



Policy

Policy title:	Curriculum Policy
Function:	For information and guidance about the Curriculum. This document forms part of the portfolio of policies designed to inform students and parents.
Status:	Approved
Statutory guidance:	The national curriculum (July 2014) The SEN Code of practice (January 2015) Sex and relationship education (September 2021) Religious education in English schools (February 2010) Personal, social, health and economic education (September 2021) Collective worship in schools (January 1994) Teaching Online Safety in Schools (June 2019)
Audience:	Students, Parents, Teachers, Senior leadership team, Trustees, General public
Ownership:	Trustees/Headteacher/Deputy Headteacher (CTLA)
Last reviewed:	June 2022
Reviewed by:	Trustees
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Aims and Objectives

At the Blue Coat School our vision is simple. All that we do is focused on developing exceptionally well-rounded individuals with the skills to thrive and positively contribute in a rapidly changing society.

This is underpinned by our unrelenting focus on:

Inspiring excellence

Excellence is not something that is simply achieved. It is something that we always strive for so that we can continually create opportunity and enhance the life chances of talented young people from broad and diverse backgrounds. The best is not, however, always the easiest. Our staff and learners will be resilient, and able to overcome barriers and challenges to ensure that potential is unlocked.

Shaping character

Our learners leave us not just knowing how to do things, but how to do things in the right way for the right reasons. That is why humility and integrity are the key pillars of our community, and the basis for how we treat one another. They ensure we have a culture where individuals are treated with care and compassionate respectfulness.

Forging futures

Every member of our community will leave us embracing their strengths and with ambition and aspiration as to how they can contribute positively to the modern world they are entering. Our students will become the leaders of tomorrow.

By extension, our values, approach and ethos are embodied in, and implemented through, our policies and procedures. They are the framework to support all that we do and achieve.

The Whole School Curriculum Rationale and the Blue Coat School Curriculum Values that run alongside this Curriculum policy can be found at the end of this document:

- **Annex A** – Whole School Curriculum Rationale
- **Annex B** – Blue Coat School Curriculum Values

Aims and Objectives

- 1 This policy sets out The Blue Coat School's Curriculum arrangements taking account of the statutory requirements referenced above.
- 2 The policy ensures that parents/carers are provided with:
 - Contextual information about The Blue Coat School's curriculum and statutory guidelines
 - Information about wider aspects of the curriculum
- 3 The policy outlines The Blue Coat School's principles of Assessment, Recording and Reporting the attainment and progress of students.

Roles and Responsibilities

- 4 The **Trustees** will ensure that this policy meets current statutory requirements and is reviewed accordingly. The arrangements for the school's curriculum shall be determined by the **Trustees** in line with relevant legislation.
- 5 The Headteacher will ensure that the procedures, practices and arrangements set out in this policy are subject to consultation at appropriate points.
- 6 The Deputy Headteacher (CTLA) will liaise with the Headteacher to ensure that the procedures, practices and arrangements set out in this policy are adhered to as stated above.
- 7 Heads of Departments will ensure that they design their curriculum area by considering its 'Intent, Implementation and Impact' to meet the needs of all students in order to stretch and challenge their attainment and so maximise their potential.
- 8 All staff will assess, record and report on the progress that students make throughout the year at key points each term. This will include:
 - Projected Attainment
 - Key areas including organisation, respect, participation, responsibility and resilience

Procedures and practices

Curriculum Provision

- 9 Blue Coat School will offer a broad and balanced curriculum which will:
 - Promote spiritual, moral, cultural, mental and physical development of students at school and in society
 - Prepare students well for the next step in education, employment or training
 - Make effective use of available exam syllabuses to provide stimulating, exciting and enjoyable learning opportunities for students
 - Prepare students at school for opportunities, responsibilities and experiences of life in modern Britain
- 10 Provision for a daily act of collective worship will be supported by:

