

# BLOOMFIELD COLLEGIATE SCHOOL

## Curriculum Policy 2019-2020



Approved by the Board of Governors 28 November 2019

## CONTENTS

<u>CURRICULUM POLICY</u>	<u>PAGE</u>
Principles	3
Purposes	3
Procedures	3
Key Stage 3 (Year 8, 9, and 10)	4
KS3 Curriculum Diagram	5
Key Stage 4 (Year 11 and 12)	5
KS4 Curriculum Diagram	6
Sixth Form (Year 13 and 14)	7
Sixth Form Curriculum Diagram	8
Schemes of Learning	8
Differentiation	8
Religious Education	9
Careers Education	9
Homework	9
Leadership, Monitoring and Evaluation of the Curriculum	9
Connections with other policies	9

## **Principles**

Bloomfield Collegiate School is committed to maintaining exceptionally high educational standards by aspiring to excellence in every aspect of school life in a caring learning environment. The curriculum is the formal means by which the school translates this vision into practice. It includes all planned activities and experiences provided to help pupils learn.

## **Purposes**

The aim of the Bloomfield Collegiate School Curriculum is to develop the whole learner by:

- providing a relevant, modern curriculum and learning strategies which maintain interest and enjoyment and promote self-esteem;
- fostering a learning environment in which all pupils are stimulated and encouraged to achieve their academic potential;
- offering a broad and balanced entitlement to all pupils regardless of aptitude or background;
- promoting the spiritual, moral, cultural, intellectual and physical development of all pupils;
- encouraging independence, self-discipline, responsibility, and respect for others and the environment;
- developing critical thinking and lifelong learning through innovative educational practice;
- ensuring continuity and progression from admission to leaving school by building on individual strengths, interests and experiences;
- affording pupils opportunities to develop and apply their ICT, Literacy and Numeracy capabilities across the curriculum;
- preparing pupils for further study, the world of work and to contribute to society and the economy;
- embedding skills development through practical, theoretical and creative learning opportunities;
- providing opportunities for cross-curricular and collaborative learning;
- offering a wide range of enriching co-curricular and extra-curricular activities; and
- nurturing a positive relationship with parents and the wider community.

## **Procedures**

### **Curriculum Time**

The School week is divided into 45 periods of 35 minutes.

**Table 1 – The School Day**

<b>Registration</b>	08.45 - 08.50
<b>Assembly</b>	08.50 - 09.00
Period 1	09.00 - 09.35
Period 2	09.35 - 10.10
Period 3	10.10 - 10.45
Period 4	10.45 – 11.20
<b>Break</b>	11.20 - 11.40
Period 5	11.40 - 12.15
Period 6	12.15 - 12.50
<b>Lunch</b>	12.50 - 13.35
Period 7	13.35 - 14.10
Period 8	14.10 - 14.45
Period 9	14.45 - 15.20

### **Key Stage 3 (Year 8, 9 & 10)**

The Northern Ireland Curriculum at Key Stage 3 has been fully implemented. It is set out in Areas of Learning comprising subject strands defined by a minimum statutory entitlement for learners. This entitlement ensures the development of subject specific knowledge, understanding and skills and outlines the requirement to develop pupils as individuals and as contributors to society. Key Elements of learning are identified and include; Personal Health, Media Awareness, Moral Character, Education for Sustainable Development, Cultural Understanding, Economic Awareness, Ethical Awareness, Spiritual Awareness and Mutual Understanding.

The curriculum facilitates and promotes opportunities for learners to see the relevance of their learning and to make connections across the curriculum. Learning for Life and Work includes the contributory strands of Home Economics, Personal Development, Citizenship and Employability and develops the fundamental skills, qualities and dispositions that are a pre-requisite for life and work.

At the heart of the curriculum lies an explicit emphasis on the development of skills and capabilities for lifelong learning. These whole curriculum skills consist of the Cross-curricular Skills of Communication, Using Mathematics and Using ICT, and the Thinking Skills and Personal Capabilities of Managing Information, Working with Others, Creativity, Problem Solving and Self-Management.

