

Blackfen School for Girls



Curriculum Policy

Head Teacher: Mr M Brown
Chair of Governors: Mr S Fitz-Gerald

	Date	Name	Signature
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Prepared by	DHT	Fiona Minnis	
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Approved by	Chair of Governors	Stuart Fitz-Gerald	

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STATUTORY STATEMENT

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the school has chosen to follow. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook. It complies with our funding agreement and articles of association.

RATIONALE

The vision of Blackfen School is summed up as 'Raising aspirations, releasing potential', so we take the following beliefs into action, on a daily basis:

We believe that our school community is a happy and successful one because we offer a unique learning experience of ongoing challenge and aspiration in a caring environment. Blackfen sets out to challenge students from their first in Year 7 to their last examination in Year 13.

We believe in hard work, resilience and a determination to succeed, learning from the lessons of failure to become successful. We believe in raising the aspirations of everyone in our community by inspiring the belief that 'anything is possible' amongst our students, staff, governors and parents.

We believe in developing our students into confident, responsible citizens ready to play an active role in the wider community.

The intent of the curriculum at Blackfen School is to realise our vision to raise the aspirations and release the potential of every young person in our care. This means that the design and content of our curriculum is crafted to be broad, balanced and aspirational for all our students by providing them with opportunities to study a wide range of subjects and immerse themselves in challenging and rewarding learning experiences.

We consider the implementation of the curriculum carefully in order to meet the needs of all of our students, irrespective of their ability, additional needs or gender, and to ensure that curriculum opportunity, aspiration and access is available for all. In addition, we support students' spiritual, moral, social and cultural development to promote tolerance and respect for the range of faiths, lifestyles and cultures they will embrace as young adults in society.

We believe that an appropriate curriculum underpinned by effective delivery of learning impacts strongly on our students to inspire the belief that 'anything is possible' and to develop them into confident, responsible citizens, ready to play an active role in the wider community.

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PART A - CURRICULUM INTENT

A formal curriculum offer that is broad, balanced and aspirational for our students

Our curriculum is crafted to be broad, balanced and aspirational for all our students by providing opportunities to study a wide range of subjects.

- A 3-year Key Stage 3 ensures students can experience the full National Curriculum across 17 subjects: English, Mathematics, Science: Art, Computing and ICT, Dance, Drama, French or Spanish, Food Technology, Geography, History, Music, Social, Personal and Cultural Studies*, incorporating PPE (Politics, Philosophy, and Enterprise), Religious Education and PSHE, Physical Education, Product Design and Textiles Technology.
- The Key Stage 4 curriculum broadens to include the additional subjects of Citizenship, Economics, Health and Social Care, Business Studies and Statistics, as well as developing leadership skills through the selection of either the 'Sports Leaders' or the 'Dance Leaders' awards or the 'Duke of Edinburgh' award (Bronze).
- The Key Stage 5 curriculum is further extended to offer the new subjects of Government and Politics, Law, Psychology, Sociology and Media. The curriculum offer is deliberately broadened to include both BTEC and A-Level pathways in Law, Business and Media. A small group of students is offered a bespoke Year 12 Level 2 course which includes GCSE English and Mathematics re-sit courses, as well as a package of BTEC Level 2 qualifications.

[* See note below about Social, Personal and Cultural Studies]

The formal curriculum structures described above are complemented by a series of days 'off timetable', when all students in Year 7 – Year 13 are taken off timetable to explore RSE or PSHE topics or to experience a different type of learning, e.g. meeting a Holocaust survivor; exploring International Women's week; learning how to 'Express Yourself' or singing in a themed Gospel-day year-group choir. Many of the Challenge Day topics contribute to a rich delivery of cultural capital learning and experience.

A curriculum for personal development, leadership and independence in learning

The subjects of Drama and Dance in Key Stage 3 – Key Stage 5, and Social, Personal and Cultural Studies in Key Stage 3 offer a raft of opportunities for personal development. Drama and Dance build students' confidence through performance and creativity, whilst developing skills of leadership and communication. Key Stage 4 students select to study the Duke of Edinburgh (Bronze Award) or the Sports Leader or the Dance Leader Awards for their core Year 10 PE lessons. These courses use dance, sport and physical activity to help young people hone their teamwork and leadership skills, whilst helping themselves and others stay physically active.

