

This policy is in line with the Ethos and Values of
Blackburn Central High School with Crosshill

Document Control

This policy has been approved for operation within
Blackburn Central High School

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Owner	SBR

Rationale

At Blackburn Central High School we strongly affirm that the curriculum must accommodate the needs, abilities, interests and aspirations of all our learners. The curriculum must therefore evolve with the changing needs of our learners.

The curriculum is the principle means by which the aims of the school are achieved. We understand that the curriculum is 'The entire planned learning experience' which includes lessons, the learning environment, routines, events, extended hours and activities outside the classroom and in different locations. Through the curriculum we aim to help pupils to develop their full potential academically, spiritually, morally, socially and culturally; with the aspiration to make a full and positive contribution to the society in which they live. The curriculum must respond to the need and expectation of the pupils and the wider world and every attempt is made to reflect this. It also includes all those features which contribute to school's ethos such as the quality of relationships, level of support and care, concern for inclusion and access, and the values exemplified by the school's organisation, management and leadership.

Aims and Values

Core aims and values:

- To provide a broad, balanced, flexible and differentiated curriculum which meets the needs of all pupils through the provision of appropriate, relevant and challenging academic, vocational and community experiences.
- To provide a curriculum that is deep and rich in terms of content and experience for all learners
- To place the pupil at the centre of educational provision and develop a structure for guidance and support which focuses on partnership with parents and carers, community and other outside agencies.
- To provide an ethos in which everyone is equally valued, has equality of opportunity and can develop transferable skills and a commitment to lifelong learning.
- To ensure all young people can aspire to and achieve success in in life and work
- To create opportunities for students to develop their social skills and build relationships with others from all cultures and so actively contribute to the college and local community.

The starting point for the curriculum are clear aims that focus the learning on the attitudes, qualities and skills of our students as well as the knowledge and understanding which must be acquired to succeed in school and beyond. The school curriculum aims to enable all students to become:

- Successful learners, who enjoy learning, make progress and achieve
- Confident individuals, who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

The school's curriculum must therefore provide learners with opportunities to

- Access real life issues, and
- Show them that they can make a difference in their own life chances, and the lives of others.
- Supports them in understanding how to be healthy, stay safe, enjoy and achieve.

Learner Entitlement

Blackburn Central High School recognises that all learners have a basic entitlement to a curriculum which is broad, balanced, coherent, and relevant, differentiated and provides continuity and progression.

Breadth

A broad curriculum will provide learners with the opportunities of developing knowledge, concepts, skills, attitudes and attributes within:

- Communication, language and literacy;
- Creative and aesthetic development;
- Knowledge and understanding of the world;
- Personal, social and emotional development;
- Physical development; and
- Problem solving, reasoning and numeracy.

Which together describe the full range of experiences to which all learners are entitled.

At Blackburn Central High School these experiences are delivered:

- The curriculum will be delivered mainly through the school timetable and a programme of activities out of normal school hours. Pupils are encouraged to engage actively in both.
- The timetable model is currently a 25 period programme of 60 minute lessons which operates for the 39 weeks of the school year. It fully meets the statutory requirements of National Curriculum at Key Stage 3 and Key Stage 4.
- The school operates a two year Key stage three and a three year key stage 4 in order to broaden the choice and breadth of experience for all learners
- At Key stage 4 student are able to take 4 options from a broad and diverse base of subjects
- The majority of learners follow the EBACC pathway with bespoke packages put together for some students
- In addition, at key stage 4 students have the option of studying health and social care, , child care, Duke of Edinburgh Award, Enterprises and Marketing, Creative I media and Computer Science
- At key stage 3 as distinct subject areas of English, Spanish and Urdu; Art, Music and Drama; Geography, History, Religious Education and Science; Physical Education and Sport; Mathematics, Design Technology, Computing, and Information Technology.
- By the active cooperation of subject areas in cross-curricular activities, themes and whole curriculum dimensions including identity and cultural diversity; healthy lifestyles; community participation; enterprise and economic well-being; global dimension and sustainable development; technology and the media; creativity and critical thinking.
- By responding to individual needs and enabling all students to achieve high standards, becoming increasingly personalised and inclusive by:
 - Assessing students in order to diagnose needs, group students for learning and plan and differentiate appropriately, providing pathways tracking progress and set targets for further improvement.
 - Support for students who have problems accessing different parts of the curriculum, including:
 - Foundation groups in years 7 & 8
 - Bespoke options meetings with the SEN team in Y8 to design a clear pathway for success
 - Literacy and numeracy catch-ups in years 7-9 (accelerated reader).
 - Additional EAL support for students with little or no language, who are taught a bespoke package to enable them to become active learners across the curriculum as well as one-one support
 - Using progress time to accelerate learning and support the acquisition of the skill required to become successful learners.
 - Differentiation of :
 - Learning experiences to maintain challenge and success for all students

- Provision – providing alternative pathways within the system of guided choice with a wide variety of courses (academic / applied / vocational courses, level 1 and 2 and accredited entry level courses – necessary for foundation learning tier)
- Involving the students in the life of school (e.g. student voice and lead students) and wider community (e.g. businesses, community organisations, local government, colleges)
- By a differentiated curriculum. BCHS recognises that it is appropriate for some pupils to follow a more restricted and or alternative curriculum in terms of breadth of subjects, in order to meet their individual needs. As a consequence, the school now provides an alternative curriculum for key stage 4 EAL students; its aim is to provide a curriculum which will enable these students to learn alongside their peers, returning in part or wholly into main stream classes as they progress.

Coherence

A coherent curriculum will be planned as a whole so that the learners can make connections between different learning experiences and therefore appreciate how all opportunities contribute to their overall progress and achievement.

Relevance

A relevant curriculum will seek to build on learners' prior attainment and connect to learners' own experience and interests and make plain the application of what they learn to life outside and after school.