



The Blue Coat
School

CURRICULUM POLICY

Policy approved by	Local Governing Committee
Date of Approval	Summer 2025
Next Review Date	Summer 2026

Contents

1. Policy Statement	2
2. Principles that underpin our curriculum design	2
3. Principles for Learning	2
4. Curriculum Structures	3
4.1 Secondary	3
4.2 Key Stage 3 Curriculum in The Cranmer Education Trust (CET).....	3
4.3 Central principles of the Key Stage 3 curriculum	4
4.3.1 Reading and Literacy	4
4.3.2 The integration of reading into the curriculum.....	4
4.3.3 Targeted Support for Literacy	5
4.3.4 Targeted support for Numeracy.....	6
4.3.5 Wellbeing (PSHRE)	6
4.3.6 Citizenship.....	7
4.3.7 Religious Education	8
4.4 The Curriculum at Key Stage 4.....	8
4.5 Key Stage 5 Curriculum.....	9
4.6 The Co-Curricular/enrichment offer.....	12
4.7 Duke of Edinburgh	12
4.8 Social, Moral, Spiritual and Cultural Development (SMSC).....	12
4.9 Careers Education, Information, Advice and Guidance (CEIAG)	13
5. The Quality of Education: Governance	13
6. Cross References.....	14
Appendix 1: Curriculum Maps	15

1. Policy Statement

It is the firm commitment of the Cranmer Education Trust (CET) that all our pupils and students enjoy a rich and ambitious curriculum that provides a platform for progression, aspiration, and social mobility. There is no ceiling on students' experiences or aspirations. Expectations are the same for all and all routes will lead to recognised qualifications. The curriculums of our schools reflect their individual communities, identities, and histories.

Social, moral, spiritual, and cultural development (SMSC) is the golden thread running through all aspects of provision, designed to foster resilience, self-worth, cultural capital, social cohesion, and integration. The curriculums of our schools seek to empower our young people.

Our primary curriculums are ambitious, designed to give all our children, and particularly those who are disadvantaged or who have special educational needs and/or disabilities (SEND), the knowledge, cultural capital, and enjoyment of and resilience in learning that enables them to progress successfully into secondary education and their lives as young people in our community. The breadth of curriculum provision in Years 7-9 will enable a large majority of students to take and enjoy the full EBacc at GCSE (Maths, English, Science, History, Geography, and a Modern Foreign Language). At Key Stage 4 this will be supported by an Open Pot of subjects and qualifications that enable every student to succeed and progress.

Our curriculums include co-curricular enrichment and enhancement to further build social and cultural capital.

The academic, co-curricular and pastoral curriculum ensures pupils leave our schools as well rounded, informed, and resilient young people ready to take their place in the world.

2. Principles that underpin our curriculum design

- **Broad** – so that young people gain knowledge and understanding of the **range** of ways in which human beings have understood and found meaning in our world - the best that has been thought, said, and created.
- **Deep** – so that as they develop and gain experience, young people understand the concepts which provide structure to human beings' search for meaning and its complexity.
- **Rich** – so that all children and young people can widen their horizons develop creativity, life experiences, and increase cultural capital.
- **Interconnected** – so that our pupils are able to see links and connections within and across learning, can synthesise new information, tackle complex questions from a range of perspectives and understand that knowledge itself evolves, changes and is contested and dynamic.
- **Progressive** – learning builds on prior experience, gradually deepening understanding, and mastery.
- **Relevant** – so that our young people are prepared for the next stage of their education, and for life in modern Britain as good neighbours and citizens: ethically and morally grounded; respectful of others and excited by diversity, compassionate and generous of spirit, and able to lead, build community and do good as they go. Our primary curriculums are strongly linked to the context of the school and its locality, reaching out from there to the wider world, building strong general knowledge and cultural capital.

3. Principles for Learning

- A rigorous and academic curriculum requires **high levels of literacy**. A whole school cross-curricular pedagogy to supporting literacy and reading underpins both curriculum design and teaching and

learning. In the early stages of learning to read, reading materials are closely mapped to pupils' phonics knowledge.

