary Changes
V1			July 2021	Alex Tomlinson	

Contents

1. Intent	Page 4
2. Aims	Page 4
3. Implementation	Page 5
4. Impact & Quality Assurance	Page 6
5. Accountability	Page 7
Appendix 1 – Curriculum Model	Page 9
Appendix 2 – KS3 Curriculum	Page 10
Appendix 3 – KS4 Curriculum	Page 10
Appendix 4 – KS5 Curriculum	Page 11

1. Intent

At Blue Coat Church of England School, our vision is “Living life in all its fullness”. We exist to equip our students to ‘live life in all its fullness’ by providing excellent education, which is distinctively Christian and inclusive of all. At the heart of this education are the values of Care, Hard Work, Respect, Integrity and Servanthood, working Together for the good of all individuals, the school and wider communities.

2. Aims

Our curriculum is designed with the following aims:

- **Inclusion** of all pupils no matter their background, prior attainment or barrier to learning to accessing the same ambitious curriculum content
- Building beyond **KS3 National Curriculum** & aiming for ambitious content taught across the full three years (7-9)
- Our KS3 curriculum has been built around the **Skills, Knowledge & Understanding (SKU)** needed for them to succeed beyond the school gates
- The **widest possible options** available at GCSE & A level to suit the needs of our pupils, local and national requirements
- **High expectations, breadth, high challenge** & inclusive classroom practice
- **Consistent planning** & logical **sequencing** of content that leads to long term learning
- Implementation of a **quality first wave approach** to teaching & learning
- Enabling all our students to “**Live Life in all its fullness** (John 10:10)” through curriculum, enrichment, performances, PSHE and worship experiences
- **Personal & character** development enabling the widest variety of curricula and extra curricula experiences that allow pupils to develop as rounded individuals
- Allow pupils to thrive as individuals through personalised & flexible pathways including RSE & PSHE
- Enable opportunities for students to develop **socially** and **creatively** through the breadth of our in-school and extra curricula offering
- Enable students to have a positive impact on the **community** and the world around them
- Blue Coat promotes the spiritual development of our learners through embedding our schools CHRIST values at all levels of our curriculum:
 - **Care** – Our curriculum is designed to be caring and compassionate for each individual pupil needs, backgrounds, abilities and aspirations.
 - **Hard Work** – High expectations of all our pupils and support from dedicated, experienced & knowledgeable staff than enables them to achieve their potential. Hard work is recognised, rewarded & commended within all aspects of school life.
 - **Respect** – Respect is embedded at all levels of our school and is a fundamental component of our curriculum. We ensure there is mutual respect for one another’s values and the opportunity to grow an appreciation for and understanding of others.
 - **Integrity** – We embed integrity within the curriculum by designing its content, sequence and delivery around the needs of our pupils. We ensure that what is right and wrong is a fundamental component of the content taught in the curriculum.
 - **Servanthood** – Staff & pupils are rewarded for putting the needs of others beyond their own through supporting members of our community to learn effectively.

- **Togetherness** – Colleagues work collaboratively to plan an effective curriculum that supports the widest range of needs allowing all pupils to access a truly inclusive education.

3. Implementation

For our curriculum structure please see:

- 1 Our curriculum model [See Appendix 1]
- 2 3-year Key Stage 3 (KS3) [See Appendix 2]
- 3 2-year Key Stage 4 (KS4) [See Appendix 3]
- 4 2-year Key Stage 5 (KS5) [See Appendix 4]

3.1 School Wide Implementation

- KS3 is 3 full years covering and building beyond the requirements of the breadth and ambition of the KS3 National Curriculum (NC).
- Students in KS3/4 are divided into two distinct bands X and Y.
- All students will receive a broad and balanced KS4 curriculum through the wide variety of GCSE and equivalent qualifications available
- All students will study PSHE, RSE, & Careers through a range of taught lessons, assemblies and events
- All students will study RE at GCSE level until the end of Year 11
- GCSE and equivalent qualifications will be recognised in the performance tables for that academic year

