



# Inspire Education Trust

Together we achieve, individually we grow

## Curriculum Policy

Intent, Implementation & Impact

Blue Coat CE Secondary School

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**Policy Date:** July 2024

**Review Date:** July 2027

## Document History

Version	Status		Date	Author	Summary Changes
V1			July 2024	Alex Tomlinson	3. updated to include new school practice 4. updates to the planned QA processes A1-4. Appendix curriculum models & subjects offer corrects as of AY2425

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## 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:

- **Inclusive and ambitious:** All students, regardless of background or learning style, have access to the same challenging and enriching content. We build upon the National Curriculum to ensure a strong foundation for success beyond KS3.
- **Develops lifelong skills and knowledge:** Our curriculum focuses on the Skills, Knowledge, and Understanding (SKU) students need to thrive in the future, preparing them for academic success and beyond.
- **Offers diverse pathways:** We provide a breadth of GCSE and A-Level options to cater to individual needs, local and national requirements.
- **Fosters high expectations:** We believe in a challenging and supportive learning environment that encourages all students to reach their full potential.
- **Ensures clear progression:** Our curriculum is meticulously planned and sequenced to build long-term learning and understanding.
- **Embraces quality teaching:** We implement "Blue Coat Approach", ensuring effective teaching strategies for all learners.
- **Inspires well-rounded individuals:** We aim to empower students to "Live Life in all its fullness" (John 10:10) through a rich curriculum, PSHE, and enrichment opportunities that develop their character and personal growth.
- **Promotes social and creative development:** Our curriculum offers a variety of experiences, both in and outside the classroom, to foster social and creative skills.
- **Empowers global citizens:** We provide opportunities for students to develop social awareness and make a positive impact on their communities and the world.
- **Upholds Christian values:** Our curriculum is underpinned by the core values of Care, Hard Work, Respect, Integrity, Servanthood, and Togetherness (CHRIST). These values are embedded in every aspect of the curriculum, shaping both content and interactions.

### 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 - A rigorous three-year program exceeding the National Curriculum (NC) in breadth and ambition.
- KS3/4 Setting - Students are placed in supportive learning groups (X and Y) to optimize their learning pace and potential.
- KS4 Curriculum - A broad and balanced curriculum with diverse GCSE and equivalent qualifications to cater to individual strengths and interests.
- PSHE, RSE, & Careers - Integrated PSHE, RSE, and careers guidance through engaging lessons, assemblies, and events.
- Religious Education (RE) - All students (unless they choose to opt out) will complete GCSE RE until the end of Year 11.
- Computing – All students cover the statutory national curriculum content for KS4 Computing Science through a range of subjects including Maths & Science.
- GCSE Performance - Recognized qualifications contribute to transparent performance tables.
- National Curriculum Integration - A meticulously mapped curriculum ensures seamless integration of National Curriculum objectives across multiple subjects in KS4.

#### 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
- Schemes of learning enable the school's quality first approach to teaching and learning enabling students to maximise progress through effective sequencing
- KS3 assessment objectives which build upon the content of the NC are used to holistically measure student's ability in relation to their prior attainment.
- Departments will provide a wide range of extra curricula opportunities that enhance learning beyond that goes on within the normal classroom.
- 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 rigorous 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)
- Pupils with reading ages lower than their chronological age

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 learning walks, departmental reviews and student leadership panels will be utilized to enhance and improve the curriculum implementation overtime
- The curriculum should make a significant contribution to the academic, social and wider progress of its pupils
- At KS3 progress will be seen by comparing students target grades to their working at grade.

- Formative and summative assessment practices will be utilised to measure the acquisition of SKU over time
- At KS4 students' progress since KS2 SATs (or CATs) will be monitored through working at and predicted grades which will be compared to national performance tables held within SISRA
- At KS5 students' progress and value added since their KS4 qualifications will be monitored through the use of national performance comparisons held in SISRA
- The overall effectiveness of our curriculum to support our pupils will be measured through the school performance tables, external reviews and pupil destinations
- Accountability inspections from the Trust, Local Authority Monitoring Officer, SIAMs & OFSTED will measure the quality of education across the school and at department level

## 5 Accountability

5.1 The Local Governor Committee will ensure that:

- The Local Governor Committee 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 for 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





