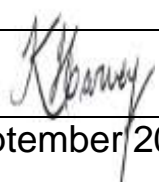
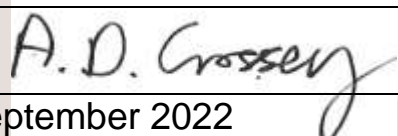


# CURRICULUM POLICY



<b>NAMED PERSON:</b>	Joe Dunckley
<b>ATTACHED COMMITTEE:</b>	Curriculum

<b>Last Review Date:</b>	September 2022
<b>Review Cycle:</b>	1 Year
<b>Next Review Date:</b>	September 2023

<b>Mr Keith Harvey</b> Co Chairman of Governing Body	<b>Mr Andy Crossey</b> Co Chairman of Governing Body
<b>Signed:</b> 	<b>Signed:</b> 
<b>Date:</b> September 2022	<b>Date:</b> September 2022

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### **1. Aims and curriculum intent:**

#### **The Buckingham School Curriculum Statement**

##### **Vision:**

*Success for All*

##### **Mission:**

*To equip all to be the best version of themselves*

##### **Curriculum Intent:**

Our Vision underlies everything at The Buckingham School. We want children to achieve the highest possible standards, be challenged and enjoy their school experience. This underpins all that we do, whether in the classroom, on the sports field, in concert, on stage, or in the extensive range of other opportunities we offer our students at all stages of their education.

As a school, we aim to develop our students to be successful in all that life in the 21st Century offers. Our curriculum is designed to achieve this by being broad and balanced, as well as offering students deep and rich learning and enrichment experiences that are all underpinned by our School Virtues.

# THE BUCKINGHAM SCHOOL VIRTUES

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## *As members of this School, we will:*

Build **AMBITION** by:

Having long term targets and be open to new opportunities.  
Exploring the pathways available to help reach our goals.

Strive to act with **CONFIDENCE** by:

Seeking out and taking up new challenges.  
Celebrating our successes, learn from our mistakes and believe in ourselves.

Treat all members of the community with **RESPECT** by:

Treating others as you want to be treated.  
Showing you care about others' feelings and wellbeing and appreciate all aspects of the world around you.

Display **EMPATHY** by:

Being mindful of the impact of our actions and words on others.  
Trying to see a situation through someone else's eyes.

Strive to develop **RESILIENCE** by:

Responding positively to difficult situations.  
Overcoming barriers, bounce back and never give up.

Act with **INTEGRITY** by:

Doing the right thing even when nobody is watching.  
Making the choice to be a good person and keeping your word.

Encourage **CURIOSITY** by:

Having a sense of enjoyment and fascination in learning about ourselves, others and the world around us.  
Recognising that the questions you ask about the world are more important than the questions you can answer.

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**STUDENT**

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**VIRTUES**

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## **2. Legislation and Guidance**

This Policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of Governing Boards set out in the Department for Education's [Governance Handbook](#).

## **3. Roles and responsibilities**

### **3.1 The Governing Board**

The Governing Board will monitor the effectiveness of this Policy and hold the Headteacher and Assistant Headteacher, Curriculum to account for its implementation.

The Governing Board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- Proper provision is made for students with different abilities and needs, including children with special educational needs and disabilities (SEND)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels or Vocational courses such as BTEC, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in supporting decision-making about the depth and balance of the curriculum
- It fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

In addition, along with the **Headteacher**, the Governing Body will ensure that:

- It considers the advice of the Assistant Headteacher, Curriculum when approving this curriculum policy and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- It contributes to decision making about the curriculum

### **3.2 Assistant Headteacher, Curriculum**

The Assistant Headteacher, Curriculum is responsible for ensuring that this policy is adhered to, and that:

- 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 students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEND

### 3.3 Other Staff

**Assistant Headteachers and Senior Leaders** with responsibility for the line management of a curriculum leader will ensure that:

- They have an oversight of curriculum structure and delivery within each link department
- Detailed and up-to-date schemes of work are in place for the delivery of courses within each key stage
- Schemes of work are monitored and reviewed on a regular basis
- Levels of attainment and rates of progression are discussed with Curriculum Leaders on a regular basis and that actions are taken where necessary to improve these