3.2 Subject Level Implementation

- Heads of Department/Subject (HODs) will ensure that a clear 7-year plan and accompanying schemes of learning (SOL) are in place for all subjects and key stages
- As far as practically possible specialist subjects will be delivered in appropriate facilities
- SOL should follow the school's quality first approach to teaching and learning enabling students to maximize progress through effective planning & sequencing
- KS3 assessment objectives which build upon the content of the NC are used to holistically measure student's ability in relation to their age-related expectations. Students will be ranked above, on or below age related expectations.
- Departments will provide a wide range of extra curricula opportunities.
- SOL and in-lesson practice will show the implementation of the "4 for all" strategy, in class adjustments, modelling and scaffolding that allow all pupils to make progress.
- SMSC, PSHE, RSE, literacy and numeracy development opportunities are embedded across our curriculum plans and should be demonstrated in practice.
- HODs and members of the Senior Leadership Team (SLT) will regularly monitor the quality of education through our Quality Assurance schedule.

3.3 Classroom Level Implementation

- Teachers should plan, prepare and deliver a high quality of education as outlined in the Teacher Standards
- For consistency all teachers should follow the agreed scheme of learning and any deviation should be agreed with the HOD

- Teaching should build cumulatively deeper understanding through a well-planned sequence of learning
- Teachers should use AFL techniques and questioning to measure the effectiveness of learning activities to adjust their practice based on the feedback received
- Teachers should make the most of proven strategies and educational research to support all learners to retain as much skill, knowledge and understanding as possible
- Concepts of retrieval practice, spaced repetition and regular assessment should be seen in lessons to ensure the retention of SKU
- Teachers should exploit opportunities to develop pupil's literacy & numeracy ability

3.4 Inclusion

Teachers have high expectations of all learners. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, and ensure that there are no barriers to every pupil achieving. In order to support an inclusive yet challenging classroom environment, staff will follow the Blue Coat quality first approach to teaching and learning including embedding the use of the "4 for all" approach in lessons. Teachers will adjust their practice, model expert thinking to support students' understanding and put in place scaffolding resources that enable pupils to engage with the lesson or activity.

Teachers will take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, literacy and numeracy to support pupils to take part in all subjects.

4 Impact & Quality Assurance

- The quality of education across the school, department and subject will be measured through the effective use of quality assurance practices
- Pupil voice in lessons and through the School Council will make a substantial part in assessing the quality of the curriculum across the school
- The curriculum should make a significant contribution to the academic, social and wider progress of its pupils
- At KS3 progress will be seen by measuring pupils progress through the subject specific assessment objectives and in relation to their age-related expectations. Students will be measured as "working towards, emerging, secure or excellence".
- Formative and summative assessment practices will be utilised to measure the acquisition of SKU over time
- At KS4 students' progress since KS2 SATs will be monitored through working at and predicted grades which will be compared to national performance tables held within 4matrix

- At KS5 students' progress and value added since their KS4 qualifications will be monitored through the use of national performance comparisons held in 4matrix
- The overall effectiveness of our curriculum to support our pupils will be measured through the school performance tables and pupil destinations post 16
- Accountability inspections from SIAMs or OFSTED will measure the quality of education across the school and at subject level

5 Accountability

5.1 The governing board will ensure that:

- The Local Governing Board and Trust Board of Directors will monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, Science and Religious Education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- All pupils are provided with independent, impartial careers guidance, and that this is appropriately resourced

5.2 The Headteacher and the Senior Leadership Team will ensure:

- This policy is implemented and followed consistently
- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Local Governing Body & Board of Directors
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment, recording & reporting meet all legal requirements
- The Governing Body & Board of Directors is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body & Board of Directors is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

5.3 Staff will ensure that:

- All staff will ensure that the school curriculum is implemented in accordance with this policy

- Heads of Department will ensure 7-year curriculum plans and schemes of learning are in place across their departments
- Teaching staff will ensure schemes of learning are followed, improved & adapted over time to ensure we are delivering an excellent inclusive education to all
- Teachers should plan, prepare and deliver a high quality of education as outlined in the Teacher Standards
- Staff should implement the Blue Coat Quality First Approach to teaching and learning

[Appendix 2] – KS3 Curriculum

Key Information:

- Students are divided into X and Y bands which link to the MFL subject studied
- Maths & Science are delivered through ability set groups
- English, MFL, Humanities and RE are banded
- Creative subjects are taught in mixed ability groups
- Students who have a reading age below their chronological age participate in the Accelerated Reader programme in Years 7 and 8. Students choose their KS4 options during Year 9
- At KS3 students have the opportunity to study:
 - Personal Social and Health Education (PSHE)/Citizenship/Careers
 - English
 - Mathematics
 - Science
 - History
 - Geography
 - Modern Foreign Language - French or German
 - Design and Technology (including Food and Textiles)
 - Computing
 - Art
 - Music
 - Physical Education
 - Religious Education

[Appendix 3] – KS4 Curriculum

Key Information:

- Our GCSE Core Curriculum consists of:
 - Personal Social and Health Education (PSHE)/Citizenship/Careers
 - English Language
 - English Literature
 - Mathematics
 - Sciences (Biology, Chemistry, Physics or Combined Science)
 - Religious Education
- When students select options the EBACC is encouraged but a personalised approach to their 3 options is available and supported through our process
- We offer foundation/higher maths, single sciences, combined science & MFL
- With the diverse cohort at Blue Coat we encourage students to complete a GCSE in their first language
- Our Optional KS4 Curriculum consists of:
 - Art
 - Business Studies
 - Computer Science
 - Drama
 - Engineering
 - Design & Technology
 - Food Preparation & Nutrition
 - French
 - Geography

- German
- History
- Music
- PE
- Art & Design - Photography
- Art & Design -Textiles

Option Blocking for Year 10 in AY2122		
Block A	Block B	Block C
History	History	History
Geography	Geography	Geography
French	Food	German
Business	Business	Business
Computer Science	Computer Science	Music
PE	PE	Engineering
Product Design	Sports Studies	Drama
Drama	Music	Photography
Photography	Engineering	Art
Art	Art	
	Textiles	

[Appendix 4] – KS5 Curriculum

Key Information:

- We offer an ambitious and extensive range of qualifications at Post 16
- Our students go onto a wide range of destinations with many reaching top universities (including Oxbridge), apprenticeships and employment
- Student are supported to study three subjects at A Level with some exceptional candidates completing four qualifications
- Pathways to universities and careers are well supported through the Post 16 application and interview process
- Students complete a programme of assemblies and tutor periods linked to worship and age appropriated PSHE
- Students benefit from CEIAG support, university speakers and ICONs conferences.
- Students also have a 6th form Student Council offering whole school leadership opportunities
- Due to the Coventry consortium programme we share our curriculum with a number of pupils from other schools across the city
- We offer a wide variety of subjects at Post 16 – these include:
- Applied Science (BTEC Ex Cert, Single)
 - Art & Design: Fine Art
 - Art & Design: Graphics
 - Art & Design: Textiles
 - Art & Design: Photography
 - Biology
 - Business Studies
 - Chemistry

- Computing
- Drama & Theatre
- Economics
- English Language & Literature
- English Literature
- French
- Geography
- German
- Government & Politics
- Health & Social Care (BTEC)
- History
- Mathematics
- Mathematics (Further)
- Media Studies
- Music
- Music Technology
- Physics
- PE
- Philosophy & Ethics
- Product Design
- Psychology
- Sociology
- Sport (BTEC)

Option Blocking for Year 12 in AY2122				
Block A	Block B	Block C	Block D	Block E
Applied Science	Biology	Drama & Theatre	Business	Chemistry
Biology	History	Fine Art	Computing	Economics
Business	Mathematics	Further Maths	English Lit.	English Lang/Lit.
Chemistry	Media	Geography	Mathematics	German
Graphics	PE	Government & Politics	Music Technology	Health & Social Care
Philosophy & Ethics	Psychology	Mathematics	Photography	Music
Physics	Textiles	Psychology	Product Design	Sport
		Sociology	Psychology	

Reviewed by:

Alex Tomlinson

July 2021

Next Review Date:

July 2024

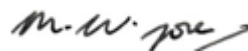
Approved by Directors:

08.11.21

Signed:



LOIS WHITEHOUSE
CEO



MARK GORE
CHAIR OF TRUST STANDARDS