The Key Stage 3 Social, Personal and Cultural Studies curriculum has been completely revised for 2023 - 2024 and is unique to Blackfen School. It combines the statutory requirements for Personal, Health, Social and Economic (PSHE) education - which includes the Relationship and Sex Education (RSE) – with aspects of the current Blackfen School curricula for Politics, Philosophy and Enterprise (PPE), and Religious Studies. The Social, Personal and Cultural Studies curriculum provides students with a holistic and thematic approach to exploring themselves and their views in relation to our society, enabling them to learn and grow, as individuals and as part of the national and global communities. These lessons enable students to make cross-curricular links throughout their learning journey and provide a robust foundation for their wider education.

Social, Personal and Cultural Studies contributes significantly to the development of independent learning, leadership and communication as students are encouraged to develop their political, religious and social awareness; to open their minds and think for themselves, questioning their own worldviews and beliefs; reflecting on why they think the way they do and on the influences that shape their thinking. Students learn about other views within society and explore how they have shaped social interaction and how we behave and view ourselves, and how we relate to other people. Students are able to better understand and celebrate their own identity and to celebrate diversity and inclusion within the school, develop and maintain healthy relationships and take ownership of who they are and of their own learning.

The Social, Personal and Cultural Studies curriculum ensures students develop the additional skills of technical expertise, presentation, research and teamwork, which are integral to their wider Key Stage 3 learning, as well as continued studies in Key Stage 4 and Key Stage 5 for GCSE Religious Studies or GCSE Citizenship; A Level Religious Studies or A Level Politics, and later into employment and lifelong learning.

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Curriculum overviews and structures

The design and structure of our curriculum changes intentionally to support students' learning journeys from one key stage to the next key stage. Students have an increasing amount of choice in their curriculum choices as they get older, particularly in Year 9, when they select Key Stage 4 courses and again, in Year 11, in their transition from Key Stage 4 into Key Stage 5.

Key Stage 3 curriculum and structure (Year 7 – Year 9)

- Each year group is divided into two halves of equal ability for the teaching of Core subjects, with four classes in each half of the year.
- In Year 9, students begin the GCSE Mathematics course in September and begin the GCSE Science course in February.

Core subjects	Number of lessons per fortnight in Year 7	Number of lessons per fortnight in Year 8	Number of lessons per fortnight in Year 9	Key Stage 3 delivery
English	7	7	7	One high ability set and three mixed ability sets in each half of the year.
Mathematics	7	7	7	Four ability sets in each half of the year.
Science	6	6	6	One high ability set and three mixed ability sets in each half of the year.

Foundation subjects are delivered in four teaching groups (A-D and E-H) in each half of the year, comprising one high ability set and three mixed ability groups.

Foundation subjects	Number of lessons per fortnight in Year 7	Number of lessons per fortnight in Year 8	Number of lessons per fortnight in Year 9	Key Stage 3 delivery
Art and Design	2	2	2	
Dance	2	2	2	In a half-termly rotation with Dance
Drama	2	2	2	In a half-termly rotation with Drama
Music	2	2	2	
Physical Education	3	3	3	
Technology	2	2	2	Teaching groups A-H split into 12 groups of 20 students
History	4	4	4	
Geography	4	4	4	
PPE, RS and SPCS	4	4	4	
Computing/ICT	2	2	2	
French	4	4	4	Teaching groups E to H only
Spanish	4	4	4	Teaching groups A to D only

Features of the Key Stage 3 Curriculum (Year 7 – Year 9)

- In addition to a core curriculum of mathematics, science and English, all students follow courses in Art, Design and Technology, Expressive Arts, Computing and ICT, and Humanities.
- Each year group is divided into two halves of equal ability, with four classes in each half of the year group.
- In the core subjects, all four sets are set by ability in mathematics. In English and Science, there is one ability set for students with high attainment in Key Stage 2 tests and three mixed ability teaching groups.
- All students study a modern language (Spanish or French) in Year 7 to Year 9. Spanish is studied in teaching groups A-D and French is studied in teaching groups E-H.
- Key Stage 3 students study Social, Personal and Cultural Studies comprising PSHE, RSE alongside Politics, Philosophy and Enterprise (PPE) and Religious Studies, thereby fulfilling statutory requirements.

