

# Frederick Bremer School



## Curriculum Policy 2024-25

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## Frederick Bremer School – Curriculum Policy

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### Philosophy

At Frederick Bremer, we want our pupils to **'be the best they can be'**. This guiding principle is at the heart of our curriculum design. Our ethos is to develop the individual with **the principles of social justice** and to guide them with the **core values of respect, responsibility and integrity** so that they can be **empowered** to fulfil their potential.

Ours is a **culturally responsive curriculum** that honours a clear commitment to excellence whilst providing equal opportunities for all pupils and purposefully **navigating any barriers to success**. Alongside the timetabled curriculum we have a deep commitment to the education of the whole child through our personal development days that enhance and extend learning and enrichment for every child.

The curriculum is **broad and balanced** so that pupils are afforded the knowledge and skills to make informed choices and hold their own views beyond the safety of the school gates. The curriculum at Frederick Bremer is carefully designed and considered to ensure that all the fundamental expectations for a quality education and for personal development are delivered and woven into the fabric of the content.

We believe that our pupils need to be able to make **meaningful connections** across their learning whilst also understanding how their learning relates to the **wider world** and where this can be applied.

We develop **confidence and leadership** for all pupils to leave us **ready for their next steps**.

### Intent: why do we teach what we teach?

Essentially, we want our pupils to **know more, to do more and to go further**.

**To know more:** We value the acquisition and the retention of knowledge in each subject discipline. **Sequencing** of subject content is planned meticulously to ensure that subjects build knowledge that is more complex over time. We explicitly teach the act of **remembering** knowledge using the latest research in cognitive science. The techniques of the **'Learning Scientist'** model are embedded into our curriculum plans. We are also clear that children learn and understand the world through the interplay between knowledge acquired in different subjects. Each subject enriches pupils' understanding by making clear connections across the curriculum, tapping into their background knowledge and making explicit and meaningful ties with the wider world. These connections are enshrined in our discrete curriculum.

**To do more:** Pupils are encouraged to develop their ability to question and argue rationally and to apply themselves to a variety of situations and tasks with a growth mindset that is fostered through our **'high challenge, low threat'** climate for learning. This is underpinned by our use of subject specific disciplinary literacy and a shared understanding of disciplinary knowledge within subject teams. We want children to use the knowledge that they build to be able to do more in each subject area to become the **best that they can be**. This approach allows children to see their own progress and feel pride in their journey. This fosters a **love of learning** that will serve them well throughout their lives.

**To go further:** Within each subject we are developing children to use what they learn to be ready for a **career** in that field. We want to give every child the **power of choice** in the future and by expecting every child to go further in that subject we raise **aspiration and ambition**. We believe that education is a **life-long journey** and connecting learning to their ambitions establishes a strong platform for success. Relevant and meaningful enrichment is prioritised to fulfil each child's entitlement to cultural capital. We have an established wellbeing curriculum that is enhanced by Drop Down Days and an annual Deep Learning Week. Within this, we teach awareness of what is required to live a safe and healthy life and we develop their understanding of a broad range of cultures and how they interact. We do this because we want our pupils to possess an **informed perspective** about the role of the individual within the community and the wider world. Our pupils leave us ready for their next stage in their journey and every part of the curriculum prepares them for this.

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Our curriculum is committed to meeting the career needs of all our pupils, nurturing their development of the learned behaviours that become key transferable and employable skills:

- *Critical thinking*
- *Effective collaboration*
- *Informed and thoughtful communication*
- *Mindful initiative*
- *Flexibility and resilience*

It is vital that our pupils are ready for their future opportunities, experiences and responsibilities, whether these are in the next stage of their education or in the workplace. We want them to be ready to play an active and positive role in an increasingly technologically dependent world.

### Implement: how do we teach what we teach?

Subject teams are empowered to decide what subject specific pedagogy works best to support children to make excellent progress through the curriculum. Although we do not impose a preferred teaching style our teaching and learning policy outlines the principles of effective learning and teaching. Pupils learn in a carefully planned mixed-attainment seating plan.