**Curriculum Leaders** will ensure that:

- Long term planning is in place for all courses. Such schemes of work will be designed using the agreed TBS process and will contain curriculum detail on: intent, context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources
- Schemes of work encourage progression at least in line with national standards
- There is consistency in terms of curriculum delivery. Schemes of work should be in place and be used by all staff delivering a particular course
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students. Changes are made to courses and awarding bodies where appropriate
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment
- They keep their SLT Link and the Assistant Headteacher, Curriculum informed of proposed changes to curriculum delivery
- All relevant information/data is shared with the relevant support staff teams; this includes meeting deadlines related to exam entries and other key processes such as internally assessed exams and assessments
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion
- They share best practice with other colleagues in terms of curriculum design and delivery
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility
- They monitor the delivery of the curriculum through looking at learning snapshots, as outlined in the Teaching and Learning Policy

**Teaching Staff and Learning Support Staff** will:

- Ensure that the school curriculum is implemented in accordance with this policy
- Keep up to date with developments in their subjects
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities

**Students will:**

- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum that is progressive, deep and knowledge-rich which offers breadth, support and challenge
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at Key Stages 4 and 5

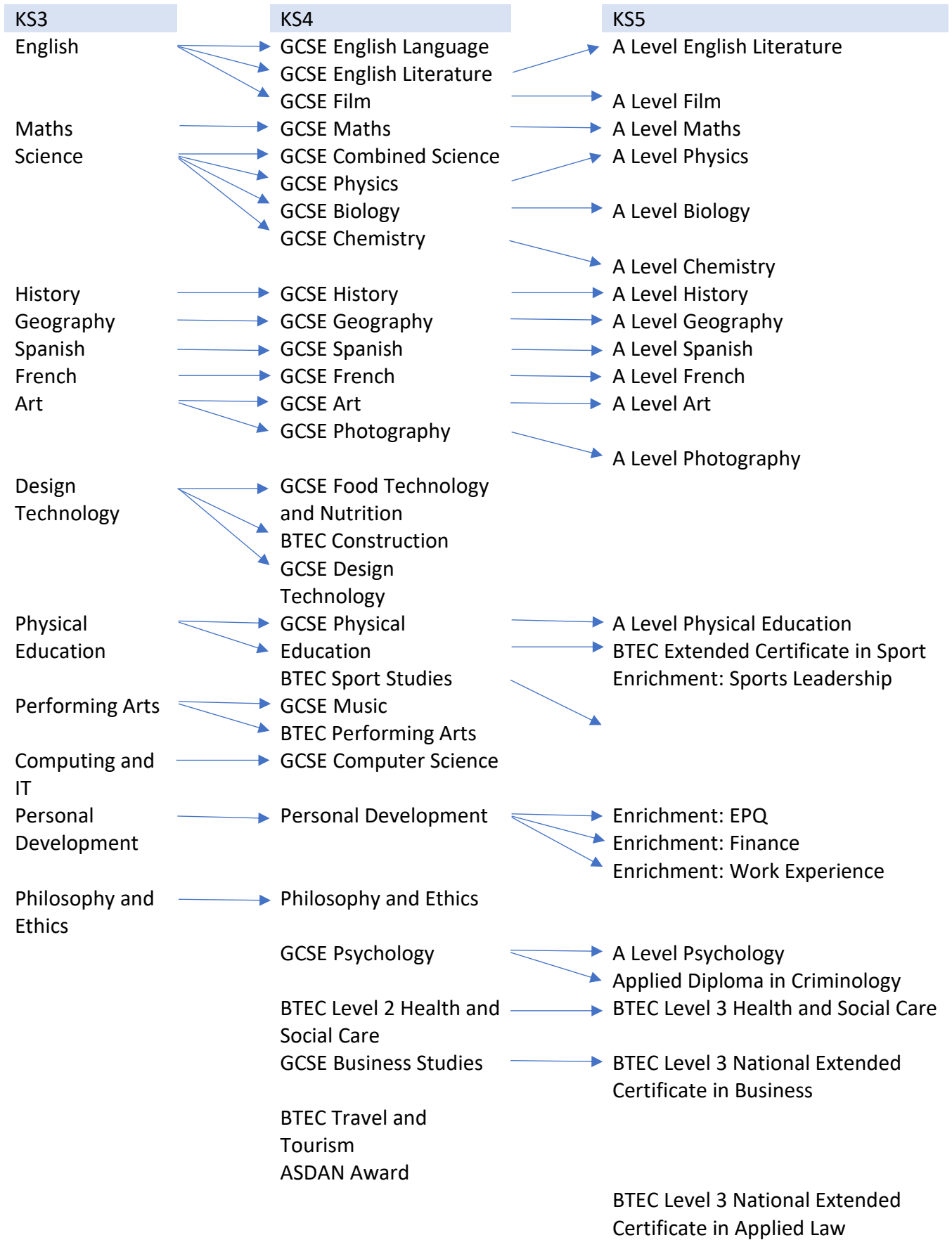
**Parents and carers will:**

- Be consulted about their children's learning and in planning their future education
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives
- Be informed about the curriculum on offer and understand the rationale behind it
- Be informed of any decisions to change the groups that their children are taught in

**4. Organisation and planning of the curriculum**

The curriculum at The Buckingham School is organised into three Key Stages: KS3 (Years 7/8/9); KS4 (Years 10 & 11) and KS5 (the Sixth Form – Years 12 & 13). Each Key Stage has a model for the delivery of the subjects expected to be taught from which a timetable is constructed. The models are reviewed each year and developed to take into account national and local initiatives, student choices and staffing constraints.

Where possible, we believe there should be clear pathways that support students' learning through a 7-year journey from Year 7 to Year 13, as outlined below on our whole school curriculum map:

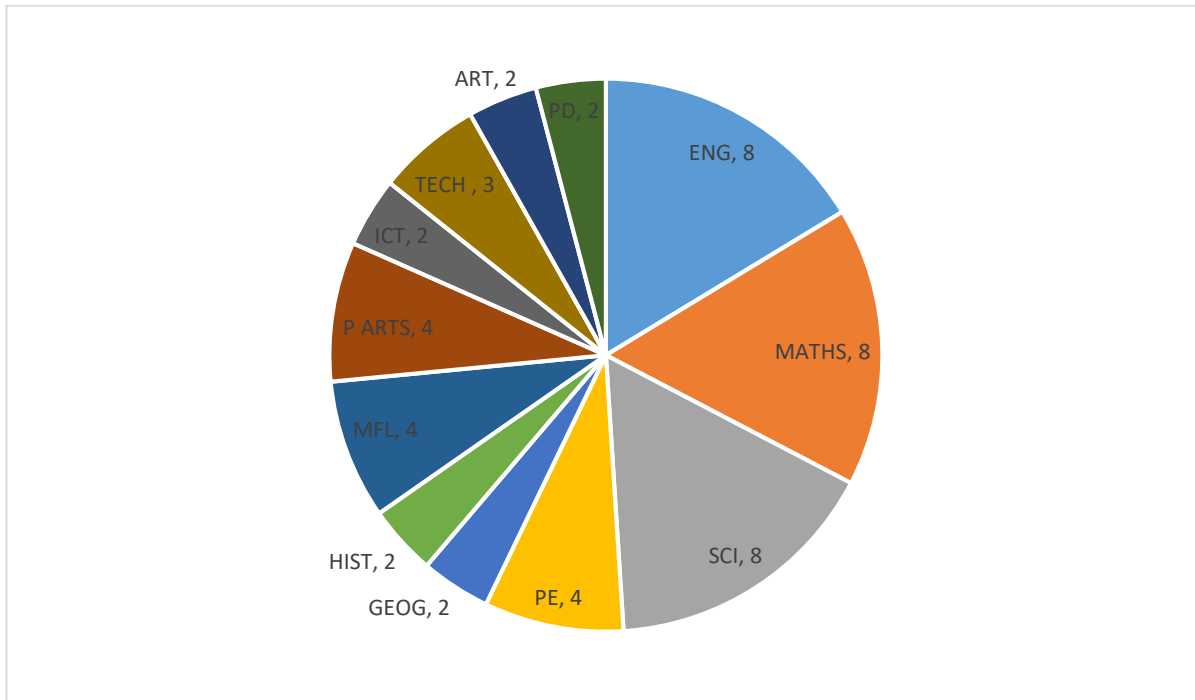


**KS3 Curriculum**

The below table shows the current number of teaching periods per fortnight in each curriculum area in KS3

Year 7/8/9	ENG	MAT HS	SCI	PE	GEOG	HIST	MFL	P ARTS	ICT	TECH	ART	PD	P&E
Per fortnight	8	8	8	4	2	2	4	4	2	3	2	2	1

Below is a chart to show the current number of teaching periods per fortnight in each curriculum area in KS3.



Through our Key Stage 3 curriculum, we recognise the importance of a good start to a pupil’s secondary school education. We aim to set the right culture for learning that is embraced by our students from the outset. We work closely with our primary feeder schools to ascertain a clear understanding of our students’ achievements in primary school and build on them from their first day at The Buckingham School. Our high expectations are clear from the outset, both academically and behaviourally, ensuring that the learning habits needed for future success at the school are embedded early on.

We wish students to experience the broadest range of subjects possible. In order to help our young people develop, we believe it is vital for our students to explore all their talents and experience a wide range of opportunities. To this end, we look to ensure our curriculum is broad, balanced, relevant, and personalised.

To ensure our students develop the necessary knowledge, skills and understanding to be successful in key stage 4, we follow a mastery curriculum across the school at Key Stage 3.

Our mastery model works on the principle that all learners, with effort, will meet expectations. It works on the premise that great teaching, based on formative assessment, particularly great questioning, is key. Precise assessment, teaching that closes any gaps, thinking about ability differently are all part of the mastery pedagogy.

At The Buckingham School, it is our belief that all children should have a deep learning of key ideas/constructs and opportunities for even deeper learning. For some learners they will be able to access, within a construct, even greater challenge to deepen their thinking further. Mastery learning is deep