- **High quality learning time**, where young people are given time to master and apply key disciplinary concepts.
- An understanding of the **cognitive science** of how students learn – ensuring they can remember and do more, grow in self-motivation and self-management; aiming for fluency and automaticity in key concepts which feature in our curriculum.
- Formative assessment: we check pupils' understanding systematically, identify and address misconceptions quickly, and respond and adapt teaching, as necessary.
- Achievement for All: our pedagogy is adapted, and learning is structured to ensure that all pupils, including those with Special Educational Needs and Disabilities, can access, enjoy, and experience success in the same curriculum entitlement for all pupils. Specific challenges, barriers and issues are identified and addressed.
- **Social development and fellowship** - so that our young people look forward to coming to school because there are so many things to be involved in and so many new things to experience, where they can grow socially and emotionally.

4. Curriculum Structures

4.1 Secondary

The Blue Coat School – organisation:

- We run a two-week timetable (P and Q Week)
- The school day at The Blue Coat consists of five one hour lessons a day Monday to Friday. However, on Wednesday Q week comprises of 4 one-hour lessons.
- The co-curricular offer runs Monday to Friday during lunch time or after school. A timetable of extracurricular activities is available termly.

4.2 Key Stage 3 Curriculum in The Cranmer Education Trust (CET)

During Key Stage 3, Years 7-9, all pupils follow a common curriculum which builds on learning in Key Stage 2 and introduces pupils to new subject disciplines and new levels of understanding.

KS3 Curriculum at The Blue Coat School:

	Year 7 Learning hours per fortnight		Year 8 Learning hours per fortnight	Year 9 Learning hours per fortnight
English	5		6	6
Maths	6		6	7
Science	6		6	9
RS	3		3	3
French	3 (term 1)	2 (term 2 and 3)	5 (French or German)	5 (French or German)
German	2 (term 1)	3 (term 2 and 3)		
Geography	3		3	3
History	3		3	3

PE	4	4	4
Art	2	2	2
Drama	1	2	1
Music	2	2	1
Design Technology	2	2	2
Food	1	1	1
Computing	2	2	1
Wellbeing	1	1	1
Citizenship	1	1	
Academic Transition Skills	2		

4.3 Central principles of the Key Stage 3 curriculum

4.3.1 Reading and Literacy

A rigorous and academic curriculum requires **high levels of literacy**. A whole school cross curricular pedagogy to supporting literacy and reading underpins both curriculum design and teaching and learning. The **strategies** we use draw extensively on those outlined in:

- Metacognition and Self-Regulated Learning (2018), EEF
- Improving Literacy in Secondary Schools (2018), EEF.
- Closing the Vocabulary Gap (2018). Alex Quigley.

All teachers and teaching assistants are trained in the literacy strategy and the components of **reading, oracy, and writing**, enabling all students to make maximum progress whatever their start point.

Reading: We adopt a deliberate approach to developing a reading culture which starts at transition. All Year 6 pupils joining the school are provided with a copy of Homer's 'Odyssey', a text which has explicit links to the Year 7 English curriculum. There is a structured package of support to ensure all pupils can engage over the summer with the text and this includes key role models in the school reading aloud a chapter each week. Pupils then complete tasks relating to vocabulary and comprehension which is submitted which mirror the approaches used in school.

4.3.2 The integration of reading into the curriculum

All teachers are teachers of literacy. Disciplinary literacy is embedded across every curriculum area. Vocabulary is built through exposure to systematic and explicit teaching. Curriculums build in opportunities for vocabulary learning and consider The Three Pillars of Vocabulary Teaching:

- Explicit vocabulary teaching
- Incidental vocabulary learning
- Cultivating 'word consciousness'

Pupils also have access to rich texts whereby subject leads choose texts which both challenge and extend students' reading. Teaching specific comprehension strategies are explicitly taught and this includes an investment in a student's background knowledge since one of the strongest drivers of reading ability is prior knowledge. This is essential for drawing logical conclusions or picking up

inferences. Our approach to reading in lessons means that all departments have a structured approach to teaching reading comprehension strategies and students are taught through teacher modelling.