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- Dance and Drama are taught in a half termly rotation: four teaching groups each study Drama and Dance. Each half term these groups swap to study the other discipline.
- Technology is taught as a rotation of Food Technology, Textiles Technology and Product Design. The eight teaching groups are divided into 12 smaller groups of 20 students and each term they study the next discipline.

Assessment

In addition to on-going formative assessment and feedback in lessons, Year 7 and Year 8 students sit “Closing-the-Gap” assessments in lessons, in March, in all subjects. Assessment outcomes inform students, parents and carers of progress towards meeting end-of-year academic targets; enable teachers to adapt teaching and learning so that students make further progress by the end of the Summer term; and to provide students with opportunities to practise examination revision routines and time management.

Year 9 students sit school examinations in lessons, in January, in all subjects. Examination results inform students, parents and carers of current attainment in order to support selection of appropriate Key Stage 4 courses; support teachers in adapting teaching and learning for further progress to be made and provide students with opportunities to practise examination revision routines and time management in readiness for Key Stage 4 study.

Key Stage 4 curriculum and structure (Year 10 – Year 11)

- For the delivery of the core subjects, Year 10 and Year 11 students are divided into the ‘X’ pathway (made up of four classes in each core subject) and ‘Y’ pathway (made up of five classes in each core subject).
- Students in the ‘X’ pathway have higher average point scores across English and Mathematics in Stage 2 tests, as well as in internal assessments, than students in the ‘Y’ pathway.
- The creation of ‘X’ and ‘Y’ pathways in Key Stage 4 reduces class sizes across the Year 10 and 11 groups and enables better adaptation of curriculum delivery for particular groups of students.

KS4 Core curriculum	Number of lessons per fortnight in Year 10	Number of lessons per fortnight in Year 11	Key Stage 4 delivery
English	8	8	GCSE English Language and GCSE English Literature
Mathematics	8	8	Students study year 2 and year 3 of a three-year Key Stage 4
Combined Science (Equivalent to 2 GCSEs)	8	8	Student groups rotate round the three disciplines of Biology, Chemistry and Physics
Religious Studies or Citizenship	4	4	Students choose <i>one</i> of these courses to study
PE	2	2	Students choose either Duke of Edinburgh (Bronze Award) or Sports Leaders or Dance Leaders courses

Foundation subjects (in the table below) are delivered in four ‘blocks’ in each half of the year group, comprising one high ability and three mixed ability blocks.

Key Stage 4 subjects offered for selection in 2023 - 2024 are shown in the table below. (These are GCSE qualifications unless stated otherwise). Five lessons per fortnight are allocated to each subject.

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History	Music	Economics
Geography	BTEC Sport	Cambridge Nationals in ICT
Fine Art	Food Technology and Nutrition	Computer Science
Photography	Textiles	French
Dance	Business	Spanish
Drama	BTEC Enterprise	BTEC Health and Social Care

Features of the Key Stage 4 Curriculum (Year 10 – Year 11)

- In Year 10 and Year 11 all students follow the Key Stage 4 core curriculum comprising English Language, English Literature, Combined Science, Mathematics and either Citizenship or Religious Studies.
- Physical Education is also part of the core curriculum and students choose to study *either* Duke of Edinburgh (Bronze Award) *or* Sports Leaders *or* Dance Leaders courses.
- In the core curriculum there are two pathways for students:
 - Pathway X: Four teaching groups set by ability in each subject discipline.
 - Pathway Y: Five smaller teaching groups set by ability in each subject discipline.
- Students also have the opportunity to choose up to four more courses across the arts, vocational subjects, Design and Technology, Humanities, Modern Languages and the Expressive Arts.
- Students' first Key Stage 4 curriculum choice must be selected from History, Geography or a modern language.
- Students can choose to study 'triple science' as the separate disciplines of Biology, Chemistry and Physics.
- Students are also given the opportunity to take their heritage language as an additional language qualification.

