

Batley Girls' High School – Visual Arts College

Policy Document

## ***Curriculum***

Produced by: JCH/DC

Date: December 2011

Date of review: August 2015

Recent review: September 2018

Next review: September 2019

## **Curriculum Policy**

### **The curriculum at Batley Girls' High School:**

- promotes the mission statement of Achievement, Respect and Transformation and the declared aims of the school
- recognises that the curriculum is not just what takes place in the classroom or laboratory but in the school as a whole
- promotes the religious, spiritual, moral, cultural, mental and physical development of the students
- ensures that students' progress in literacy and numeracy enables them to access the wider curriculum and prepares them for adult life
- is personalised both in content and pedagogy to meet individual needs
- prepares the students for the opportunities, responsibilities and experiences in their future lives and careers
- complies with national guidance from the DFE and enables students to achieve the best possible outcomes within the new qualifications framework and best 8
- is broad and balanced, recognising that we are educating the whole person:
  - i) it will bring students into contact with the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (religious, aesthetic/creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological)
  - ii) it will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole
- responds to the needs and aspirations of the students:
  - i) it will promote differentiation of teaching and learning through teaching and learning strategies personalised according to ability, supporting the least able and stretching and challenging the most able
  - ii) it will facilitate the development of the talents and interests of the students within the constraints imposed by staffing resources and the timetable structure.  
To this end, it will seek to provide as broad a choice of options as is possible at KS4 and KS5, ensuring progression to career opportunities and further and higher education.
- ensures equality of opportunity for all:

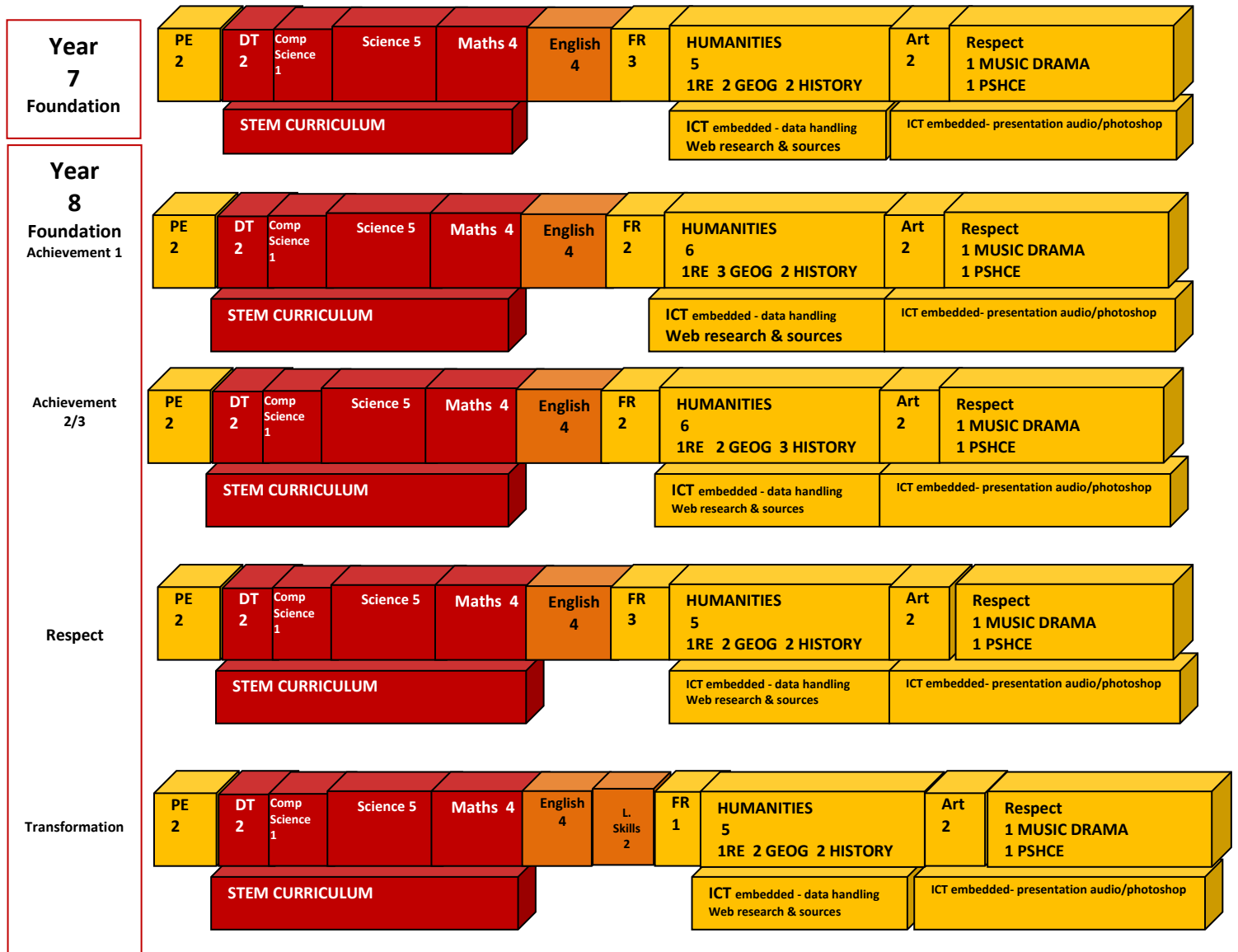
i) all students will have equal access to appropriate courses and facilities and to guidance and counselling