learning that sticks, can be recalled over time etc. It is necessary to have deep learning in order to meet the key objectives. In essence, in order to meet the objectives securely children need to have mastered them.

Our lessons are carefully mapped to ensure they build knowledge incrementally, allowing students to develop a deeper understanding of themselves and the world around them. We ensure our students' progress is tracked regularly so that any extra support or challenge needed is timely and we have a clear overview of how well our students are progressing at the school.

### **Moving from Key Stage 3 to Key Stage 4 – The Options Process**

We believe in preparing our students for an aspirational pathway and give them choices based on what we believe suits their academic ability and potential. The offer available is broad and balanced, and allows for many opportunities in their future, both Post 16 and at University.

Our KS4 curriculum offer at The Buckingham School meets the needs of all students and serves to provide them with an education which challenges and engages, is linked to individual student's abilities and identified progression plans and prepares them for life, whether that be in further learning, employment or training.

We do this by:

- Providing all students with extensive information, advice and guidance on all pathways available
- Supporting students with career choices through career education, guidance and research opportunities
- Enabling students to consider and define their own career pathways and future plans in order to enable them to make effective choices
- Providing parents and carers with accessible information and opportunities for face-to-face information and guidance so that they are able to effectively support students in the options process
- Providing students and parents/carers with signposts to further information and impartial guidance

We will guide students towards:

- Subjects they are good at
- Subjects they enjoy
- Subjects that will stretch and challenge them
- A balanced range of subjects
- Subjects that are linked to individual progression plans Post 16 and beyond.