In order to deliver the aims of the curriculum, lessons are underpinned by:

- Including retrieval practice in each lesson
- Activating prior knowledge before teaching new concepts
- Using planned and targeted questions in lessons
- Actively planning for progression in order to maximize achievement and attainment
- Students will receive regular detailed formative and summative assessment feedback, both written and oral.
- Use of pupils reading age, as opposed to their chronological age, to pitch the lesson accordingly
- Adapting and scaffolding content so that the curriculum is accessible to all pupils

Teachers, working within and beyond their departmental areas, will identify and share good practice in teaching and learning across all curriculum areas so that the implementation process consistently improves across subjects to limit in-school variation in outcomes.

Homework will be set through google classroom. It is planned and sequenced in line with the curriculum and never used to finish or complete work not covered in a lesson.

### Curriculum Delivery

Our curriculum is taught in key stages; key stage 3 is taught in years 7, 8 and 9 and key stage 4 in years 10 and 11.

Each subject has sequenced their curriculum carefully to build on the national curriculum that is delivered at key stage 2 and to prepare students for the next stage in their educational journey. Year 9 is a unique year where students are supported in their transition from Key Stage 3 to Key Stage 4 through a wider curriculum offer and through the 'preferences' process. A small number of subjects include transitional units of study later in the year that allow pupils to become familiar with GCSE assessment styles and expectations.

All lessons are 60 minutes.

All subjects are committed to develop the whole child through high quality provision in a rich and relevant curriculum with genuine depth.

The curriculum fosters independence, critical thinking and reflective learners. Our school values of **Respect, Responsibility and Integrity** are key drivers and integral to our curriculum

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We value the power and impact practical, creative subjects and the arts have as a vehicle for developing key transferable skills. As a result, we place a clear emphasis on these skills in all subjects:

1. Teamwork
2. Independent learning
3. Organisation
4. Research
5. Evaluation and re-drafting
6. Presentation

### Key Stage 3

Our 3-year KS3 curriculum is focused on breadth and depth, providing opportunities for all pupils to develop creativity, encourage risk taking and be challenged through critical thinking.

**Year 7 and 8** have a core curriculum of English, Maths, Science, Humanities, a Modern Foreign Language, Computing, Physical Education, Design and Technology and the creative arts disciplines of Art, Drama and Music. Our Humanities curriculum includes History, Geography, Religious Education, Citizenship and PSHE. In Year 8 one Humanities lesson is designated as a History lesson, one as a Geography lesson and two focus on Religious Education, PSHE and Citizenship. In Year 7 pupils learn these subjects thematically for four lessons a week. Each half term two subjects are covered and pupils move through a cycle, covering all areas of the curriculum over the year. This allows more depth of understanding and more closely mirrors the curriculum model in primary school. This supports pupils in their transition to secondary education.

English	English	English	English (Reading)	Computing
Maths	Maths	Maths	Maths	Design & Technology
Science	Science	Science	Science	Art
Humanities	Humanities	Humanities	Humanities	Music
Modern Foreign Language	Modern Foreign Language	PE	PE	Drama

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**Year 9** has a core curriculum of English, Maths, Science, History, Geography, a Modern Foreign Language, Music, Drama, Computing and Physical Education. In addition, children study Sociology, Citizenship and Religious Education through their 'Religion and Society' curriculum. Design and Technology and Art combine in a carousel of units covering topics including Textiles, Art, Food Technology and Product Design in a cycle across the year..

