

The Curriculum


At Barlby High school we believe passionately that young people should ‘live life in all its fullness’ and to enable this we construct our curriculum in a way that prepares students for life after education thus providing ‘a place to thrive’. To this end, we constantly strive to achieve the following within our curriculum offer:

Our Intentions

- Our Curriculum is broad and balanced and builds on fundamental knowledge year on year to enable high levels of recall.
- Our Curriculum is ambitious, challenging and instils a love of learning in and beyond the classroom.
- For us, character development is key; we want students to understand their own self-worth and be confident, respectful and kind. Our curriculum expands a student's outlook and encourages celebration of difference when living within a monocultural community.
- 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.
- We place the development of literacy and numeracy at the centre of our work so that students have a mastery of the foundation skills needed to be successful in further education and employment

Implementation

Our teaching and Learning at Barlby High School focuses on The Barlby 5, the Barlby Reading Strategy and the Barlby Feedback Model. These are underpinned by a well sequenced curriculum enabling students to know more and remember more and character development through which students learn positive relationship routines.

	
The Barlby 5	
The Barlby Reading Strategy	
The Barlby Feedback Model	
Curriculum Sequence	Character Development

The Barlby 5 is very much centred around the Roshenshine’s Principles of Instruction and is complemented by the WalkThru model which serves to underpin our teaching and learning philosophy. Furthermore, it gives us a solid foundation to improve teacher continuous professional development to ensure our teaching and learning implementation is consistent and robust.

The Barlby 5

Learning is everybody’s responsibility and is a core part of “living life to the full” at our school. We aim to create an exciting learning environment to support excellent progress for all students, taking into account any learning barriers. The Barlby 5 keeps teaching and learning as the focus of what we do and provides a class vision and common language of learning for all



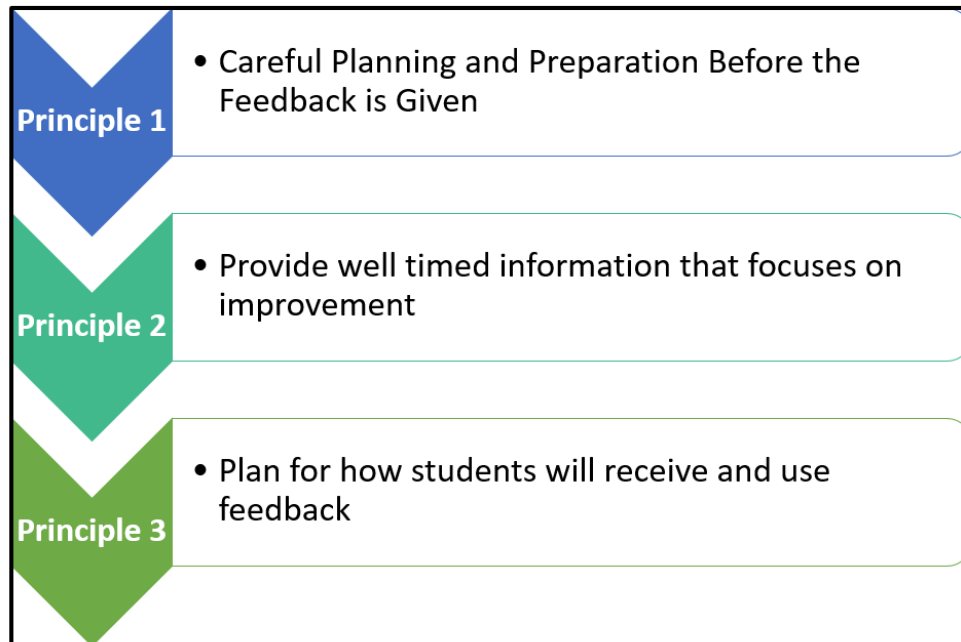
Our reading strategy serves as a key driver in ensuring students read widely and often and that misconceptions and barriers with reading are identified, assessed and acted upon. We are passionate that in order to access our ambitious curriculum students must be able to read fluently and that the opportunities to do so are evident at all stages.

Engaging with evidence:
our approaches to the EEF improving literacy recommendations

Our students’ reading experience across our school, mapped from KS3 to KS4, and RAG rated in terms of progress.