## The Curriculum at Key Stage 4

Our Key Stage 4 Curriculum offers students flexibility and choice through a guided structure. It recognises that every student is individual, with different needs, abilities and talents. We believe that students should follow their interests and the subjects best suited to their abilities and offer a wide range of subjects to meet this, as well as offering thorough advice and guidance within our options process. Alongside the core subjects of English (Language and Literature), Maths, Science, Core PE, Philosophy and Ethics and Personal Development, students are given the opportunity to select 4 option choices from the following:

- Art GCSE
- ASDAN
- Business Studies GCSE
- Computer Science GCSE
- Construction BTEC
- Film Studies GCSE
- Food Preparation and Nutrition GCSE
- French GCSE
- Geography GCSE
- History GCSE
- Health & Social Care BTEC
- Music GCSE
- PE GCSE
- Photography GCSE
- Psychology GCSE
- Separate Sciences (3 GCSEs – Biology, Chemistry and Physics)
- Spanish GCSE
- Sport BTEC
- Technology GCSE
- ASDAN

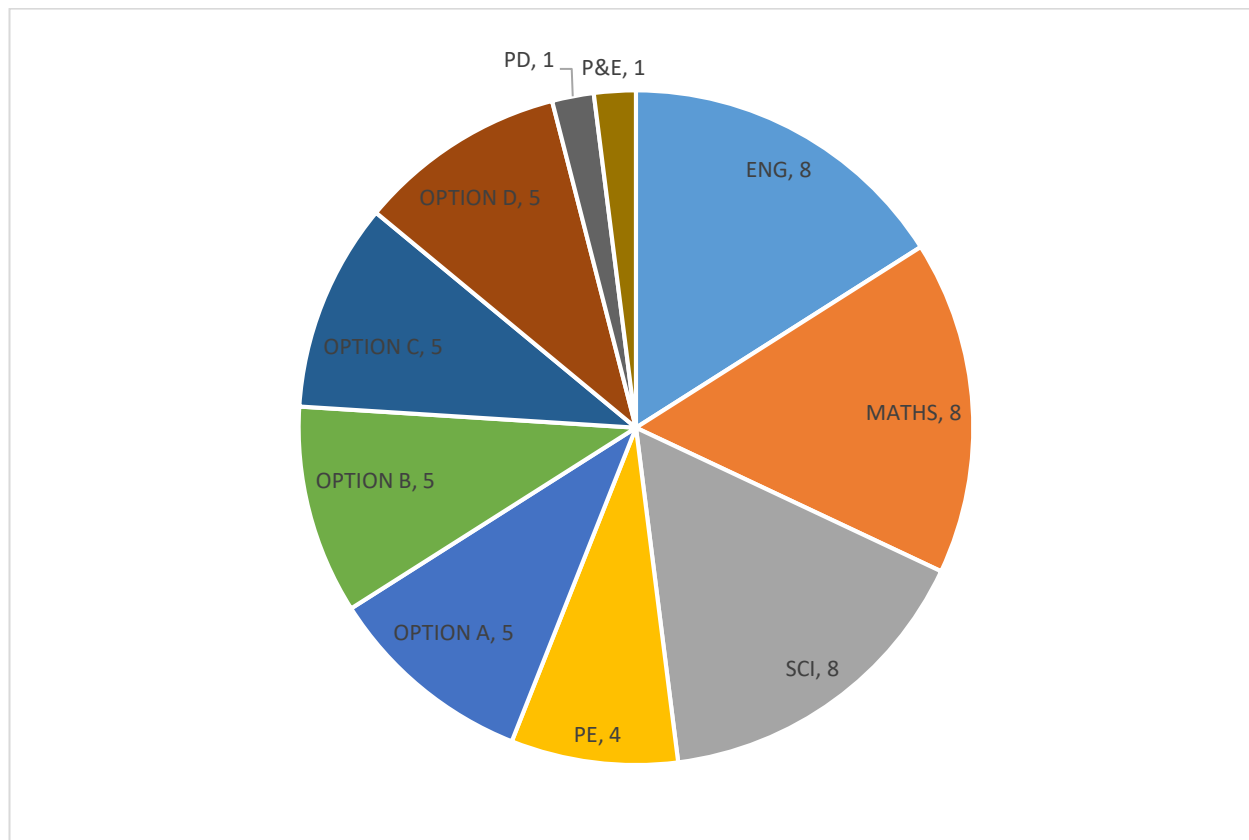
The majority of students will select one of History, Geography, French, Spanish, Computer Science or Separate Sciences as one of their option subjects.