- Daily opportunities such as form time and assemblies
 - The teaching of compulsory Religious Studies to students of KS3 + KS4
- 11 Provision for personal, social, health and economic education (PSHE) that draw on good practice over a range of appropriate topic areas will form part of the students programme of education through:
- Subject lessons
 - Personal development lessons
 - Form time

Organisation and Structure

- 12 Students will follow a curriculum that is split into three Key Stages.
- 13 The Blue Coat school will fulfil statutory curriculum requirements which includes providing access to courses in the core subjects (English, Mathematics and Science) and each of the four entitlement areas at Key Stage 3 and Key Stage 4 (Arts, Design and Technology, Humanities, Modern Foreign Language).
- 14 Students in Key Stage 3 (Years 7-8) will study:
- Art, Biology, Business Studies, Computing, Chemistry, Design and Technology, English, French, Geography, History, Latin, Mathematics, Music, Physical Education, Physics, Religious Studies and Spanish
 - Personal development
- 15 Students in Key Stage 4 (Years 9-11) will:
- Undertake up to 11 GCSE's chosen from: Art, Biology, Business Studies, Computing, Chemistry, Design and Technology, English, Food and Nutrition, French, Geography, History, Latin, Mathematics, Music, Physical Education, Physics, Religious Studies and Spanish
 - Undertake compulsory Physical Education, Religious Studies and Personal Development
 - Be carefully monitored so that the school can act in their best interest when considering examination entry and advice on their next steps in education or employment.
- 16 Students in Key Stage 5 (Years 12-13) will:
- Undertake up to 4 A Level's chosen from: Art, Biology, Chemistry, Computer Science, Economics, English Language and Literature, English Literature, French, Further Mathematics, Geography, History, Latin, Mathematics, Music, Physics, Politics, Psychology and Spanish
 - Undertake the Extended Project Qualification
 - Undertake compulsory Tutor Time and Personal Development
 - Undertake compulsory Careers, Information, Advice and Guidance lessons
 - Be carefully monitored so that the school can act in their best interests when considering examination entry and advice on their next steps in education or employment by taking into account the extent to which their:
 - attainment ensures they are well placed to succeed in their A level studies to such a level that they realise their chosen future aspirations
 - attendance supports the probable achievement of their chosen future aspirations
 - punctuality supports the probable achievement of their chosen future aspirations

- behaviour, conduct and commitment to learning are contributing to the likely achievement of their chosen future aspirations.
- 17 The Blue Coat School will organise the school day as deemed appropriate in order to cover the school curriculum and meet statutory requirements relating to the allocation of time across all key stages.

Assessment, Recording and Reporting

- 18 Assessment of student performance will form an integral part of Teaching and Learning; being linked to the subject's Programmes of Study as well as the department's Schemes of work. It will provide opportunities for students to demonstrate their understanding in a variety of ways as well as acting as a means of self-evaluation or peer assessment.
- 19 Staff are expected to accurately assess all of the students in their care by making professional judgements based on performance criteria. These judgements will be moderated by Heads of Department who will ensure consistency and accuracy of assessment.
- 20 Staff are expected to keep records of student performance. This may be done either individually or centrally, and should be made available at the times of data collection.
- 21 The school provides opportunities each term for the student's assessment information to be made available to the parents. This will be in the form of either:
- An interim progress report
 - A full written report
 - A progress evening

Student Support and Inclusion

- 22 The curriculum at The Blue Coat School will provide access to all students by:
- Teachers setting high expectations that takes into account the needs of all students
 - Teachers planning work that stretches all students
 - Teachers planning work that will address the needs of students from any background
- 23 Through the curriculum teachers will carry out their duties to promote equal opportunities according to legislation in relation to
- Race
 - Disability
 - Gender
 - Religion or belief
 - Sexual orientation
 - Pregnancy and maternity
 - Gender reassignment
- 24 Teachers will use the curriculum to support students with SEN or disabilities by:
- Planning lessons that will ensure there are no barriers to every student making progress
 - Ensuring all students will have access to the full curriculum
 - Taking into account and planning for specific needs of students
 - Provide access to special equipment or different approaches

- 25 Teachers will take into account the needs of the students whose first language is not English by:
- Planning opportunities to help students develop their English skills through curriculum topics
 - Provide the support that they need in order to take part in all of the subject areas

Numeracy and Literacy

- 26 All subject areas will provide opportunities to develop mathematical fluency, problem solving and reasoning to both routine and non-routine mathematical problems.
- 27 Teachers at The Blue Coat School will take all opportunities to develop student's spoken language, reading, writing and vocabulary in all subject areas.

