

The Brakenhale School Curriculum Statement 2017-18

Academic Curriculum KS3-5

At The Brakenhale School we aim to deliver a high quality curriculum with a range of pathways that provide a stimulating and demanding education for students of all abilities.

Key Principles

- Rigour, high standards, coherence
- High expectations and challenge for all.
- A core of essential knowledge in the key subject disciplines
- Freedom for teachers to use professionalism and expertise
- Memorable experiences which put learning in a wider context
- A wide range of opportunities for personalised stretch, challenge and support
- Varied option choices for all groups of students including the most able and SEND
- Varied progression routes for all students: post 16 and post 18

Running through all of our curriculum, including the pastoral curriculum, are strands of Social, Moral, Spiritual and Cultural education (SMSC) which cover themes such as:

- Making and maintaining positive relationships
- Staying safe and healthy (including Sex and Relationships Education and cyber-safety)
- Respect of self and others
- Equality and inclusion – especially tolerance, respect and understanding of people from protected groups, including those with different faiths and beliefs
- British values eg: rights and responsibilities, democracy and the rule of law

We aim to deliver a broad and balanced curriculum with a range of pathways that provide a stimulating and demanding education for students of all abilities.

Key Stage 3

All students follow a common curriculum which has literacy and numeracy at its core. English and Maths are allocated at least 4 periods with Science having 3 throughout the week. Students study both Geography and History twice a week and are also given access to learn either French or Spanish biweekly. A qualification in Religious Studies is started in year 9 and completed at the end of year 10. We are confident that our Key Stage 3 curriculum provides students with opportunities across all areas with Years 7-9 having the opportunity to study the following areas through the courses below:

Arts – Art and design, photography.

Performing Arts- Drama, dance, PE.

Computing- ICT, computer studies.

The curriculum in Key Stage 3 has been redeveloped for September 2017 by departments looking backwards and forwards at the learning journey are students are on. Departments have looked at the prescribed curriculum at Key Stage 2 to ensure knowledge and skills are improved, not repeated. Key Stage 4 has also been looked at to ensure that Key Stage 3 learning is rigorous enough to equip students for their next stage of schooling and beyond. All schemes of work have been quality assured by P Gibson, Deputy Headteacher, to ensure they are fit for purpose.

We also have a nurture group known as 'The Bridge' which runs at the start of Year 7. This group is designed to accommodate learners who have been identified as needing specific 1:1 and small group intervention in order to manage the transition from primary school into full lessons in a secondary setting. The group consists of, on average 6 -8 pupils who are supported by outside agencies and our own specialist staff. The aim is always to work with the learners towards full integration into timetabled lessons.

Key Stage 4 (Years 10 and 11)

The curriculum after Year 9 is designed to provide continuity, balance and breadth, but at the same time enable students to specialise in courses which meet their needs, aptitudes and career intentions. All students starting Year 10 take a core of compulsory examination subjects: English Language and Literature, Mathematics and double Science.

Other compulsory subjects are Physical Education and Personal, Social & Health Education which is incorporated into the tutor programme and a fortnightly lesson. We expect students who are capable of doing so to complete the English Baccalaureate and all other students will be expected to choose at least a language or humanity. In addition we have a pathway for students who need extra literacy and numeracy intervention to give them the best possible chance of success.

There are three option pathways, each offering a selection of the wide range of subjects available including GCSE and vocational courses.

Optional Subjects:

GCSE Art	GCSE Music	BTEC Level 2 Tech Award Health and Social Care
GCSE Biology	GCSE Resistant Materials	BTEC Level 1 and 2 Sport
GCSE Physics	GCSE Graphic Products	OCR Nationals in IT
GCSE Chemistry	GCSE Physical Education	BTEC Level 2 Business
GCSE Business Studies	GCSE ICT	BTEC Level 2 in Dance
GCSE History	GCSE Computer Science	BTEC Engineering
GCSE Geography	GCSE Economics	BTEC Level 2 in Music
GCSE Textiles	GCSE Dance	BTEC Level 2 in Drama
	GCSE Photography	

KS5 (Years 12 and 13)

GCE Theatre Studies	GCE ICT	GCE Business Studies
GCE Physical Education	GCE History	GCE Biology
GCE Photography	GCE Geography	GCE Art
GCE Music	GCE Further Mathematics	BTEC L3 Media Studies
GCE Media Studies	GCE English Literature	BTEC L3 ICT
GCE Mathematics	GCE Economics	BTEC L3 Business Studies
GCE Mathematics	GCE Government and Politics	BTEC L3 Science
GCE Film Studies	GCE Physics	BTEC L3 Dance
GCE Psychology	BTEC L3 Travel and Tourism	BTEC L3 Applied Law
BTEC L3 Music	BTEC L3 Sport	

Curriculum

Our curriculum is organic: it is reviewed annually to respond to the needs of different cohorts. In this way we can offer a stimulating range of options for all abilities and interests (see pathways for able and vocational students). This in turn has a significant impact on the progress, engagement, behaviour and enjoyment of students of all abilities and in all key stages.

It is our aim that all students are able to follow either their first or second choice options (either at KS4 or KS5).

Students following alternative courses outside school have benefitted both academically and personally eg: Y11 ASD student following a part-time specialist course.

The increase in L3 BTEC courses has meant that our sixth form is more inclusive than ever before.

Circa 65% of students take EBACC subjects in KS4.

Our improved employability programme has resulted in improved parent and especially student recognition in surveys. Also feedback from Y11 careers events is overwhelmingly positive (both from students and those presenting). Student visits to local business have been highly beneficial in bringing subjects alive (eg: BTEC construction students seeing theory in practice).

Our curriculum goes hand in hand with a high quality options and transition process between Y9 and Y10 which is valued by students and parents. Similarly procedures for preparing students for university are valued by parents and students and the intervention by university admissions tutors is particularly appreciated (eg: our higher education evening).