



# BBHS Curriculum Consultation October 2018

## RATIONALE

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Our aim is to provide a rich, relevant learning experience for all young people that affords strong foundations for wellbeing and learning in the BGE, with clear progression pathways over a range of levels into the Senior Phase. Effectiveness will ultimately be measured by learners' outcomes in terms of the four aims of the [National Improvement Framework](#), namely attainment and achievement, closing the gap, health and wellbeing and positive destinations.

Our curriculum is planned across all four contexts of learning and will meet the seven principles of curriculum design: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance. A full curriculum rationale paper will be developed over Session 2019-20 in alignment with work that is to be undertaken to refresh the School's vision, values and mission statement over next session.

## KEY FEATURES OF THE NEW CURRICULUM MODEL

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### Proposals:

- **The school will move from a 33 period week to a 32 period week.**  
**Why?** To meet our budget saving. Removing 50 minutes from the week saves approximately £70k. Most other schools in Fife use this 50 minutes period to deliver 5 x 10 minute slots of Registration. Bell Baxter High School does not, therefore, arguably we are coming in line with the norm, minimising impact on learners.
- **The number of single period subject delivery in the BGE, notably S1 and S2, will be reduced.**  
**Why?** Currently there is a disproportionately high number of single period/rota subject delivery, namely in Technologies, Social Subjects (S2), HWB and Expressive Arts. Disadvantages of single period/rota delivery relate to the number of different teachers young people need to build relationships with over the week, high pressures around reporting and the quality of feedback that can be given on reports in relation to one period a week/ rota terms and the potential lack of coherence within a curricular area in the BGE. Some curricular areas do not lend themselves to an integrated curriculum due to the specialised nature of the different areas (Expressive Arts) and this will remain discreet. However, where there is scope for integration, one teacher will deliver a minimum of three periods to provide stronger foundations for learning, better relationships and a more thematic holistic model of learning for learners in S1 and S2. Note, the integration of HE and PE is driven by recruitment difficulties in HE and is intended as a pro-active solution to a long standing challenge in Bell Baxter High School, which we will continue to work to resolve.
- **The number of subjects offered in S4 will be increased from 6 to 7.**  
**Why?** This affords greater breadth, personalisation and choice in S4 leading to the potential for more qualifications in S4 and a wider set of progression pathways in the S5/S6 Senior Phase. Evidence from schools across Scotland would indicate that young people studying seven subjects in S4 attain well despite the reduced number of periods in the week. This is supported by research which indicates that it is not the amount of time but the quality of learning, clear progression, pace and challenge from the BGE through to Senior Phase and strong relationships that impact most positively on attainment.
- **The curriculum will be rationalised to core curriculum provision offering progression from the BGE.**  
**Why?** Bell Baxter High School currently has a very broad range of academic options in the Senior Phase, which has resulted in a significant number running with inefficient class sizes. By reducing the number of different options on offer, this will lead to a more efficient, less expensive curriculum model. Furthermore, there will be a drive to increase partnership provision, namely college and other DYW providers, which will support us in maintaining a level of breadth and enrichment in our Senior Phase. The three areas of focus in the initial stages will be sectors where there is secure employment in the local area; namely hospitality and professional cookery, early years and social care and engineering. Foundation Apprenticeships will focus around the same three areas to ensure sustainability, with a view to broadening out the offer over subsequent years. In addition, there will be a move to maximise class sizes across all areas to the legislative limit.

- **There will be a clear focus on developing a range of flexible curriculum options for targeted groups of learners and a small number of subjects will be introduced/retained in the curriculum model** namely, Modern Languages for Life and Work; Beginners' Spanish & French; Practical Lab Skills; Music Tech, and Travel and Tourism.  
**Why?** To ensure we have a curriculum on offer that caters for all learners and meets the criteria for 1+2 Languages.
- **Enrichments will be removed from the BGE.**  
**Why?** Currently Enrichments sit as single period options in an individual year group only and, whilst they may provide enjoyment, it is not explicit how they map into existing CfE benchmarks to allow for progression and skills development through the BGE and into the Senior Phase qualifications stage.
- **RE in the Senior Phase will be delivered via suspended timetable afternoons throughout the year.**  
**Why?** Year groups will engage in a programme of workshops delivered by school and a range of partners throughout the year, allowing the school to engage more widely with our local community and strengthen those links and partnerships. The additional weekly period will also be used to gain further accreditation opportunities through the development of skills for learning, life and work. This programme could focus on a number of skills including employability, CV writing, UCAS applications, presentation skills, interview skills, leadership and learning skills.
- **PE will continue to be delivered 2 periods in the week from S1–S4 and one period in the week in S5/S6.**  
**Why?** As a school we are committed to ensuring that all young people secure the best possible outcomes for health and wellbeing. Providing opportunities for regular weekly physical activity supports the development of both mental and physical wellbeing.