Each form in every year group has two 20-minute structured, pre-planned reading activities, led by their form tutor. This reading pathway supports and builds on learning in English lessons.

A well-stocked and resourced library is our focal point to promote reading for pleasure, and age-appropriate scholarly reference materials to contextualise on-line information. A skilled librarian and literacy lead organise competitions that reward, promote and celebrate all aspects of literacy.

Students in year 7 have a fortnightly lesson in Academic Transition Skills to support them to successfully access the secondary curriculum. Through the topic of 'History of Medicine' in year 7 pupils are taught metacognitive strategies including how to plan, monitor and evaluate their own learning. Through explicit modelling, they are taught how to effectively summarise information, how to deconstruct and understand new vocabulary and how to consolidate their cross curricula learning through extended pieces of writing. As part of this, students are signposted to a range of wider reading texts to encourage them to engage in reading for pleasure and for challenge. This will enable them to continue to develop their use of sophisticated vocabulary, which will support their understanding of powerful knowledge both in ATS and the wider curriculum.

Oracy: Staff model for and support students to speak clearly and convey ideas confidently using standard English, enabling students to clarify their thinking as well as organise their ideas for writing.

There are core and co-curricular opportunities for champion activities for oracy development such as debates.

Writing: Students are taught how to write as a subject discipline expert. They are taught how to write in different disciplines with staff modelling what good writing looks like in their subject through the 'I do, we do, you do' approach.

4.3.3 Targeted Support for Literacy

In addition to the comprehensive universal offer to support students' literacy, The Blue Coat also provides a graduated response for pupils who might require extra support. Students' literacy levels on entry are evaluated through appropriate diagnostics and identified cohorts include:

- Students who have not achieved Age Related Expectations at Key Stage 2 in Reading and Writing.
- Students who score below their chronological age on reading diagnostic tests.
- Students who have not engaged appropriately with the transition task
- Students identified by teachers as appearing to struggle with accessing texts, articulating ideas, writing.
- EAL students at proficiency levels C and D where there are gaps in inferring, comprehension of more complex curriculum material, structural accuracy, abstract vocabulary and refining English usage.

Interventions are evidenced-based for the relevant diagnostic. They will be bespoke, group based and where necessary, individual student based, dependent upon the child's needs. All staff have access to Key Stage 2 student data and are trained in specific pedagogy to support reading and literacy.

On entering Year 7 a number of students are selected for an accelerated literacy pathway (Academic Reading)

Students are selected for AR based upon a standardised reading school, their chronological reading age, and end of Key Stage 2 outcomes. The aim of this pathway is to close existing gaps and support students to manage the increasing literacy demands they will meet at Key Stages 3 and 4.

The AR curriculum ensures students can become 'curriculum ready readers.' Students follow a reading programme that allows them to ensure they can read accurately and fluently with good levels of comprehension. The programme ensures students are taught the English alphabetic code- the 150 graphemes that represent the 44 speech sounds. Through the delivery of this curriculum, students come to understand the utility and purpose of reading and develop their motivation, confidence and ability when reading independently.

Students on the Academic Reading pathway will study one language in year 7 rather than two. This language is German. German's phonemic orthography makes it more accessible to new language learners. It is highly inflected where learners must engage with grammar which reinforces literacy development in English. Students on this pathway will have more hours of German language study by the end of year 8 and are therefore not at a disadvantage when taking their GCSEs. Students are expected to take the full core curriculum offer to GCSE.

4.3.4 Targeted support for Numeracy

For those below age related expectations in Maths we use Hegarty Maths and Sparx Maths to support students both inside and outside the classroom. The learning platform is set up with videos and practice tasks as well as online tasks. Hegarty Maths has content from the primary and secondary curriculums, allowing it to be used at all levels of catch up for students. A parents' support evening for catch up students invites parents of targeted students to discuss the curriculum and the support in place.