Assessment

Key Stage 4 students sit Pre Public Examinations (PPEs) which are GCSE or BTEC-style examination papers. The purpose of these examinations is to inform students, parents, carers and teachers of mid-course attainment; to provide students with opportunities to practise examination revision routines and time management; and to enable teachers and students to check progress towards meeting annual targets and examination estimated grades.

Year 10 PPEs: June

Year 11 PPEs: December

Key Stage 5 Curriculum and structure (Year 12 – Year 13)

Year 11 students are offered a place in our mixed Sixth Form. Students who do not meet the selection criteria for Level 3 courses may be offered a bespoke Level 2 'foundation' curriculum which includes GCSE English and GCSE Mathematics retake opportunities, as well as BTEC Level 2 courses in 'Public services', 'Law and Legal', and 'Work skills'. Students on the foundation programme are guided and supported with their 'next steps' beyond Sixth Form which includes contact with employers and apprenticeship providers. External agencies are used to support students with CV writing and interview skills.

The Sixth Form options are decided in February after students have indicated their initial preferences. Therefore, the offer varies year on year. The Key Stage 5 courses offered for selection in 2023 - 2024 are shown in the table below and are A Level qualifications unless stated otherwise:

English Literature	BTEC Performing Arts	French
Mathematics	Drama	Politics
Biology	Business	Sociology
Chemistry	BTEC Business	Psychology
History	ICT	
Geography	Law	GCSE English
Religious Studies	BTEC Law	GCSE Mathematics
Art and Design: Fine Art	Media Studies	BTEC Level 2 Law and Legal
Art and Design: Photography	BTEC Media Studies	BTEC Level 2 Public Services
BTEC Sport	BTEC Health and Social Care	BTEC Level 2 Work Studies

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Number of lessons allocated to subjects in Year 12 and Year 13 per two-week cycle of 50 lessons

	Number of lessons
A Level qualifications	10
BTEC, OCR and Cambridge Nationals Level 3 qualifications	10
PSHRE	2
BTEC Level 2 Work Skills (Year 12 only)	8
BTEC Level 2 Public Services (Year 12 only)	8
BTEC Level 2 Law and Legal (Year 12 only)	5
GCSE English Language (Year 12 only - if required)	5
GCSE Mathematics (Year 12 and Year 13 - if required)	5

The content, design and structure of our curriculum offer is quality assured by school and subject leaders and is also reviewed on an annual basis with the input of external agencies.

Assessment

Key Stage 5 students sit Pre Public Examinations (PPEs) which are A Level or BTEC-style examination papers. The purpose of these examinations is to inform students, parents, carers and teachers of mid-course attainment; to provide students with opportunities to practise examination revision routines and time management; and to enable teachers and students to check progress towards meeting annual targets and examination estimated grades.

Year 12 PPEs: BTEC courses – March. Year 12 GCSE re-sit courses – March. A Level courses - April.

Year 13 PPEs: BTEC courses – December. A Level courses - December and March.

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PART B - CURRICULUM IMPLEMENTATION

The implementation of our curriculum is responsive to change and under constant review.

Every teacher during their tenure at Blackfen School (and regardless of career experience and level of professional responsibility) needs to be confident in their professional knowledge of effective curriculum implementation with regard to the sequencing, order and coherence of learning that achieves rigour in subject delivery and success in student achievement. Every student at Blackfen School needs to know that their daily, lived experience of the curriculum is crafted with care and consideration in its implementation, both in and out of classrooms and learning spaces.

Every parent and carer needs to be sure that the intended curriculum for students is ambitious and planned for progression; that the planned curriculum is inclusive and implemented skilfully; and that the implemented curriculum is achieved and learnt by all students regardless of background and starting point.

All teaching staff participate in a carefully planned whole-school professional development programme which blends reflection, review and professional learning. The school is in the second year of a 3-year curriculum review which is purposely designed for collaborative professional learning in order to:

- Update the professional knowledge of all teachers at Blackfen School on curriculum design, implementation and learning.
- Equip all teachers at Blackfen School with the skills to develop subject curricular that are ambitious, challenging and firmly rooted in the school's pursuit of 'Raising aspirations - releasing potential'.
- Ensure the inclusivity and relevance of the curriculum at Blackfen School for all staff who deliver it and all students who learn its content.