On entering Year 8, pupils are placed in four form classes of up to 30 for all non-practical subjects and Physical Education. For all practical subjects (Science, Music, Technology, Home Economics and Art) classes have no more than 24 pupils.

At the end of Year 8, pupils choose a second Modern Language to study in Year 9 from German and Spanish. There is one class of each second language in each band. If a German or Spanish class is oversubscribed, the results of the Year 8 Summer Examination in French will be used to rank order the pupils and the pupils with the highest marks will be allocated places in the classes first. This second language is carried through to Year 10.

Pupils will be banded and streamed on entering Year 10. Pupils are banded in Year 10 for all non-practical subjects. The results of Year 8 & 9 assessments in Mathematics are used to allocate pupils into the appropriate band. The general band will be randomly distributed into two classes. The higher faster-moving band will be streamed, again using Year 8 & 9 Mathematics assessment results.

Pupils are assessed on the Cross-curricular Skills of Communication, Using Mathematics and Using ICT and awarded a level of attainment at the end of Key Stage 3\*. This will be reported to parents in the Year 10 Annual Report.

\*Dependant on Industrial Action

**Table 2. KS3 Curriculum Diagram**

Subject	Year 8	Year 9	Year 10
	NUMBER OF PERIODS PER WEEK		
English	5	6	5
Mathematics	6	5	5
Biology	2	2	2
Careers	1		1
Chemistry	2	2	2
Physics	2	2	2
French	4	4	4
German/Spanish	-	3	3
Music	1	1	2*
Information Technology	1	1	2*
Religious Studies	2	2	3
Art	2	2	2
Home Economics	2	2	2
Technology & Design	2	2	2
Geography	3	3	3
History	3	3	3
Key Skills	1	-	-
Physical Education	2	2	1
Games	2	2	2
Form Period	1	1	1
<b>TOTAL</b>	<b>45</b>	<b>45</b>	<b>45</b>

\*Year 10 Pupils either study Music or ICT

### **Key Stage 4 (Year 11 & 12)**

Pupils will study the core GCSE subjects of English Language, Mathematics, and Religious Studies (Full-course), and take non-examination classes in Physical Education. Most pupils will study English Literature in their English Language class. All elements of Learning for Life and Work will be addressed during the Form Period.

Mathematics classes will be streamed into four classes on entering Year 11, using the results of Year 10 assessments in Mathematics. Pupils with greater mathematical ability will be placed in the top class and prepare for GCSE Further Mathematics in addition to the more demanding units in GCSE Mathematics. The second class will be prepared for the top tier in GCSE Mathematics and the other two classes will be prepared for tiers appropriate to their progression.

In addition to the core subjects, pupils choose five additional subjects from option blocks. Pupils are advised to choose at least one Modern Foreign Language and at least one Science subject. Some pupils will be prepared for ten GCSE subjects, with the majority prepared for nine GCSE subjects. A small number of pupils will follow an alternative academic path tailored to their needs resulting in the study of a reduced number of GCSE subjects. Pupils and parents will be supported by staff in their choice of academic pathways. In most subjects, pupils take unit examinations at the end of Year 11.

Every effort is made to accommodate pupils with their choices but classes will only be available where there is sufficient uptake. In the event of a subject being oversubscribed, places will be assigned using a rank order of Year 10 assessment outcomes for that subject or related subject.

