The West Bridgford School

Curriculum Policy

East Midlands Education Trust

Date: Autumn 2026

Reviewed By: Local Governing Board

Next Review Date: Autumn 2027

The West Bridgford School Curriculum

Enabling students to be the best they can be.

Curriculum Intent

The West Bridgford School's Curriculum is shaped to support all students in their development as healthy, confident and culturally-aware young people. By the end of their time with us, West Bridgford students will be ready to make a positive impact on the wider world. They will be well rounded, responsible citizens who embrace diversity. They will have skills and qualifications that open up exciting possibilities in the future. Our curriculum aims to:

- Be ambitious yet inclusive.
- Provide every student with the skills, knowledge and qualifications to enable them to access the next stage of their education/career.
- Inspire, challenge, stretch and support students to achieve their potential.
- Give students the experiences and opportunities to develop as caring, healthy and informed young people in the 21st century.
- Develop in students the resilience and flexibility to be able to adapt to the changing world they will meet.
- Foster an enjoyment in learning and a commitment to lifelong learning and to help foster independence.
- Promote learning in its broadest sense, across and beyond the taught curriculum.
- Open students' minds to the broad richness of our cultural heritages.

The West Bridgford School's Curriculum will:

- Lead to qualifications that our students need to pursue their chosen path.
- Lead to qualifications that are of worth to employers and for entry into Higher Education.
- Meet the needs of students of all abilities and backgrounds.
- Prepare students to make informed and appropriate choices at the end of KS3, KS4 and KS5.
- Help students develop lively, enquiring minds, an ability to question and argue rationally and to apply themselves to tasks and physical skills.
- Be broad, balanced, relevant, differentiated and include personalisation.
- Adapt to changing requirements and expectations from Government and Higher Education.
- Fulfil the statutory requirements of the Academy's funding agreement and meet the expectations of regulatory bodies.
- Exceed national standards in achievement, attainment and progress.
- Help students develop personal moral values, respect for religious values and tolerance of other beliefs and cultures.

Curriculum Implementation

Teaching Groups, Class sizes and Grouping by Ability

In Year 7, students are placed in tutor groups of approximately 30 and work in these groups through to the end of Year 9 for all subjects other than Maths, English and PE where students are grouped by ability to allow for appropriate challenge and support. From January in Year 7, classes in Modern Foreign Languages are regrouped in order to allow most students to study a second language. In Technology, students are grouped into smaller classes for the practical subject.

In Year 9, students are also set in Science.

Where students are setted in ability groups, class sizes will vary, but are usually smaller for the students requiring additional support.

At KS4, students are taught in ability groups for English, Maths, Science and PE, and in mixed ability groups defined by their option choices for other subjects.

Literacy and Reading

Some students will be enrolled on an intervention programme designed to improve Literacy and reading skills; this will be timetabled against other lessons across the curriculum for two hours a week for a term (subject to the individual's progress). Literacy has its roots in all subjects and the small group intervention will support students in gaining the tools necessary to access the whole curriculum.

A small number of students are identified on transition from KS2 as having particular needs with literacy. These students follow a literacy programme rather than a Foreign Language. Depending on progress, they may return to languages in Year 8 or continue with literacy.

The School Day and Year

The school day runs from 8:25 to 14:55 and consists of five 60 minute lessons. Period 4 is 90 minutes long, with different Year groups taking a 30 minute lunch at different times through that period. There is a morning break of 20 minutes, with Year 7 having theirs at a separate time.

The academic year runs from June to June. Students move up to a new year group and begin a new timetable on approximately the third week of June. While TT promotion does shorten KS3 by 6 weeks we feel that the benefits outweigh the costs because Timetable Promotion:

Allows students to get going with their chosen options subjects and so increases motivation at the end of Year 9.

Allows students time to check, and if necessary change, their option subjects so they can start on the best courses for them in September reducing the impact of late changes of course.

Reduces the emotional stress of students having to change teachers after the long summer holiday. This is particularly difficult for ASD students.

Spreads the gained time across a broader range of staff helping to manage teacher workloads.

Maintains high levels of attendance in the holiday season of the final half term.

Year 7 and 8 Curriculum

The Y7&8 Curriculum focuses on embedding and developing basic skills and developing strengths. All students study the same subjects. The current allocation of periods per fortnight is:

English 7/6	Languages 6	Geography 3	Technology 2 or 3	Computing 2	PE 4
Maths 6/7		History 3	Art 3 or 2		PSHE 2
Science 7		RE 2	Music 2	Drama 1	

Year 9 Curriculum

The Y9 Curriculum is focussed on the transition from KS3 to KS4. Core subjects begin the transition to GCSE programmes of study. Drama is not studied in Year 9, however a targetted group of students are enrolled in a bridging extra curricular LANDA course to support those who wish to take drama GCSE in years 10 and 11.

The 3 year Key Stage 4 is used only by English, Maths and Science to broaden the curriculum studied by all students. Each department has a curriculum intent statement that addresses how this is achieved.

