



**Batley Girls' High School**  
Visual Arts College

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Achievement • Respect • Transformation

# **Curriculum Policy**

**Batley Girls' High School – Visual Arts College**

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## **BGHS Curriculum**

### **Achievement Respect Transformation – The Batley Girls' Curriculum**

At Batley Girls' High School students are the key stakeholders. Our curriculum enables students to make **sustained progress and achieve excellent outcomes**, to feel empowered and to have ownership of their learning experience. We have a five year curriculum (7 years for students who progress to the Sixth Form) which delivers the **powerful knowledge, skills and experiences that young people need** to become successful and confident citizens. **We have a deep commitment to educating the whole person** and understand that a happy and safe environment will lead to confident and enhanced learning.

The Batley Girls' curriculum model is **ambitious**, throughout all the key stages and designed to give **all students, particularly the most disadvantaged and those with SEND**, the knowledge and skills to build their **cultural understanding and the social and cultural capital** required to become successful and confident adults to succeed in life. It also addresses the right for **equal access** to appropriate courses and facilities to secure skills for future learning and employment.

Our curriculum places a **significant emphasis** on **numeracy and literacy, particularly reading and vocabulary**, across all subject areas. Evidence of how teams **promote reading and address the vocab gap** in their subject areas is key.

Planning is **personalised**, in both content and pedagogy, **coherent and logical in sequence** and **builds on prior knowledge and skills**. The approach is focused on enabling our students to develop the **deep and sustained powerful knowledge they need to become active and successful citizens**. It promotes **deep thinking, autonomy and independence** and ensures that gaps in students' knowledge and skills are actively addressed. Memory retrieval practices are embedded so students 'Know more, remember more and do more'. **Metacognition and interleaving in lessons is planned**. We recognise the value of a wide range of courses, beyond those that count in currently accountable measures.

We provide a holistic **curriculum** which facilitates opportunities for all our students to participate in a wide range of **enriching activities** to help build **confidence, self-esteem, communication and resilience**. Positive attitudes to learning reflect a lifelong love of learning.

Fostering a sense of **personal ambition and aspiration** for all our students underpins our curriculum delivery. Extensive and personalised careers work commences in Year 7 and supports our students throughout their time in the school. We are committed to providing a **rich and varied series of careers opportunities** which support and extend curriculum learning. This is a curriculum in which **British and humanitarian values are embedded** and enable every student to become well informed and active citizens of the school and community.

### **The Key Characteristics of the Batley Girls' Curriculum**

- It ensures that students' progress in literacy and numeracy enables them to access the wider curriculum and prepares them for adult life.
- It is personalised both in content and pedagogy to meet individual needs.
- It prepares students for the opportunities, responsibilities and experiences in their future lives and careers.
- 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).
- 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.



- It responds to the needs and aspirations of the students.
- It complies with national guidance from the DfE, covering all aspects of the National Curriculum and enables students to achieve the best possible outcomes within the new qualifications framework and best 8.
- It ensures that all students will have equal access to appropriate courses and facilities and to guidance and counselling.
- It ensures all students will have an equal right to fair and unbiased assessment.
- It 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.

### **Breadth**

Batley Girls' High School delivers a truly broad and balanced curriculum. Our options offer is extensive and responsive to the needs of our students. We recognise the value of a wide range of qualifications and courses, beyond those that count in current accountability measures.

### **Depth**

**Our curriculum approach is focused on enabling our students to develop deep and sustained understanding of the powerful knowledge they need to become active and successful citizens. We have developed a 5/7 year curriculum model which enables every student to extend and deepen their knowledge from term to term and year to year.**

### **Reach**

**At Batley Girls' High School we make the following commitments to all of our students:**

- All students have an entitlement to a broad and balanced curriculum offer which builds their cultural understanding and capital.
- All students have the opportunity to participate in a wide rich of enriching activities, both within and external to the curriculum.
- Every student will be able to participate in activities which build their confidence, self-esteem and communication skills.

Our curriculum promotes deep thinking, autonomy and independence and we are able to offer a high degree of personalisation.

### **Year 9: A Pivotal Year**

In Year 8, students choose four subjects which they will study in depth in Year 9. This approach ensures that students are highly engaged and are empowered to start making the choices which will shape their futures. It enables students to learn the depth of their subject across a three year course. These courses (in addition to Maths, English, Science, PE, RE and PSHCE) lay the foundations for successful study in Year 10, 11 and into Post 16 education. Student personalisation and autonomy drive our Year 9 offer and students are able to move between subjects during this time to ensure that they are fully satisfied with their choices as they move into KS4 from Year 10.

Year 9 is a pivotal year for our students as it builds on the experience gained through our Foundation Stage (Years 7 and 8) and prepares our students for exams success in Years 10 and 11. Year 9 is a year of broadening horizons, developing confidence and esteem and empowering students in readiness for the challenges of GCSE and A Level study. We invest heavily in Year 9 and ensure that all students will have significant opportunities in:

- Understanding Mental Health and Personal Wellbeing.