A termly programme of Faculty Reviews comprising work sampling, learning walks and lesson visits supports the quality assurance of curriculum implementation in academic learning and its further development in terms of inclusivity and relevance to students; provision of academic and personal development beyond formal learning experiences; and embedding the distinctive features of teaching and learning at Blackfen School.

The distinctive features of curriculum implementation at Blackfen School:

- i) Curriculum delivery that is inclusive
- ii) Personal development outside formal learning experiences
- iii) Teaching and learning intentionally tailored to support Blackfen School teachers and students

i) Curriculum delivery that is inclusive

Students with SEND are taught in mainstream classes. Their curriculum is adapted in teachers' planning through reference to specialist materials such as the Bexley SEND toolkit; guidance from the SENCO team and from professional reports for individual students. Students with an EHC Plan are supported by teaching assistants in English, mathematics and other selected subjects, depending on the guidance of the EHC Plan.

'Jigsaw' is the school's Resource Provision, established primarily for students with an EHC Plan and speech and language needs. Students are placed in the provision by the local authority and, as part of their Year 7 induction, they visit the school on several occasions from Easter to July to meet teaching and support staff and to get to know the school, prior to Year 7 entry in September. In Key Stage 3, students in 'Jigsaw' work on an adapted curriculum for English, maths and the humanities and attend mainstream lessons for all other subjects. Specialist SEND teachers adapt schemes of learning for personalised delivery. Students in Year 7 and Year 8 are prepared to study for Entry Level qualifications in Key Stage 4. In Year 9, some students may transfer to mainstream lessons for a subject if they have reached the appropriate level at the end of Year 8. At Key Stage 4, students in 'Jigsaw' continue to develop their literacy and numeracy skills via Entry Level qualifications in English and mathematics. In Year 9, they select Key Stage 4 courses for study in Year 10 and Year 11 but have the opportunity to select one option block to remain in 'Jigsaw' or in the Key Stage 4 'Phoenix' provision in order to develop basic skills or to have additional time with a teacher to focus on their GCSE work.

The 'Jigsaw Plus' pathway has been designed for students with complex and severe cognitive impairments and learning difficulties, which in turn leads to significant delays in reaching development milestones. This pathway aims to provide broad, balanced and meaningful learning experiences tailored to the needs of the individual student and uses the Engagement model to track progress.

The Key Stage 2 test score of 100 marks is the expected threshold for secondary school learning. In English and Science, Year 7 students are taught in mixed ability groups and in ability sets in Mathematics. In all cases, the curriculum is designed to help students to *close the gap* between actual and expected performance in Year 7. In English there is a Library lesson to

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enable reading to be worked on with Accelerated Reader and in Mathematics there is “Maths Whizz”, an individualised learning tool designed to address individual learning needs.

Students identified as working below their expected level of attainment are invited to work with Sixth Form students on Core subject work as part of our after-school provision. Key Stage 4 students requiring additional professional input, for example, for behavioural or emotional issues, are able to work with support from staff in ‘Phoenix’, in order to follow a bespoke and/or a reduced number of qualification subjects.

ii) Personal development outside formal learning experiences

Community Time is scheduled for 20 minutes every day, during which time students in Year 7- Year 11 are organised in vertical age tutor groups, with approximately four students from each year group making up a tutor group. During *Community Time*, students follow a planned schedule of activities, including numeracy, reading and personal well-being. They also discuss current affairs and review topical issues.

DICE is the school’s extra-curricular programme. It schedules extra-curricular activities at four different levels: **Discover**: Learn about for the first time; **Initiate**: Try out for the first time; **Challenge**: Extend learning and performance, and **Elite**: Develop expert learning and performance. The *DICE* programme promotes challenge and scholarship, thereby reflecting the school’s approach to adopting growth mindset attitudes to learning in all of its forms and supporting the ultimate aim of the school to ‘raise aspirations and release potential’ in all of our students.