In **English,** starting the GCSE course in Year 9 allows the English department to effectively bridge the skills and knowledge of Key Stage 3 and Key Stage 4. The decision to use Year 9 as a grounding for the GCSE helps to avoid the issue of English becoming solely driven by the final outcome. At West Bridgford, the overwhelming majority of students will take English Language and English Literature (2 GCSEs). However, at Key Stage 3 the department delivers a combined English Language and Literature course in such a way as to ensure that students have a fully immersive experience of the subject. In Year 9, students are exposed to ambitious topics such as The Gothic, Allegorical and Political Writing, Language Over Time and the Tragic Genre to name but a few; all of which ensure a coverage far broader than that expected of the National Curriculum. The Year 9 curriculum is designed to build on the foundational learning of Year 7 and 8, introducing broad and challenging new content through which key skills can be developed. For example, students will develop their knowledge of speech writing in Year 7 when they study *Political Issues in Non Fiction*, develop those skills in Year 8's *The Art of Rhetoric* and consolidate and refine their craft in Year 9's *Allegorical and Political Writing* topic. The curriculum aim of 'foster[ing] an enjoyment in learning and a commitment to lifelong learning' is evident in the breadth of Year 9 topics, many of which provide an exciting taste of the subject beyond the GCSE. While developing foundational skills, Year 7 and 8 also provide an opportunity to engender a love for the subject. To this end the department has moved away from the traditional model of assessing every unit. Our experience is that students make use of the learning in their early years at West Bridgford when applying their broad cultural knowledge in Years 9, 10 and 11.

In **Maths**, Year 9 acts as a transition year between Key Stage 3 and Key Stage 4. Units have been carefully selected and designed which both emphasise and consolidate content learned in Key Stage 3, as well as introducing students to the more challenging concepts of Key Stage 4. The Year 9 Scheme of Learning contains a smaller proportion of the more abstract elements of Key Stage 4 Maths but instead focuses on the key building blocks of Mathematics. This emphasis on calculation techniques, algebraic methods, fractions, decimals & percentages, angles & polygons and probability means that students are re-exposed to content learnt at Key Stage 3, but with a focus on problem solving and developing deeper understanding. This leads to students being better prepared for the breadth of the Key Stage 4 curriculum in Years 10 and 11 as they should have greater confidence with this essential material.

In **Science** starting the GCSE course early allows the science department to deliver the broader Triple science curriculum to the vast majority of students while only using the Double Science curriculum timings. This avoids Triple science having to be taken in an option block and therefore narrowing the overall curriculum for students. All students study the broader Triple Award content in year 9. A small number of students move on to focus their efforts on the Double award content at the end of year 9. Most students then study the Triple content throughout year 10. Approximately 40% of students go on to study the remaining Triple Science content in year 11. Students from this group can then enter for the Triple Award exams at the end of year 11. In 2019 32% of students took Triple Award Science Exams at the end of year 11.

The breadth of the Key Stage 3 Curriculum

In optional subjects students continue with the full suite of key stage 3 subjects and follow the full breadth of courses while selecting which subjects to study at GCSE, which then begin at the start of year 10. From October through to Christmas there is a major focus on careers education and the options process.

Year 10 and 11 Curriculum

The curriculum for year 10 and 11 students is planned to allow the vast majority (>90%) of students to take the full suite of EBAC subjects. This is achieved by making certain combinations of subjects in the options process compulsory. Students will be able to choose the following combinations of subjects.

<table>
<tr><th>Core Subjects</th><th>Humanities*</th><th>MFL*</th><th>Up to 2 from:</th></tr>
<tr><td rowspan="2">English Language GCSE and English Literature GCSE 7</td><td>At least 1 from:</td><td>At Least 1 from:</td><td rowspan="6">Art, Business, COPE (ASDAN), Computing, Dance, Drama, Economics, Engineering, Food, Graphic Design, iMedia (Cam Nat), IT (Cam Nat), Media Studies, Music, Photography, PE, Product Design, RS Philosophy & Ethics, Sociology,</td></tr>
<tr><td rowspan="5">History
Geography</td><td rowspan="5">French
German
Spanish</td></tr>
<tr><td>Maths 7</td></tr>
<tr><td>Double or Triple Science 10</td></tr>
<tr><td>PSHE 2</td></tr>
<tr><td>Core PE 4</td></tr>
</table>

*These rules will be relaxed to allow the students to access a personalised curriculum under the following criteria:

Students for whom a full suite of EBAC GCSE subjects is deemed to be inappropriate. Usually a group of <10 students. At the discretion of the intervention team. Final decisions are made by the Headteacher.
Students who have not studied a Modern Foreign Language at KS3 through a personalised curriculum. Usually a group of <5 students.
Students who due to exceptional circumstances require an adaptation to their curriculum. This will be at the discretion of the intervention team for that year. Final decisions are made by the Headteacher.

Year 12 and 13 Curriculum

The Y12&13 Curriculum focuses exclusively on A Level Qualifications, apart from IT which is a Level 3 Cambridge Technical. Students study 3 or 4 A level subjects and a broad Learning & Career Development course in Y12, before focusing on 3 A level subjects in Y13. The EPQ is available as an option.
The following subjects are offered at Key stage 5.

Creative Design
Fine Art, Art – Textiles, Graphic Design, Photography, Product Design
English and Media
English Language, English Literature, Media Studies
Enterprise
Economics, Business Studies, ICT L3 Cambridge National*, Computer Science
Humanities
Geography, History, Government and Politics, Law
Mathematics
Mathematics, Further Mathematics
Performing Arts
Music, Drama and Theatre Studies
PE
PE
Science
Biology, Chemistry, Physics
Social Science
Sociology, RS: Philosophy and Ethics, Psychology