

Curriculum Statement

Our vision for learning and curriculum reflects our core vision for education. All members of the school community should show respect, show high levels of effort, have a positive attitude and show perseverance.

Intent

It is our intent to offer a broad and balanced curriculum for all students, providing the opportunity to study the range of EBACC subjects, while also offering a wide range of appropriate qualifications.

Our curriculum is built on a strongly held belief that effective learning takes place when research based methods of instruction, engagement, challenge, feedback and questioning lead to knowledge and skill acquisition and the development of key characteristics, such as resilience, self-motivation, honesty, integrity and care. Therefore, our curriculum:

- Will secure a joy for learning
- Will be inclusive and support all children to do more than they thought possible
- Will discover and develop children's talents through variety and innovation
- Will build resilience
- Will empower children to make informed decisions
- Will be delivered by experts
- Will be broad, balanced and stretching
- Will be rich in knowledge and skills, secured through application, developing understanding
- Will link together and blend to provide for rounded young people
- Will allow children to seek meaning and achieve personal growth
- Will be progressive across the key stages so that it logically builds knowledge, skills and understanding by stage

Implementation

Our curriculum is delivered through a wide variety of activities and opportunities, this includes:

Timetabled lessons – All students follow a structured timetable of lessons. All subjects produce plans of the units to be covered and the knowledge and skills that should be developed by each point.

Tutorial programme – The tutorial programme is planned by HOY and covers a wide range of knowledge and skills, alongside the development of character and culture.

Tutor periods – Throughout the year the timetable is suspended across the school for tutor periods to take place, providing more extended learning time within the tutorial programme.

Assemblies – Assemblies cover a range of themes and topics, they are delivered by HOY, SLT, students, external providers and other staff.

SRE lessons – Sex and relationships education is covered via RE lessons, the tutorial programme and additional sessions as appropriate.

Parental engagement – We are keen to engage with parents, ensuring they have access to information so that they know what their child is learning about and when. We also engage through written reports and parents' evenings as well as information evenings at key points including starting school, meet the tutor evening, GCSE Options, GCSE exams and post 16 options.

Options choices – We believe students should retain as broad a curriculum as possible for as long as possible, therefore students do not begin GCSE options until Year 10. All students have access to the same range of courses, although additional guidance is provided to match ability and interests to choices. All students are expected to study at least one EBACC subject.

Presentations by external providers – In partnership with a range of external providers we offer additional sessions to students, this will include contact with employers, theatre productions about drugs and alcohol and engagements with the police regarding e-safety.

Educational trips and visits – The school offers a wide range of trips and visits both in this country and abroad.

Work Related Learning Week – In Year 10 all students are ‘off timetable’ for one week, during this time they will be involved in visits, activities and presentations to develop employability skills.

Extra-curricular clubs and activities – The school is proud to offer a wide range of extra-curricular activities, the lists of these is published each term. Students are encouraged to take part.

Careers guidance – All students receive careers guidance through subject lessons, the tutorial programme and assemblies / presentations. They can also attend special events for things like apprenticeships as well as requesting one to one careers support.

Post 16 opportunities – Alongside their subject choices students also engage in a wide range of other activities, this includes independent study, young enterprise, Duke of Edinburgh’s Award, MOOC’s, work experience, road safety and progression provision.

Impact

The impact of the curriculum should be for students to achieve well both academically and in other ways. This will be measured through examination results, destinations data, student voice, parental voice and other outcomes.

We aim for every single student to leave TBS at either 16 or 18 with the requisite abilities, skills and qualifications to both pursue a careers of their choice and play a full and positive role on society.

Language of the Curriculum - Definitions

What we mean by ‘curriculum’. The curriculum is the knowledge and skills that students are expected to learn as they progress through the school. The curriculum includes every learning experience a student has throughout their time at The Blandford School. This is provided through lessons as well as through our wider curriculum.

What we mean by ‘learning’. Learning is the alteration in the long-term memory. If a student has committed subject content to their long-term memory and this can then be used both in the subject and in other areas of life then this has been learned.

What we mean by ‘knowledge’. Knowledge is the sum of everything a student knows. It is the facts and information acquired from the curriculum and life-experience. This is embedded in the long term memory as a network of accessible memories.

What we mean by ‘subject knowledge’. Subject knowledge is the subject content or information gained from a specific subject, such as maths, which is committed to long-term memory.

What we mean by ‘skill’. Skill is the ability to do something well which is acquired through direct experiences and practice.

What we mean by ‘wider curriculum’. Our wider curriculum contributes significantly to a student’s knowledge. It includes learning experiences which take place outside of traditional one hour subject specific lessons.

What we mean by ‘progress’. Progress means knowing more, remembering more and applying more.

Content

At The Blandford School the National Curriculum Programmes of Study 2014 detail the subject content (or subject knowledge) that is taught at Key Stage 3 (year 7 – 9). The examination specifications detail what needs to be covered at Key Stage 4 (years 10 – 11) although this should never remain exclusive. All subjects and year groups lay out their plans for the content and intended knowledge and skills throughout the curriculum, this is freely shared with parents / carers.