English	English	English	English (Reading)	Drama
Maths	Maths	Maths	Maths	Religion and Society
Science	Science	Science	Science	Music
History	History	Geography	Geography	Computing
Modern Foreign Language	Modern Foreign Language	PE	PE	Art & Technology

**All pupils in KS3** experience personal development days. The curriculum is collapsed and a variety of cross form, cross department learning experiences are delivered to expose pupils to deep learning over sustained periods of time. These include:

- Creative Numeracy day
- United nations day
- Forensic science day
- Literacy day
- Creative music and art projects
- Business enterprise
- University experiences
- Design and Technology projects
- GCSE taster day
- Wellbeing curriculum that encompasses the statutory PSHE curriculum where not taught within the Humanities curriculum

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### Key Stage 4

Pupils in year 10 and 11 have a core curriculum of English, Maths, Science and Core PE. This represents 5 GCSE qualifications at the end of Year 11. They choose 4 other qualifications through the preferences process in Year 9. In Year 10 and 11 some of the following options are taught (there is some variation every year to accommodate pupil subject preferences):

- |                     |                      |                            |
|---------------------|----------------------|----------------------------|
| - History           | - Computer Science   | - Psychology               |
| - Geography         | - ICT Btec           | - Btec Retail Business     |
| - Triple Science    | - French             | - Btec Sport               |
| - Religious Studies | - Spanish            | - Hospitality and Catering |
| - Art               | - German             | - Travel and Tourism       |
| - Music             | - Physical Education | - Sociology                |
| - Music Tech        | - Construction       | - Citizenship              |
| - Drama             | - Food Technology    |                            |

Some pupils study for an additional community language GCSE qualification

**All pupils in KS4** experience personal development days. The curriculum is collapsed and a variety of cross form, cross department learning experiences are delivered to expose pupils to deep learning over sustained periods of time. These include:

- Developing voice
- United nations day
- Revision workshops
- Creative music and art projects
- Business and university experiences that support progression
- Wellbeing curriculum that encompasses the statutory PSHE curriculum including the relationships, sex and health education programme
- Trips, visits and events

### Enrichment & Intervention

The curriculum at Frederick Bremer is enriched both through the taught curriculum, the discrete curriculum and through additional clubs, intervention, trips, visits and events.

A large range of educational interventions are offered to support children to access and extend the curriculum. For children with an identified additional need there are interventions offered in the following ways:

- Literacy and reading interventions (for example phonics through 'Read Write Fresh Start', Precision teach for dyslexia, Nessy, handwriting interventions and a range of other reading interventions)
- Speech, language and communication interventions (for example Lego therapy)
- Social, emotional and mental health interventions (for example zones of regulation interventions)
- Interventions specific for a child's needs outlined on their EHCP

In Year 11 the curriculum is enriched through the 'Raising Aspirations' programme that provides high quality subject specific targeted intervention to children to boost their performance in GCSE and Btec qualifications.

Enrichment is a right for all children. To ensure parity of access for all the enrichment opportunities are planned:

- Within timetabled lessons and planned into the taught curriculum

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- Through the personal development day curriculum
- Through clubs offered during the school day
- Through clubs offered that extend the school day (both before and after school)
- As trips, visits and events that include residential opportunities

Enrichment clubs are offered daily. The principles that underpin the enrichment programme are:

- To offer the widest variety of opportunities to children to enrich and extend their curriculum
- To ensure that children's aptitudes, talents and interests are nurtured and flourish at school
- To broaden the opportunity for children to develop a life long love of learning within and beyond the classroom

The enrichment policy outlines the approach taken at Frederick Bremer School.

## Impact: how can we be sure that our pupils know more, can do more and remember it?

The pedagogy fundamental to how teachers and pupils evaluate and assess the teaching and learning as well as the progress made is that of a "high challenge / low threat" quality assurance system. This involves honest and considered reflection so that all stakeholders are able to drive the curriculum forward.

Heads of Department monitor the way their subject is taught throughout the school by a process of Quality Assurance which consists of:

- Learning walks
- Lesson observations
- Book monitoring
- Pupil Voice
- Link meetings with Leadership Group

Calendared quality assurance is implemented throughout the year and pupils will always play a key role in this process.

Outcomes of both formative and summative assessment are used to review the quality of the curriculum.

## Access for all

At Frederick Bremer we plan purposefully to include every child in the full curriculum offer. The curriculum at Key Stage 3 and the core curriculum at Key Stage 4 is an entitlement for every child.