ii) all students will have an equal right to fair and unbiased assessment

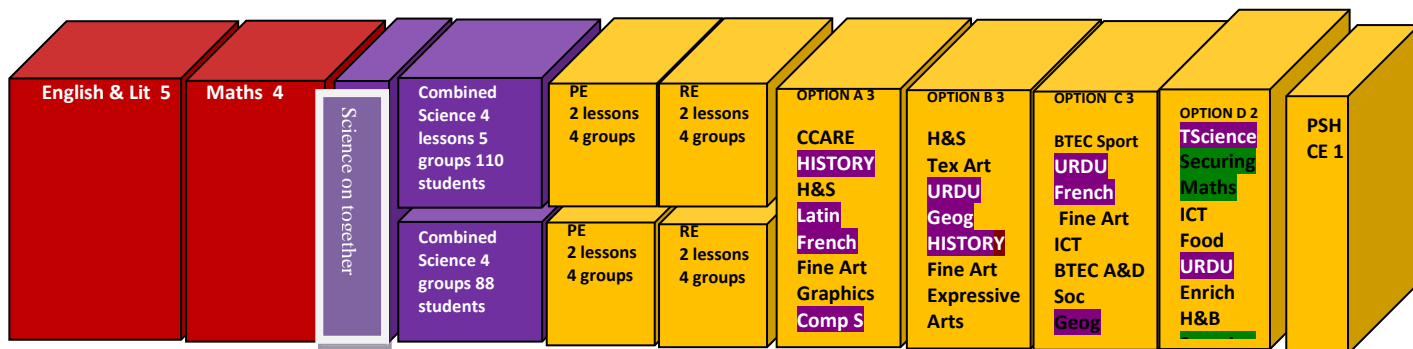
- recognises the role of parents as partners in the education of their children, facilitating the involvement of parents/carers in the learning process and ensuring at all times effective communication and reporting about the progress of their children

- is organised in such a way as to provide value for money, ensuring sensible and economic use of the financial resources of the school.

### Curriculum model from September 2016

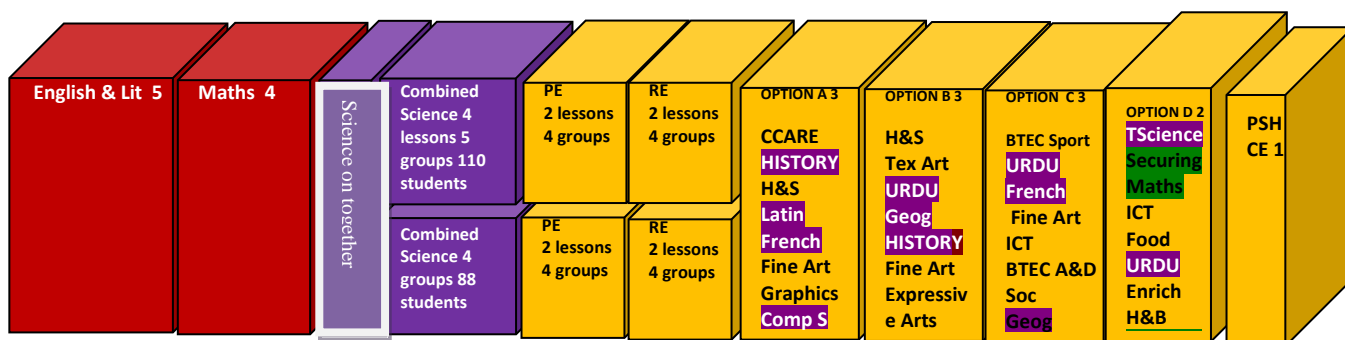


Year 9 Open option structure with EBacc available to all



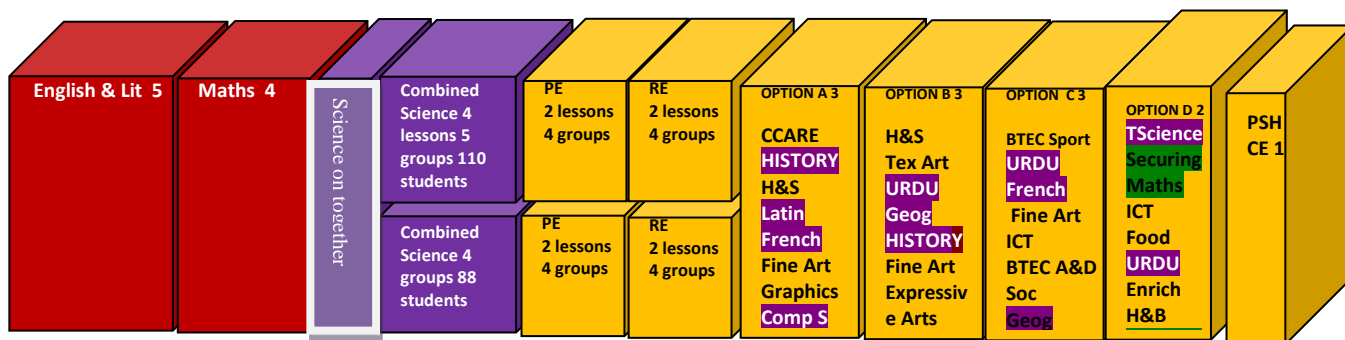
Year 9 ICT across the curriculum and in options

Year 10 Open option structure with EBacc available to all



Year 10 ICT across the curriculum and in options

Year 11 Open option structure with EBacc available to all



Year 11 ICT across the curriculum and in options

**Year 12**  
Aspiration  
L2  
L3

**Year 13**  
Aspiration  
L3

**Year 14**  
Aspiration  
L3