4.3.5 Wellbeing (PSHRE)

The Wellbeing curriculum is taught by key staff. It incorporates all aspects of the DfE statutory framework for Relationships and Sex Education (2020) which outlines what students should know by the end of secondary school to keep them happy, healthy, and safe. The curriculum also delivers elements of the Careers Education, Information, Advice and Guidance provision. Good careers guidance is crucial if young people are to raise their aspirations and capitalise on the opportunities available to them and make informed decisions about their future. Statutory areas of learning include:

- different types of relationships including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships,
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance,
- boundaries and consent; how to manage conflict; and also, how to recognise unhealthy relationships,
- how relationships may affect health and wellbeing, including mental health,
- healthy relationships and safety online,
- factual knowledge around sex, sexual health, and sexuality,
- healthy bodies and lifestyles including keeping safe, puberty, drugs, and alcohol education,
- healthy minds including emotional wellbeing, resilience, mental health.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them, for example looked after children or young carers. Staff are also mindful that a particular need may leave a young person more vulnerable to exploitation and therefore preparation for adult life will be particularly important.

The intent of the wellbeing curriculum is to prepare our young people for happy and healthy lives in which they will make a positive contribution to the 21st Century community through:

- Helping students develop feelings of self-respect, confidence, and empathy.
- Equipping students who are members of distinct faith communities to take their place in a rapidly changing and challenging world.
- Providing a framework in which sensitive discussions can take place, preparing students for puberty and giving them an understanding of sexual development and the importance of health and hygiene.
- Creating a positive culture around issues of sexuality and relationships.
- Teaching students the correct vocabulary to describe themselves and their bodies.

The curriculum is pro-active in teaching our students the core values that support healthy lifestyles and allow them to nurture respectful relationships. The nature of the subject content means that the subject is constantly evolving to ensure that we meet the specific needs of the individuals and groups of students within a given year group. Each scheme of work equips our young people with the skills, knowledge, and personal resilience to make safe and informed choices.

Our Wellbeing curriculum is also informed by Keeping Children Safe in Education (2024) and Ofsted's Sexual Violence and Sexual Harassment between Children in Schools and Colleges (2021).

4.3.6 Citizenship

Students have one hour per week of Citizenship in years 7 and 8. The curriculum provides students with the knowledge and skills to play a full and active part in society and encourages them to explore political and social issues critically; weighing evidence and debate to make a reasoned argument.

The Year 7 and Year 8 curriculum promotes the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Lessons develop students as active British citizens engaging them in local democracy, charity work and community leadership. In citizenship lessons students will also explore the use of restorative practices both within our school and in wider society.

Year 7

- Democracy in Britain – what does it mean to be a citizen?
- Law and liberty – why should I respect the law?
- Mutual respect and tolerance – do we have freedom of speech?
- How do British values compare to the rest of the world?
- Global Issues

Year 8

- Active citizenship - how to be an active citizen
- British Monarchy and the Local Councils
- Pressure groups

- Understanding Britain's evolving relationship with the EU
- Crime and youth crime

Citizenship is one of the golden threads running through wider curriculums and where appropriate they uphold the British Values and have a commitment to challenging the social, cultural, and economic inequalities imposed on individuals because of differential distribution of power, resources, and privilege.

4.3.7 Religious Education

Designated CE schools

The Blue Coat is a Church of England school with a distinctive Christian ethos that welcomes young people of all faiths and none. All students are expected to study Religious Studies in every year up to GCSE.

In KS3 pupils study the Diocesan-approved syllabus. This is not religious instruction in any faith. It involves learning about religions and world perspectives on the big moral and ethical challenges that human beings face – human rights, discrimination, persecution, war, our relationship with the natural world and the rights of animals. All major world faiths are equally respected and represented. – Christianity, Islam, Judaism, Hinduism, Sikhism, and through a developing understanding of faith and non-faith perspectives RS encourages students to explore and develop their own spirituality and search for meaning and direction in life.

The subject is taught by specialists, and the curriculum enhanced by the contributions of representatives of different faith communities, and particularly the 5 main faiths in the Greater Manchester area – Christianity, Islam, Judaism, Hinduism and Sikhism, and non-religious world views of humanism, secularism, and agnosticism, so that students understand the range of thinking and philosophies by which different human beings seek to make meaning of the world. All students take RS at GCSE. Should a parent/carer wish to withdraw their child from Religious Studies this must be made in writing and following a parental discussion with the Headteacher.