Collective Worship

- 28 Collective worship at The Blue Coat school will provide the opportunity for students to:
- Worship God
 - Consider spiritual and moral issues
 - Explore their own beliefs
 - Develop community spirit
 - Promote a common ethos and shared values
 - Reinforce positive attitudes
- 29 Students will be encouraged to participate and respond through:
- Active involvement
 - Listening to and joining in the worship offered
 - Observation of their peers' practices
- 30 The timing of daily collective worship will be flexible according to the needs of the school day and will generally take part on the school premises.
- 31 Parents have the right to withdraw their child from attending collective worship and the Blue Coat School will consider and work closely with parents who make this request.

Sex and Relationship Education

- 32 The teaching of relationships, sex and health education is set in the context of the whole-school approach to support students to be safe, happy and prepared for life beyond school.
- 33 They will be taught and explored in specific curriculum areas including:
- Personal Development
 - Computing
 - Physical Education
 - Food Technology
 - Biology

- 34 The planning and teaching of relationships and sex education will:
- be accessible to all pupils
 - always be age appropriate
 - consider the religious backgrounds of the students
 - be mindful of the SEND code of practice
 - comply with the Equality Act 2010 in relation to protected characteristics
- 35 Relationships and sex education aims to:
- promote healthy, nurturing relationships of all kinds including intimate relationships
 - teach students to understand human sexuality and to respect themselves and others
 - equip students to make safe and informed and healthy choices
 - enable students to keep safe online and how to recognise risk and protect themselves from harmful online behaviours
- 36 The school will follow government guidance as the starting principle when delivering all aspects of RSE. You will find a link to our RSE policy in Annex B.
- 37 Whilst there is no formal examined assessment for these subjects the school upholds the same high expectations of the quality of student work which will be assessed in line with the relevant departmental assessment framework.
- 38 Heads of Department will define the content at each key Stage and will be held responsible to regularly monitor and evaluate content under the direction of the senior leaders.
- 39 Under the Education Act 1993 parents can withdraw their child from any part of the Sex Education programme up until three terms until their child turns 16. Parents need to put this request in writing to the Deputy Headteacher for Personal Development, Behaviour and Attitudes. Where a student is withdrawn the school will provide supervision as well as a clear alternative study experience in the gained time. There is no parental right to withdraw a child from Relationships Education or Health Education.

Monitoring, Review and Evaluation

- 40 The Headteacher and the Deputy Headteacher (CTLA) are responsible for the organisation and implementation of the curriculum.
- 41 Senior Leaders will monitor the Heads of Department through the SLT Link Meetings and Reviews.
- 42 Heads of Departments will:
- provide the strategic lead and direction of their curriculum area and monitor student's progress through accurate assessment
 - review curriculum areas as part of their self-evaluation process and link this to their improvement priorities
 - ensure a consistent and continuous provision of assessment, recording and reporting in their subject areas

- coordinate and lead a meaningful and accurate assessment process that will be used as part of the school's assessment procedure enabling the tracking and identification of student performance as well as under-performance and thus triggering the process of intervention at all levels
- 43 Key Stage Leaders will track student performance and identify under-performance to provide intervention where appropriate.
- 44 The Student Support Department will review its Student Support Plans (SSPs) for each of the students who are in need of support.

Annex A – Whole School Curriculum Rationale

Curriculum Context

We are the singular grammar school in Liverpool and have a rich heritage and tradition within the city. We are a multi-cultural co-educational school, rich with diverse cultural and religious backgrounds. Our aim is meet the learning needs of our highly able learners with their holistic development at the centre of our provision. We are an 11-18 school with almost all students entering professions and most doing so after entering Higher Education.