Curriculum Model for AY2425



Year	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
7 Sub (hours) Cohort = 265	Maths (6)		Science (6)		English (7)		Fre/Ge/Spa (4)		P/SHE		Geog (3)		History (3)		RE (3)		Sport (3)		Drama (2)		Co (2)		Art (3)		Technology (4)		Music (3)																							
8 Sub (hours) Cohort = 295	Maths (6)		Science (6)		English (7)		Fre/Ge/Spa (4)		P/SHE		Geog (3)		History (3)		RE (3)		Sport (3)		Drama (2)		Co (2)		Art (3)		Technology (4)		Music (3)																							
9 Sub (hours) Cohort = 295	Maths (6)		Science (8)		English (7)		Fre/Ge/Spa (4)		P/SHE		Geog (3)		History (3)		RE (3)		Sport (2)		Drama (2)		Co (2)		Art (3)		Tech (3)		Music (3)																							
10 Sub (hours) Cohort = 265	Maths (7)		Bio (4)		Phys (3)		Chem (3)		English (8)		RE (4)		Sport (2)		Option A (6)		Option B (6)		Option C (6)																															
11 Sub (hours) Cohort = 265	Maths (7)		Bio (3)		Phys (4)		Chem (4)		English (8)		RE (4)		Sport (2)		Option A (6)		Option B (6)		Option C (6)																															
12 Sub (hours) Cohort = 180	Option A (10)		Option B (10)		Option C (10)		Option D (10)		Option E (10)																																									
13 Sub (hours) Cohort = 180	Option A (10)		Option B (10)		Option C (10)		Option D (10)		Option E (10)																																									

## [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 linked to prior attainment
- English, MFL, Humanities and RE are taught in mixed ability groups
- Creative subjects are taught in mixed ability groups
- Students who have a reading age below their chronological age participate in the Lexonic Advance programme. Students choose their KS4 options during Year 9 and start their options in Year 10 leading to a 2 year programme of study.
- At KS3 students have the opportunity to study. (No.) represent hours taught:
  - Personal Social and Health Education (PSHE)/Citizenship/Careers
  - English (7)
  - Mathematics (6)
  - Science (6-8)
  - History (3)
  - Geography (3)
  - Modern Foreign Language – French, German & Spanish (4)
  - Art (3)
  - 3D Design (1)
  - Computing (2)
  - Drama (2)
  - Food (1)
  - Music (3)
  - Product Design (1)
  - Physical Education (2)
  - Religious Education (3)
  - Textiles (1)

## [Appendix 3] – KS4 Curriculum

Key Information:

- Our GCSE Core Curriculum consists of: (No.) represent hours taught
  - Personal Social and Health Education (PSHE)/Citizenship/Careers (1)
  - English Language & English Literature (8)
  - Mathematics (7)
  - Sciences (Biology, Chemistry, Physics or Combined Science) (10/11)
  - Religious Education (4)
- 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 in three languages
- With the diverse cohort at Blue Coat we encourage students to complete a GCSE in their first language
- Our Optional KS4 Curriculum (3 subject at hours each):
  - Art & Design – Fine Art
  - Business Studies
  - Computer Science
  - Drama
  - Design & Technology

- Food Preparation & Nutrition
- French
- Geography
- German
- History
- Music
- PE
- Spanish
- Art & Design - Photography
- Art & Design -Textiles
- Art & Design – 3D Design

Option Blocking for Year 10 in AY2425		
Block A	Block B	Block C
German	French	French
German	French	German
History	History	History
History	History	Geography
History	Geography	Business Studies
Geography	Product Design	Business Studies
Geography	Computing Science	Photography
Product Design	Textiles	Drama
Music	Photography	Physical Education
3d Design	Physical Education	3d Design
Fine Art	Business Studies	Fine Art
	Food Preparation & Nutrition	

#### [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 6<sup>th</sup> 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 Science
- Economics
- English Language & Literature
- English Literature
- French
- Geography
- German
- Health & Social Care (BTEC)
- History
- Law
- Mathematics
- Mathematics (Further)
- Media Studies
- Music
- Music Technology
- Performing Arts (BTEC)
- Philosophy & Ethics
- Physics
- Physical Education
- Politics
- Product Design
- Psychology
- Sociology
- Sport (BTEC)

Option Blocking for Year 12 in AY2425				
Block A	Block B	Block C	Block D	Block E
Mathematics	Physics	Photography	Music Tech.	Music
Politics	Health & Social Care	Product Design	Perf. Arts	Geography
Computing	Graphics	Philosophy & Ethics	PE	Biology
Chemistry	English Literature	Economics	Fine Art	History
Media Studies	History	Chemistry	Applied Science	Mathematics
Psychology	Mathematics	Psychology	German	
BTEC Sport (Ext. Cert.)	Business	Business	Textiles	
	Biology		Sociology	
			BTEC Sport (Diploma)	
			Further Maths	

Reviewed by:

Alex Tomlinson

July 2024

Next Review Date:

July 2027

Approved by Directors:

17 September 2024

Signed:



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Lois Whitehouse  
CEO



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Nicky Aston  
Chair of Standards