

Barlby High School – Curriculum Statement

Rationale

At Barlby High School we believe that our curriculum comprises of everything a child experiences during their time with us. We can say that our curriculum is built around two main threads. The first being the experiences we deliver both inside and outside of lessons to build a student's character and the second being strong academic progress for all. We strive to ensure that the design of the curriculum at Barlby focuses on maximising the outcomes for all students, this means that we need to develop high aspirations for our students by providing them with a breadth of opportunity, development of skills and a rich knowledge base enabling them to succeed and progress.

Our Intentions

Our vision is that our young people will 'Live life to the full'. This means that they will make the most of opportunities and will enjoy the challenges that they present. Our curriculum must mirror this vision. When students leave Barlby we want them to believe in their capacity to succeed and have high self-esteem. We aim to celebrate achievement and recognise success as often as we can, creating a culture of positivity, praise and high aspirations; a culture where students can be nurtured in order that they can become effective and confident citizens of tomorrow. Character development is key; we want students to understand their own self-worth and be confident, compassionate and kind. Academic success is equally important as the foundation for the next stage of life, giving students the opportunity to choose their future career paths. To do this our curriculum must be broad, responsive to student need and inspiring, allowing a meaningful set of learning experiences and opportunities.

Our curriculum is designed to be broad, balanced and personalised. We aspire to ensure that our curriculum offer continues to meet the needs of our students and has the flexibility to adapt to local and national contexts. This includes the majority of students having access to completing the EBacc. The curriculum is influenced by student choice, individual student need, aspirations of or interest of the students, cohort strengths and weaknesses, KS2 outcomes, KS5 progression routes, local employment/training needs, the political landscape, the policy context, the reform to qualifications and/or parental choice.

Our curriculum must be flexible enough to respond when the needs and demands of the students require it to do so and allow changes in response to each individual cohort as they move through the school. The curriculum is deliberately broadened where at all possible to meet the needs of our students, with courses at GCSE level perhaps missing a year and then reappearing due to student need. Our curriculum will also adapt to the wider demands of schooling supporting employment and society in general, both in a national and local community context.

To ensure the curriculum is responsive to all stakeholder needs, it requires professional dialogue with teachers and school leaders to develop a clear and rich understanding of the full learning journey that students experience. This journey starts in Primary schools and so this is where our discussions must begin

with our KS2 providers. It then continues throughout KS3 and KS4 within our context and then goes beyond our reach into KS5. By working collaboratively and gathering more accurate intelligence it will allow our curriculum at Barlby to evolve more effectively. This in turn will maximise the outcomes for all our students both in terms of character development and academic progress.

Our Implementation

Our curriculum is built on the development of skills, qualities and a rich knowledge base. Embedded within this is the development of a student's character and aspiration. This is evident across all areas as our curriculum will:

- Embody the school vision of 'living life to the full'.
- Demonstrate the school values of Kindness, Loyalty, Patience, Justice, Grace, Forgiveness and Compassion.
- Set out the knowledge, skills and understanding to be taught from years 7 to 11 in a coherent sequenced way building cumulatively.
- Provide all students an entitlement to a broad and enriching, knowledge-based curriculum which is appropriate to their age, level of understanding, needs, interests and aspirations.
- Be ambitious, meeting the needs of all groups of students in particular SEND and Disadvantaged students.
- Develops strategies to help student remember long term the content they have been taught and integrate new knowledge into larger ideas.
- Use assessment to check students understanding
- Develop students' literacy and communication skills allowing access to a full curriculum.
- Develop students' numeracy skills
- Prepares students for the next stage of education and their adult lives and employment.
- Foster a love of learning.
- Have a balance between academic rigour, vocational and technical provision and the development of employability skills within the broader curriculum offer.
- Be continually evaluated by school leaders at all levels to ensure students access the best learning experiences and provide evidence to parents that the curriculum is having meaningful impact on students learning, development and outcomes.
- Allow all students to excel in their specialist areas and prepare them for a rapidly changing workplace.
- Celebrate diversity and difference.
- Promote equality of opportunity.
- Provide high quality impartial careers education, information, advice and guidance (CEIAG).
- Be supported by a variety of effective pastoral, welfare and curriculum support programmes.
- Promote personal attributes such as self-confidence, self-esteem and Fundamental British Values.



Kindness

Loyalty

Patience

Justice

Grace

Forgiveness

Compassion