Our whole school vision is **“to develop exceptionally well-rounded individuals with the skills to thrive and positively contribute to a rapidly changing society”**. It is this vision that underpins all that we do at Blue Coat. Therefore, our Curriculum Rationale reflects this overarching vision.

Curriculum Rationale

“Academic excellence, educational equity, and fairness demand a strong foundation of knowledge for all learners”¹

We believe that it is this focus on excellence, and the acquisition of knowledge that underpins and enables our students to become confident and exceptional learners. From Y7 to Y13, it is our intention that our curriculum will allow students to consistently strive for the pursuit of knowledge through academic excellence, understanding that our learning environment is simply the foundation for a lifelong learning journey.

Our core curriculum values:

- Academic Excellence
- Knowledge-Centred
- Empowered Individuals
- Understanding Others

Academic Excellence

We are proud to have so many exceptional students at this school and have created a challenging curriculum that reflects this. Our curriculum is set up to nurture resilience and develop both creative and critical thought, where the students’ passion for learning is fostered within a stimulating environment that encourages each student to fulfil their potential through scholarship and rigour. The curriculum has a breadth, depth, and balance to it throughout the seven-year journey, allowing students to grow intellectually and find success through a well-focussed and constructed curriculum pathway. Our pathway secures considerable breadth up to 16 which is reflected in almost all students following the national targets for EBacc.

Knowledge-Centred

Our curriculum encourages students to acquire, understand and skilfully apply systematic knowledge that enables students to move beyond normal learning. We believe that through our purposeful curriculum, all students are enabled to remember knowledge with gradually increasing levels of complexity, creating a richness and depth to their learning that aligns well with their capable and inquisitive minds. Our curriculum ensures the student is at the heart of all that we do, developing coherent knowledge which is deliberately mapped and sequenced over time promoting confidence and progression in all our students.

Empowered Individuals

The curriculum at Blue Coat goes much further than what is simply taught in lessons, providing students with the fundamental building blocks to generate the capacity for genuine self-determination in life. It is the breadth of our curriculum and our co-curricular opportunities that will enable each student to achieve self-realisation and enjoy self-fulfilment beyond school. Our curriculum is designed to enhance student cultural capital, allowing them to maximise their ability to understand and participate positively in the society around them. The curriculum enables all students to become confident adults, able to make informed decisions and independently steer their own lives.

Understanding Others

Our student intake is from across the Liverpool City Region which represents a wealth of cultural backgrounds and diversity, and they leave us to live and work in an interconnected global society. Our ambition is that the curriculum should ensure that all our students can see themselves reflected within it, and appreciate through study, the experience of others who are also not like them. Challenging marginalisation will help students to understand the breadth of cultures around them, ultimately gaining the knowledge that will act as a powerful tool in ensuring all our students appreciate and respect the differences and everyday experiences of others.

Annex B – Blue Coat School Curriculum Values



Blue Coat School Curriculum Values

Academic Excellence

We nurture **resilience** and develop both **creative** and **critical thought**, where student passion for learning is fostered within a stimulating environment that encourages each student to fulfil their potential through **scholarship** and **rigour**

Knowledge-Centred

We enthuse students to **acquire**, understand and skilfully apply **systematic knowledge** that enables them to move beyond normal learning creating **richness** and **depth**

Empowered Individuals

We provide opportunity to attain high levels of **cultural capital** so that students find **genuine self-determination** to become confident adults, able to make informed **decisions** and **independently** take control over their own lives

Understanding Others

We enable students to gain **deep knowledge** and understanding of the diverse range of **cultures** and **backgrounds** that are different from their own, ensuring they appreciate and respect **difference** as they prepare to enter an **interconnected** global society

Annex B – Blue Coat School Curriculum Values

Relationships and Sex Education Policy

The Relationships and Sex Education Policy can be found [here](#).