Discover is an end-of-year event for students in Years 7 – 9 which delivers aspects of cultural capital learning, opportunities to consider career options, as well as the chance to adopt growth mindset principles, apply personal aspiration and try out a new activity for the first time. *Discover* provides time for students to develop personal strengths as well-rounded individuals as they explore new interests, learning environments, skills, challenges and have fun.

iii) Teaching and learning intentionally tailored to support Blackfen School teachers and students

Our curriculum implementation is characterised by the following features in our teaching and learning strategies:

- Subject pedagogy underpinned by growth mindset philosophy and practice
- Development of students’ reading habits
- Personalised curriculum guidance for students at key stage transition points

- Subject pedagogy underpinned by growth mindset philosophy and practice

One of the distinctive features of teaching at Blackfen School is that all teachers have been trained in the philosophy and principles of growth mindset. The school has focused on the language that teachers use to praise students and to provide feedback, as well as how students should respond to feedback. Teachers are aware of the power of ‘yet’ and are encouraged to design learning that is challenging, so that students are placed ‘in the pit’. Students are urged to embrace academic challenge by taking PRIDE in their learning: ‘Positivity’, ‘Resilience’, ‘Introspection’, ‘Determination’ and ‘Effort’ are the key words that are used with students to enable them to develop growth mindset attitudes to learning and in life. Teachers’ own growth mindset attitudes to professional learning have underpinned their conscientious development and delivery of our curriculum.

- Development of students’ reading habits

The Literacy Co-ordinator delivers the whole school reading programme in partnership with the Librarian and the Head of English. The reading programme focuses on developing students’ reading habits through special activities such as the weekly ‘Drop Everything And Read’ sessions as part of the *Community Time* programme; themed assemblies for International Literacy Day and World Book Day, and the distribution of a ‘Wider Reading Booklet’ across all subject areas. Other literacy initiatives organised during the school year include participation in the Jack Petchey ‘Speak Out’ awards; the Year 7 Halloween Writing Competition and the Literacy ‘Show and Tell’ event. The Librarian works with the Literacy Co-ordinator to host special Library reading events such as the Year 7 and Year 8-10 Book Clubs; the Governors’ Book Review award; the Bexley Children’s Book Quiz; the Bexley Poetry Slam; the Carnegie Book Club, as well as the student Librarian scheme. In addition to these activities, Year 7 and Year 8 students spend a dedicated lesson in the Library to use the ‘Accelerated Reader’ programme as part of their English lessons and the Literacy Co-ordinator collates and analyses reading data from these particular sessions, in order to support relevant intervention.

- Personalised curriculum guidance for students at key stage transition points

Personalised guidance from experienced staff, school and subject leaders is embedded in our curriculum implementation to ensure coherence throughout students’ learning journeys, as well as to support their curriculum choices and future

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aspirations. The school has met the Gatsby Benchmarks and students in all year groups benefit from an embedded programme of careers education which supplements the on-going curriculum guidance explained below.

From Key Stage 2 into Key Stage 3

The Year 7 Induction programme includes taster lessons for students in a variety of Year 7 subjects on our “Welcome Day”, and “Welcome Evening 1” on the same day for parents and carers, when we clarify school expectations and answer questions. ‘Welcome Evening 2’ in early September introduces Year 7 parents and carers to the school’s growth mindset philosophy and practice, an intrinsic element in students’ learning journeys and the school’s delivery of their curriculum. After a settling-in period, a ‘Parents Evening’ with Community Tutors reviews how Year 7 students are settling in and addresses academic transition.

From Key Stage 3 into Key Stage 4

Year 9 students participate in Key Stage 4 taster lessons to experience for themselves something of the content and nature of learning in Year 10 and Year 11. The Year 9 Parents Evening is deliberately split over two evenings, so that students and their parents and carers have sufficient time to discuss the selection of Key Stage 4 courses with subject teachers. This process concludes with each Year 9 student having their own 1-2-1 interview with a member of the Leadership Team to review and agree their final Key Stage 4 curriculum.

Key Stage 4 into Key Stage 5

Every Year 11 student has an individual interview with a member of the Leadership Team to discuss their rationale and plans for Post-16 courses and to review their selection of Key Stage 5 courses. As part of an established programme, the Head of Sixth Form also meets all Year 11 students in small community groups, when she introduces the Sixth Form and talks about the subjects on offer. At the end of Year 10 and continuing into Year 11, all students attend an individual post-16 careers pathway interview with the ‘CER’ careers advisor.