**Table 3. Year 11 KS4 Curriculum Diagram**

	Subject	Year 11
		NUMBER OF PERIODS PER WEEK
<b>Core</b>	English Language and Literature	7
	Mathematics	7
	Religious Studies	3
	Games	2
	Form Period	1
<b>Option Block A</b>	Art & Design	5
	Biology	
	Business Studies	
	French	
	Geography	
	Technology & Design	
	Food & Nutrition	
<b>Option Block B</b>	Chemistry	5
	Child Development	
	German	
	History	
	Journalism	
	Spanish	
<b>Option Block C</b>	Biology	5
	Geography	
	Physics	
	Single Award Science	
	Technology & Design	
<b>Option Block D</b>	Art & Design	5
	Business Studies	
	Chemistry	
	Double Award Science	
	History	
<b>Option Block E</b>	Double Award Science	5
	History	
	ICT	
	Learning for Life and Work	
	Music	
	Physical Education	
	Physics	
<b>TOTAL</b>		<b>45</b>

### **Sixth Form (Year 13 & 14)**

To gain entry to the Sixth Form, pupils must normally gain a total of at least ten points in their GCSE examinations. To calculate the total points accumulated, Grade A\* = 4 points, Grade A = 3 points, Grade B = 2 points, Grade C\* = 2 points Grade C = 1 point and short

course GCSEs count as half points. If the number of applications for Year 13 exceeds the number of available places then the Admission Criteria to Sixth Form will be applied.

Pupils study a minimum of 3 AS subjects. Pupils who achieve fewer than 17 points will study 3 AS subjects, pupils who achieve 17 to 20 points are **strongly advised** to study 3 AS subjects and pupils who achieve 21 or more points can choose to study 4 AS subjects. Only one collaboration subject, offered in partnership with neighbouring schools, is recommended. A pupil will normally be expected to have achieved at least a Grade B in Higher Tier papers at GCSE in any subject chosen for AS Level, except where there is no GCSE equivalent award. Pupils make their final 3 or 4 AS choices from five Option Blocks. Every effort is made to accommodate pupils with their choices but classes will only be available where there is sufficient uptake. In the event of a subject being oversubscribed, places will be assigned using a rank order of GCSE total points, calculated as per the entrance criteria.

In Year 14, pupils must continue with three or four A2 subjects. There is an opportunity for pupils to repeat AS modules in Year 14. Continuation to Year 14 is subject to a pupil obtaining AS Level grades in Year 13 equivalent to at least a minimum score of 70 points. (Points Tariff: A = 60, B = 50, C = 40, D = 30, E = 20).

Bloomfield Collegiate offers a suite of subjects at Advanced Level.

Modern Foreign Language pupils will be allocated Conversation Classes with a Language Assistant.

Sixth Form pupils have provision for independent study which includes the use of the supervised Private Study, the Library and the Learning Centre.

**Table 4. Sixth Form Year 13 Curriculum Diagram**

	Subject	Year 13
		NUMBER OF PERIODS PER WEEK
<b>Option Block V</b>	Biology	8
	Media Studies	
	Spanish	
	German*	
	Health & Social Care	
	Technology & Design	
	Software Systems Development	
<b>Option Block W</b>	Religious Studies	8
	Geography	
	Mathematics	
	Health & Social Care	
	English Literature	
<b>Option Block X</b>	Chemistry	8
	English Literature	
	Music	
	Physical Education (BTEC)	
	Sociology	
<b>Option Block Y</b>	Physics	8
	French	
	Business Studies	
	History	
<b>Option Block Z</b>	Art	8
	Biology	
	Government & Politics	
	Psychology	

\* Collaboration subject – offered with schools in the East Belfast Area Learning Community

### **Schemes of Learning**

A Scheme of Learning for each subject translates the School Curriculum into the everyday procedures and practices in the classroom. Schemes plan teaching and learning within and across subjects, as well as documenting curricular activities, learning intentions and core assessments. Subject departments will produce a Scheme of Learning for each year group under the direction of the Vice-Principal and will review and update as necessary each academic year.

### **Differentiation**

Pupils are facilitated to work at a level and a pace appropriate to their potential. Pupils are taught in classes grouped by their ability, prior attainment or in groups of mixed ability, if appropriate. Whatever the grouping, a differentiated approach is utilised to ensure that all abilities and interests are taken into account, so enabling all pupils to experience progression and success.