For every child to access the full curriculum we prioritise:

- Teaching reading to all and providing support to ensure that children can read well in order to get the most from their secondary school curriculum
- Knowledge of every child's strengths and needs. Every professional at Frederick Bremer has a responsibility to know what support will make the biggest difference for each child and to work hard to implement this
- Challenge for all. Staff work to ensure that the core knowledge required to access the curriculum is known and prioritised in the classroom to make sure that every child can make progress. More challenging knowledge and skills are also known and understood so that teachers can craft lessons that allow stretch for every child.
- Personalised and bespoke support where it is needed. Our Additional Needs Department prioritises strong partnerships with families and professionals to tailor our approach where it is needed. This then informs high quality information shared with staff to give children the best possible chance of success in every classroom.



### SEND & EAL

Teachers and leaders will ensure that the curriculum is accessible for all. For children with identified needs or with English as an additional language the curriculum will be adapted to meet their needs and teaching will be adaptive. Teachers and curriculum support staff will:

- Plan lessons and activities so that pupils with SEN and/or disabilities and/or EAL can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.
- Have systems in place to identify where support is needed or intervention is needed to improve learning.
- Work in collaboration with external specialists and parents.
- Continue to update best practice and methods to support students with SEND or EAL.
- Focus on inclusive practice and removing barriers to learning.
- Encourage and enable all pupils to enter for public examinations in the widest range of subjects possible.

### Meeting the National Curriculum in Subject Areas

All subjects cover the national curriculum. This is audited annually and sequenced carefully.

Some aspects of the national curriculum are delivered through the personal development day programme where project-based learning allows depth of study and enriched experiences.

The wellbeing curriculum delivered through daily tutor sessions of 25 minutes ensures that the personal, social, health, enterprise and economic education experiences are delivered to all pupils at key stage 3 and 4.

### Roles and Responsibilities of Heads of Department and Faculty

- The planning, sequencing and delivery of the curriculum in their subject areas
- Ensuring that an appropriately planned and adapted scheme of learning enable the needs of all learners to be met
- The creation of a scheme of learning which engage pupils and ensures there is clear progression in line with school and national expectations
- The selection of appropriate and relevant courses that best meet the learning needs of pupils (including alternative qualifications)
- Assessment that is appropriate for all learners and provides meaningful information about their progress through the curriculum
- Ensuring that pupil performance is reviewed on a regular basis to ensure any changes of curriculum delivery are planned and carried out in a timely fashion
- Best practice of curriculum design is shared with the department so that all teachers are empowered to contribute to the development of the curriculum
- Appropriate CPD is provided to colleagues to support the planning and delivery of the curriculum content
- Ensuring that there is parity of experience for learners taught in different classrooms across the department and that all pupils are enabled to progress towards defined end points of the curriculum

### Roles and Responsibilities of Senior Leaders

- Ensuring there are regular and timely processes for quality assurance of the curriculum
- Providing opportunities for subject specific professional development to support curriculum development
- Ensuring that there is directed time available for curriculum development and opportunities planned for departments to review their curriculum
- Use progress and attainment data to evaluate the impact of the curriculum and provide professional challenge where this is not the case
- Ensure that there is sufficient time made available for subjects to deliver the National Curriculum and other statutory elements
- Ensures that the curriculum is broad and balanced and that children are exposed to sufficient opportunities to develop their cultural capital through the curriculum

## **Frederick Bremer School – Curriculum Policy**

### **Roles and Responsibilities of Governors**

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

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

- 'Fact finding' visits in which they meet with staff and students, and observe the school in action
- Link visits to departments or covering specific areas of the School Improvement Plan

The Governing Body 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 (SEN)
  - All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs, 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
  - 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 are provided with independent, impartial careers guidance, and that this is appropriately resourced
- These responsibilities are delegated by the Governing Body to the School Improvement Committee

### **Links to other policies**

- Teaching and Learning Policy
- SEND Policy and Information Report
- Assessment Policy
- Enrichment Policy