These strands develop and build as they move forward →→→						
1. Developing Language, communication and vocabulary	2. Use a broad and balanced approach to developing readers (sharing books and promoting disciplinary literacy)	3. Effectively implement a systematic phonics programme, including secondary level where necessary	4. Support pupils to develop fluent reading capabilities and building students’ ability to read complex texts	5. Teach reading comprehension strategies through modelling and supported practice	6. Use high quality assessments to ensure all children make good progress	7. Provides high quality target and structured interventions to help pupils struggling with reading
<i>Language provides the foundation of thinking and learning and should be prioritised.</i>	<i>Reading requires a broad range of capabilities and requires motivation and engagement</i>	<i>Both decoding and comprehension skills are necessary for confident and competent reading, but neither is sufficient on its own.</i>	<i>Fluent reading supports comprehension because pupils’ cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</i>	<i>Reading comprehension is made up of a combination of decoding skills and language comprehension and needs to be taught in context using high quality texts.</i>	<i>Collect high quality, up-to-date information about pupil’s current capabilities and adapt teaching accordingly to focus on exactly what pupils need to progress</i>	<i>High quality targeted support can ensure that children falling behind catch up as quickly as possible.</i>

Our Feedback model is another example of how we implement our curriculum in a strategic way. Teachers carefully plan and prepare high quality learning before the feedback is given. They provide well timed feedback that focuses on closing gaps in knowledge, addressing misconceptions and guidance on how to develop further. Feedback is a combination of verbal and written and improvements related to the task, subject or a student's approach to their learning (self-regulation). Teachers plan for how students will receive and use the feedback. Students are encouraged to engage with all feedback as this is a key part of our learning process.



Curriculum Model

The curriculum runs over a two week cycle enabling a broad and balanced curriculum. The curriculum consists of one 30 minute registration and five 60 minute lessons each day totalling 25 lessons each week. Registration occurs at the start of each day and consists of a house assembly, register and read based on PSHE themes, a dilemma from our Respect programme and rewards. Assemblies are in houses with the opportunity for year group assemblies to address an aspect of school life including careers.

Key stage 3

The Key Stage 3 curriculum structure is split into subject 'blocks' for the purposes of arranging students into sets and there are four classes in each block. Maths uses data from CATs and internal assessments to set the entire year group of students by Mathematical ability, which does not affect any other subject. All other subjects arrange students into mixed ability classes. The following subject groupings will have the same mix of students in their classes, as they are in the same 'block':

- Maths
- English
- Science and Computer Science
- Art, Music, DT, Food, Drama (Year 7 & 8)

- Geography, History, Drama (Year 9)
- Physical Education, Personal Social Health Education, Religious Studies

Subject	Year 7 hours in a two week timetable	Year 8 hours in a two week timetable	Year 9 hours in a two week timetable
English	8	8	8
Maths	8	8	8
Science	4	4	4
Physical Education	3	3	3
Religious Studies	2	2	2
Personal Social Health Education	2	2	2
Geography	3	3	3
History	3	3	3
Modern Foreign Languages (French)	3	3	3
Art	2	2	2
Drama	2	2	2
Music	2	2	2
Design Technology	2	2	2
Food Preparation and Nutrition	2	2	2
Computing	2	2	2

Key Stage 4

All students will study English language and literature, Maths, Science, Core Physical Education, Core Religious Studies and Personal Social Health Education. Students are then allowed to choose 4 optional subjects. New subjects including Dance, Sociology, Film studies, Photography and Engineering are being explored for 2023-24. Depending on the individual needs of learners, a more bespoke curriculum may need to be designed to support them. This may include offering additional lessons of English and Maths.

Core Subjects	Time allocation in a
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	two week timetable
English	8
Maths	8
Science	6
Core Physical Education	3
Personal Social Health Education	2
Core Religious Studies	2

Option Subjects	Time allocation in a two week timetable
Art	5
Computer Science	5
Drama	5
Design Technology	5
Food Preparation and Nutrition	5
Geography	5
Health and Social Care	5
History	5
Modern Foreign Languages (French)	5
Music	5
Religious Studies	5
Sport	5
Triple Science	5