How the RS/RE curriculum is organised:

All students at The Blue Coat School study Religious Studies.

Religious education for all pupils, whether in a CE-designated or non-faith-designated school. RE does not seek to influence pupils' views in support of any particular religion or worldview – it is a subject which educates pupils to understand their own beliefs and those of others.

Students' work in Religious Studies will be exhibited prominently and we are very happy to discuss the curriculum and the materials we use with parents.

4.4 The Curriculum at Key Stage 4

All Cranmer Trust pupils' study English Language and Literature, Mathematics, Dual Award Science, or separate sciences to GCSE. The majority will also take a Humanities subject (History and/or Geography) and a Modern Foreign Language to GCSE. Pupils in (VA) academies will all take Religious Education; pupils in VC academies or non- faith designated schools will have the option to study RE to GCSE level.

The KS4 curriculum also includes core PE and PSHE, including careers.

The outline of KS4:

	Year 10 Learning hours per fortnight	Year 11 Learning hours per fortnight
English	8	7
Maths	7	7
Science (dual students)	9	9
Science (triple students) *	11	12
RS	3	4
Core PE	2	2
Wellbeing	1	1
Geography or History	5	5
French or German	5	5
Choice 1	5	5
Choice 2	5	5

At The Blue Coat pupils then choose two options from the list below. Some pupils who are at an earlier stage of learning English, or who have gaps in their learning of English and/or maths, may have additional targeted support in these subjects instead of the full number of options.

Geography or History
 Business Studies
 Construction
 Computer Science
 Child Development
 Drama
 Engineering
 Fine Art
 Food and Nutrition
 Media
 Music
 Photography
 Physical Education
 Sociology
 Product Design
 Textiles

4.5 Key Stage 5 Curriculum

All Blue Coat students can progress to Sixth Form if they meet the entry requirements.

4.5.1 Conditions of Entry 2025/26

- **Condition 1:** To guarantee a place at Blue Coat Sixth Form, all students must hold a minimum of 5 GCSEs at Grades 9–5, including a Grade 5 in Maths and English (Language or Literature).

- **Condition 2:** In addition, students must achieve at least a Grade 6 in the subjects that they wish to study in order to guarantee a place on their chosen courses. An equivalent subject with a similar skill set will be considered as an alternative measure in the case of an A-level course that is not part of the standard GCSE curriculum.
- **Condition 3:** For the specific subject combination of more than one Science studied together (e.g., Biology with Chemistry or Biology, Chemistry, Physics etc.), students must also achieve a Grade 6 in Maths in order to guarantee their chosen study programme.

4.5.2 KS5 Timetable: Year 12

All Year 12 students receive 10 timetabled lessons per fortnight for each A-level subject. For certain smaller creative subjects, this is reduced to 9 hours per fortnight (see table below). In addition to subject lessons, all Year 12 students attend a weekly timetabled Lecture. They also have 6 timetabled and supervised Independent Learning Centre (ILC) sessions per fortnight to support their academic development and study habits, and the growth of independent learning skills essential for success at A-level and beyond.

4.5.3 Subject Choice 2025/26

The policy for 2025–26 is that all Year 12 students follow a fully linear two-year A-level programme. Students will be entered for their A-level examinations in May–June of Year 13 (2027).

Year 12 students choose three two-year linear A-levels from the list below:

Year 12 Subjects 2025/26:

*Applied Science	***Art	Biology	Business Studies
Chemistry	Computer Science	***Design and Technology – 3D Design	***Drama and Theatre
Economics	English Language	English Literature	French (2-year linear)
Further Mathematics (2-year linear)	Geography	History	Mathematics
Media Studies	***Photography	**Physical Education	Physics (2-year linear)
Politics	Psychology	Religion, Philosophy and Ethics	Sociology
**Textiles			

Level 3 A AQ in Applied Science / ** L3 Cambridge Technical/* 9 hours per fortnight*

4.5.4 Year 12 Futures Pathway

Alongside their three chosen A-levels, all Year 12 students choose an option from the 'Futures Pathway'. All three options result in external examination and certification at the end of Year 12 (2026).