- Careers.
- Questioning and Enquiry Based Learning.
- Problem Solving and Creative Excitement.
- Research Skills.
- Cultural Awareness, Understanding and Appreciation.
- Building an “I Can” Mindset.

All Year 9 students are able to access a varied menu of additional opportunities to ensure that they have the rich life and learning experiences required to enable success and a positive attitude to their own education. Extra-curricular learning is carefully planned to build on prior learning and to ensure that students have the wider learning, skills and experiences to access future and lifelong learning opportunities.

These experiences include a focus on:

- The Arts
- Languages.
- Classics.
- Humanities for Life.

### **The Sixth Form Curriculum**

The emphasis of our Sixth Form curriculum is on enabling students to make personalised choices which support their career and educational aspirations. We offer a broad range of 29 Academic and Applied subjects with the majority of students following a three subject study programme across the two years of Sixth Form study. Students who have not yet achieved a grade 4 or above in English or Mathematics have an opportunity to do this as part of their Study Programme.

All our students have a personal tutor who they see everyday as part of our Reflection Time and PSHE programmes. Year 12 students complete The Progression Module with the support of their tutor, colleagues from the University of Huddersfield and our Aim Higher Lead. We also have an extensive enrichment offer which all students participate in through a termly menu of choices. In addition, we offer a range of opportunities such as The Brilliant Club, Reach for Excellence, Realising Opportunities and the Extended Project.

Personalised study programmes are at the heart of our Sixth Form offer and our Careers Team delivers an extensive programme to ensure that all students have opportunities to develop their skills and knowledge in addition to the formal curriculum. All Sixth Form students complete a work experience placement and have a mock interview with an employer in addition to tailored opportunities such as the RAISED in Yorkshire Research Group, the BGHS PPIE Group and our Raising Aspirations Programme and Employability Programmes.

### **British Values Statement**

Batley Girls' High School has British Values at the heart of its ethos and curriculum. Our dedication to ensuring that our students leave the school as independent and responsible citizens, meaning that our work supports and fulfils the school's duty to promote the five British Values and at Batley Girls', we take every opportunity to promote these:

1. Democracy.
2. The rule of law.
3. Individual liberty.

4. Mutual respect.
5. Tolerance of those of different faiths and beliefs.

In actively promoting British Values, we also focus on and can show, how our work with students is effective in embedding fundamental British Values. Actively promoting also means challenging students, staff, parents or carers that may express opinions contrary to fundamental British Values, including extremist views.

Our school values encapsulate those of Britain. They are clear, unequivocal and phrased so that all our students can understand them. These are:

- Achievement.
- Respect.
- Transformation.
- Equality and Diversity.

### **Theme 1: Promoting Democracy**

Students are actively engaged in citizenship activities and are able to play their part in our school and wider community, preparing them for adult life. They are involved in student voice, school council and leadership opportunities that are deeply rooted in democratic practice.

### **Theme 2: Promoting the Rule of Law**

Students are actively taught to distinguish between right and wrong and to make reparation as needed. Students are taught that there are positive and negative consequences to their actions and that breaking school rules has clear and predictable outcomes, as with British law. When school rules are discussed, students can see how they are designed to protect everyone in the school community.

### **Theme 3: Promoting Individual Liberty**

Our school aims to help each student achieve self-confidence, initiative and independence. We actively teach students to take responsibility for their behaviour as well as knowing their rights. We educate and provide boundaries for students to make informed choices, through a safe environment and an empowering education.

As a school, students are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our e-Safety assemblies and tutor time. We challenge stereotypes in all areas of the curriculum and are truly inclusive so that all students can participate fully in all areas of the curriculum, including opportunities where students develop their understanding of important issues and debates. Bullying, though rare, is taken seriously and addressed swiftly. We believe in the freedom of speech and the responsibilities that come with this are modelled through student participation and that we respect each other's viewpoints.

### **Theme 4: Promoting Respect and Tolerance**

The curriculum and ethos promotes respect for individual differences. SMSC, Religious Education and PSHCE for all students, along with all our subject areas help students acquire an understanding of and respect for their own and other cultures and ways of life. We ensure that any prejudicial or discriminatory behaviour is challenged and recorded, with students made aware of the seriousness of such incidents.

Mutual Respect: Our school ethos and behaviour policy has revolved around Core Values such as 'Respect' and students have been part of discussions and assemblies related to what this means and how it is shown. Posters

around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy. Students learn that their behaviour has an effect on their own rights and those of others. Staff and students treat each other with respect.

Tolerance of those of Different Faiths and Beliefs: the school is a multi-cultural and multi-faith positive ethos. We actively promote diversity through our celebrations of different faiths and cultures. Assemblies, Religious Education, tutor time and through the skills lessons reinforce messages of tolerance and respect for others. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school.

1. 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.
2. 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.



The Holistic Curriculum