## **Religious Education**

The school holds a non-denominational, but Christian act of worship each day. At Key Stage 3, pupils have timetabled Religious Studies classes. At Key Stage 4, all pupils are entered for GCSE Full-course Religious Studies and pupils may choose to progress to Advanced Level Religious Studies.

## **Careers Education**

A planned, coherent programme of careers guidance is delivered from Year 8 through to Year 14 and across the curriculum. At Key Stage 3 and Key Stage 4, the Employability element of Learning for Life & Work is a conduit for careers education. In addition, dedicated Careers classes at Key Stage 3 and Key Stage 5 provide rich and relevant experiences and activities to ensure that CEIAG, Careers Education Information Advice and Guidance, is delivered in a comprehensive and focussed way. This is enhanced with individual interviews and direction from the Careers Department specifically preparing pupils for decision making points in their educational careers. In the Sixth Form, a detailed programme of preparation for university and college application is followed. A period of Work Experience is a key element in the careers programme in Year 11 and Year 13. In addition, Employability and Careers Education is a core element of Schemes of Learning in all subject areas.

## **Homework**

Regular and appropriate home preparation is used to support the effective delivery of the curriculum for all pupils. Homework tasks are set to enable pupils to consolidate and extend school work, to carry out private study and research, and to develop good study habits and independence.

## **Entitlement Framework**

Bloomfield Collegiate School is committed to meeting the requirements of the Entitlement Framework. The Entitlement Framework ensures that schools provide pupils with access to a broad, balanced and relevant curriculum. It provides pupils with access to a range of courses which are linked to relevant learning and career pathways. Bloomfield Collegiate in collaboration with the other schools in the East Belfast Area Learning Community is proactive in the pursuit of shared education at Advanced Level for the benefit of all pupils. Hence, Bloomfield Collegiate Sixth Form pupils access some courses by attending neighbouring schools for part of the school day, and pupils from other schools attend Bloomfield Collegiate for some courses. To meet the requirements of the Entitlement Framework, schools must enable their pupils to access 21 courses at Key Stage 4 and at Advanced Level. One third of these courses, in both key stages, must be designated as general and one third applied. In addition, there must be at least one course to cover each Area of Learning and at least one course in an official language of the European Union. A general qualification is one where knowledge, understanding and skills are developed within a subject context. Assessment will mainly be through written tasks. An applied qualification is one where knowledge, understanding and skills can be developed through practical demonstration and/or within a context related to employability. Appendix 1 outlines the subjects on offer at Bloomfield Collegiate School in the Curriculum Overview.

## **Leadership, Monitoring and Evaluation of the Curriculum**

Overall responsibility for the curriculum rests with the Board of Governors in consultation with the Principal and Vice-Principal. The curriculum will be evaluated in its provision to:

- adhere to the statutory requirements of the Northern Ireland Curriculum;

- meet the requirements of the Entitlement Framework
- meet the needs of all learners:
- ensure inclusive practices;
- maximise pupil achievement; and
- respond to queries from parents concerning the curriculum.

### **Connections with other policies**

- Teaching & Learning Policy
- Homework Policy
- Assessment Policy
- Literacy Policy
- Numeracy Policy
- Careers Education Advice Information & Guidance Policy
- Special Educational Needs & Inclusion Policy.
- Pastoral Policy

### **Dates of Policy Review**

<b>Nature of Review</b>	<b>Date Review Completed</b>	<b>Date of Consultation with Parents, Staff, Pupils</b>	<b>Date Ratified by Board of Governors</b>
New Policy	June 2012	n/a	21 June 2012
Policy updated	June 2013	n/a	20 June 2013
Policy updated	August 2014	n/a	28 August 2014
Policy updated	June 2015	n/a	18 June 2015
Policy updated	June 2016	n/a	16 June 2016
Policy updated	June 2017	n/a	15 June 2017
Policy updated	June 2018	n/a	14 June 2018
Policy updated	October 2019	n/a	28 November 2019