The options list is reviewed annually to fit current staffing models as well as the interests of our students.

**The table below show the current number of teaching periods per fortnight in each curriculum area in both Years 10 & 11**

Year 10	ENG	MATHS	SCI	PE	OPTION A	OPTION B	OPTION C	OPTION D	PD	P&E
	8	8	8	4	5	5	5	5	1	1
Year 11	ENG	MATHS	SCI	PE	OPTION A	OPTION B	OPTION C	OPTION D	PD	P&E
	8	8	8	4	5	5	5	5	1	1

## A chart to show the current number of teaching periods per fortnight in each curriculum area in KS4



### The English Baccalaureate

The English Baccalaureate (EBacc), although not a qualification in itself, is at the heart of our curriculum in Key Stage 3. When in KS4, students gain the Baccalaureate if they attain 9-5 grades in:

- English
- Mathematics
- Two qualifying Sciences (including Computing)
- A Modern Foreign Language – such as French or Spanish
- Geography or History

The advice to students is to consider this when choosing their options. If it is an appropriate combination of courses suited to them, students need to ensure they choose one Modern Foreign Language (MFL) and either History or Geography as part of their options. If students do not feel they want to study these subjects, they can choose any of the other subjects listed in those option blocks as appropriate. We actively promote the curriculum to students who are Most Able, have aspirations of University, or have previously attained well in all the qualifying subjects.

## Key Stage 5 (Years 12 & 13)

The Sixth Form at The Buckingham School offers a broad curriculum for Post-16 students. There are a range of traditional A Level subjects available alongside BTEC vocational subjects. Combinations of academic and vocational subjects are possible, enabling students to develop a programme that is entirely suited to them as individuals.

KS5 students are offered a further enriched curriculum in subjects such as Sports Leadership, EPQ, Finance and Performing Arts. Sixth Form students are also expected to use allocated time for independent study.

Courses at Key Stage 5 are at Level 3, though some students may be resitting GCSE courses in English or Maths. The courses on offer are outlined below, although certain parameters must be met for a course to be viable. These include: staff availability, student numbers and financial viability. These parameters are reviewed each year with each different cohort.

Courses available at The Buckingham School 6<sup>th</sup> Form:

- Art A-level
- Biology A-level
- Business Studies BTEC
- Chemistry A-level
- Computing BTEC
- Criminology Applied Diploma
- English Literature A-level
- Film Studies A-level
- French A-level
- Geography A-level
- Health and Social Care BTEC
- Law BTEC
- Mathematics A-level
- Physics A-level
- PE A-level
- Photography A-level
- Psychology A-level
- Sport BTEC
- Spanish A-level

**The tables show the current number of teaching periods per fortnight in each curriculum area in both Years 12 & 13**

Year 12	OPTION A	OPTION B	OPTION C	OPTION D	ENRICH	RESIT
	8	8	8	8	6	3
	1 Study	1 Study	1 Study	1 Study		
Year 13	OPTION A	OPTION B	OPTION C	OPTION D	ENRICH	RESIT
	8	8	8	8	6	3
	1 Study	1 Study	1 Study	1 Study		

We also offer English Language and Maths as GCSE re-take subjects for students who have not yet achieved a grade 4 or above.

## **5. Inclusion**

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

- Students with high prior attainment
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

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

The curriculum needs to be flexible, challenging and engaging, i.e. to offer age and ability appropriate pathways for students that reflect their interests, aptitudes and ambitions. The curriculum structure will allow for students to progress according to their ability and provide continuity that leads to further opportunities to engage in higher-level courses.

The school will recognise and respond to students who need one or more features of the student support systems (SEND Support, Pastoral Support and/or Team Hub) to access the curriculum and make good progress.