From Key Stage 5 into post-19 education, training or employment

The Key Stage 5 ‘Next Steps’ Challenge Day supports the UCAS and apprenticeship application processes and is complemented by a ‘Next Steps’ Information Evening for parents to inform parents and carers about the UCAS application process and higher and degree level apprenticeships. Students attend the UCAS convention; a trip to Sussex University to participate in a ‘student-life’ lecture and campus tour; as well as the London University taster courses programme. External providers are invited into school to talk to students in Year 13 who are seeking to take up apprenticeships and all students are able to attend the ‘Skills for London’ careers event. All students have access to an ‘Insights and opportunities’ MS Team, where they are informed of all events, activities and opportunities to engage with for support with careers. Year 12 student’s complete careers guidance through Personal Development sessions, Community Time and through the Unifrog programme.

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PART C: CURRICULUM IMPACT

One of the immediate impacts of our curriculum is seen in students' continuing academic achievement. However, we recognise that the long-term story of our students' lives as young and mature adults represents the most accurate description of the impact of curriculum experience and learning at Blackfen School over the course of 5 - 7 years. Our 'Alumni' section in the school website makes for fascinating reading.

More recently, the choices of initial destinations of Year 11 and Year 13 students (recorded to date) after completing Summer 2023 public examinations suggest that the impact of the curriculum is an experience that has been well lived and enjoyed at Blackfen School.

Year 11		
Destination	Number of students	Percentage of students
End of phase transfer - FE/6th form college	10	4.4%
End of phase transfer - Maintained school	1	0.4%
Unknown*	84	37.2%
Continued at Blackfen's Sixth Form	131	58%
Grand Total	226	100%

Year 13		
Destination	Number of students	Percentage of students
Normal leaving age - Employment	5	3.1%
Normal leaving age - Higher education institutions	69	43.1%
Normal leaving age - Training	13	8.1%
Unknown*	73	45.6%
Grand Total	160	100%

* Unknown: Destinations data is still being collected and processed at the time of writing.

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Key roles

- **Governors:** To ensure that the following elements of curriculum planning, delivery and evaluation are actioned, as set out in the terms of reference of the Curriculum Committee: that a robust framework is in place for setting curriculum priorities and aspirational targets; that the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for students to cover the requirements of the funding agreement; that proper provision is made for students with different abilities and needs, including children with special educational needs (SEND); that all courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state; that the school implements the relevant statutory assessment arrangements; that Governors participate actively in decision-making about the breadth and balance of the curriculum.
- **Headteacher:** To ensure that this policy is adhered to and that all required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met; that the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body; that requests to withdraw children from curriculum subjects, where appropriate, are managed correctly; that the school's procedures for assessment meet all legal requirements; that the Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum and is advised on whole-school targets in order to make informed decisions; that proper provision is in place for pupils with different abilities and needs, including children with SEND.
- **DHT/AHTs (Curriculum/Quality of Education):** To liaise with subject leaders in order to quality assure curriculum procedures and documentation; to ensure production of the school timetable and its financial management.
- **DHT/AHTs (Curriculum/Quality of Education):** To quality assure curriculum intervention strategies relating to student outcomes.
- **SENDCO:** To quality assure curriculum provision and intervention strategies relating to SEND students.
- **Faculty / Subject Leaders:** To be knowledgeable about subject pedagogy and able to lead teaching teams in planning and designing lessons that deliver subject curriculum to be challenging and enjoyable and suitably ambitious for all groups of students, including students with high prior attainment; students with low prior attainment; students from disadvantaged backgrounds; students with SEND; students with English as an additional language (EAL).
- **Teachers:** To follow guidance in planning, designing and delivering their subject curriculum for all students in the class to be able to make good progress in learning.
- **Students:** To demonstrate growth mindset attitudes to subject learning in every lesson; to take responsibility for participating in extra-curricular opportunities and for exploring learning in the wider curriculum, outside formal lessons.
- **Parents/Carers:** To work with teachers and leaders to support students' effective learning in lessons and at home; to work with subject staff by attending Parents Evenings to discuss students' academic progress; to support, where possible, students' participation in extra-curricular activities.

Related documents

- Assessment policy, Feedback policy, Teaching and Learning Charter, Non-examination assessment policy, SEND policy, RSE and PSHE policy; Equality information and policy.