The curriculum will include courses, which may not lead to a terminal examination or assessment, which provides students with a broad and balanced educational experience.

Further information can be found in our statement of equality information and objectives, and in our SEND Policy and information report.

## **6. Monitoring Arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Meetings with the Assistant Headteacher with responsibility for Curriculum
- Meetings with other key senior leaders, middle leaders and TLR holders
- Meetings with students to understand their perspective of the curriculum

Curriculum leaders and subject TLR holders monitor the way their subject is taught throughout the school by:

- Learning Walks – looking at learning snapshots
- Work scrutinies
- Assessment and feedback scrutinies
- Formal lesson observations where necessary
- Meetings with students
- Analysis of assessment point data
- Marking and moderation processes

Curriculum Leaders also have responsibility for monitoring the way in which resources are effectively managed.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- Assessment and Feedback policy and departmental marking procedures
- Behaviour for Learning Policy
- Careers Guidance Policy
- SEND Policy and information report
- Equality and Community Cohesion Policy

## **8. Principles That Underpin Our Curriculum**

Underpinning our curriculum is a commitment to ensure that our ambition and delivery in the following areas remains high, ensuring our students receive the best education possible:

<b>Quality Teaching and Learning</b>	<p>The looking at learning standards define the framework of excellent teaching and learning at The Buckingham School, supported by weekly briefings, staff updates and a robust programme of staff CPD.</p> <p>Our staff undertake CPD relevant to their needs and share best practice regularly through a programme called Walkthrus.</p> <p>Through ensuring schemes of learning are knowledge-rich, develop skills for life including our virtues, offer opportunities for lone and collaborative working and embrace technology, we are confident our students develop as well-rounded citizens.</p>
<b>Personal Development as a key driver of achievement, challenge and enjoyment</b>	<p>Our personal development programme offers students the chance to develop the skills needed to be successful in the 21<sup>st</sup> century.</p> <p>We focus on both performance and moral values so that students can be successful whilst being able to make informed choices in their lives.</p> <p>Our commitment to being a trauma-aware school ensures our pastoral support is personalised and as individual as our students.</p> <p>We build collaborative partnerships with our community, including our parents to ensure that students are supported as effectively as possible</p>
<b>Robust Assessment of Student Progress</b>	<p>In Key Stage 3, our students follow a mastery curriculum where students are assessed regularly against a knowledge-rich framework.</p> <p>In Key Stage 4, we use prior data to set ambitious targets for our students that are also achievable.</p> <p>We monitor students' attitudes to learning through our ATL system, ensuring that any issues are addressed in a timely manner to ensure students achieve their goals.</p>
<b>Behaviour for Learning</b>	<p>Students are expected to show respectful behaviours towards each other, adults and the school environment, modelling our school virtues at all times. This is supported through our personal development programme where such values are explored.</p> <p>Staff follow the Code of Conduct at all times, modelling the positive behaviours we expect to see in our students, creating an environment of mutual respect.</p> <p>We ensure that positive behaviours are praised and celebrated whilst ensuring that any negative choices in behaviour are dealt with fairly and consistently, in line with school policy.</p>

<p><b>Attitudes to Learning</b></p>	<p>Our expectation is for all students to be at least compliant in their attitude and engagement with school. We assess our students' attitude through the following descriptors:</p> <p><b>Dedicated:</b> The student is passionate about learning, goes beyond expectations as a matter of course. The student uses lessons as a springboard to explore content further. The student is highly self-motivated, is determined to master any areas of insecurity.</p> <p><b>Committed:</b> The student always meets or exceeds expectations in lessons, completing tasks enthusiastically and to their very best standard. Instructions are followed straightaway and appropriate, interested questions are raised. The student is eager to learn.</p> <p><b>Compliant:</b> The student meets expectations in lessons and does as required. Tasks are completed well and the teacher does not need to intervene to ensure compliance and co-operation.</p> <p><b>Reluctant:</b> The student fails to meet minimum expectations, rarely gets involved with learning, avoids completion of tasks and requires too much teacher time. Students who act to the detriment of others will automatically receive this grade.</p>
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