Options

- **Option 1:**
 - English Speaking Board Grade 8 in Speech (Band 3 UCAS tariff)
 - Extended Project Qualification (EPQ) – 2 classes per fortnight (Band 2 UCAS tariff)
- **Option 2:**

- Core Maths (Band 2 UCAS tariff)
- **Option 3:**
 - A Fourth Subject (AS Further Maths, AS Physics, AS French – all AS subjects are co-teachable and delivered alongside the full two-year linear provision)

4.5.5 Year 12 and Year 13 Independent Study Sessions

All students in Year 12 and Year 13 have timetabled and supervised Independent Learning Centre (ILC) sessions each fortnight to support the development of independent study skills.

Year 12 students have six ILC sessions per fortnight, while Year 13 students have four. These sessions take place in the dedicated ILC and are structured to help students build effective study habits, academic self-discipline, and time management.

Each subject area provides extension materials aligned with the A-level specification, accessible via the school's virtual learning platform (MS Teams). The work set in these sessions supports a synoptic approach to learning across the two-year linear programme and is designed to promote consolidation of content, spaced learning, and effective exam practice. It also encourages the application of knowledge and the development of key academic skills such as research, referencing, and critical analysis.

4.5.6 Year 13

All Year 13 students receive ten timetabled lessons per fortnight for each A-level subject. For certain smaller creative subjects, this is reduced to nine hours per fortnight (see table below). In addition, all Year 13 students attend a weekly timetabled Lecture.

Students also have four timetabled and supervised ILC sessions per fortnight to support continued development of independent learning skills.

All Year 13 students are in the final year of a two-year linear A-level programme and will be entered for their A-level examinations in May–June 2026.

Year 13 Subjects 2025/26:

*Applied Science	***Art	Biology	Business Studies
Chemistry	Computer Science	***Design and Technology – 3D Design	***Drama and Theatre
Economics	English Language	English Literature	French (2-year linear)
Further Mathematics (2-year linear)	Geography	German (2-year linear)	History
Mathematics	Media Studies	***Music (2-year linear)	***Photography
**Physical Education	Physics (2-year linear)	Politics	Psychology
Religion, Philosophy and Ethics	Sociology	***Textiles	

Applied General A Level. / ** L3 Cambridge Technical/* 9 hours per fortnight*

See Sixth Form Subject Summaries (School Website/Sixth Form) for individual course information.

4.6 The Co-Curricular/enrichment offer

Enrichment and co-curricular are integral to The Blue Coat and departments have a mapped out extra and co-curricular offer which they remain committed to. We want all our students to enjoy the opportunities provided so that they are able to develop their whole self.

Trips and extracurricular clubs are developed to complement academic curriculums and are delivered during lunch times, after school or on calendared days.

4.7 Duke of Edinburgh

The Duke of Edinburgh Award is one of the main ways in which we help young people to develop skills for life and work, fulfil their potential, and become a good and responsible citizen, and leader in our society.

All Year 9 students work to achieve the Duke of Edinburgh Bronze Award. Large numbers of students then go on to complete their Silver Award (Year 10) and Gold Award (Year 13) as an extra-curricular activity. The Blue Coat School is the largest Duke of Edinburgh provider in the North West.

The Duke of Edinburgh Award is one of the main ways in which we help young people to develop skills for life and work, fulfil their potential, and become a good and responsible citizen, and leader in our society. It involves developing a skill, which builds commitment and confidence; volunteering, and making a positive difference to the lives of others; and planning for and undertaking an expedition, which requires teamwork, listening and consideration, self-reliance, and some stoicism. On the way students also learn a range of very practical skills, including map skills, basic first aid, cooking and outdoor risk management.

The course is fully inclusive; appropriate adjustments are made so that all students can participate. The award is highly regarded by both employers and universities.

4.8 Social, Moral, Spiritual and Cultural Development (SMSC)

Character education and SMSC are the golden thread running through all aspects of curriculum provision. Grouping arrangements, seating plans, learning strategies, co-curricular opportunities and The Blue Coat ensure that students from all backgrounds work together authentically to build mutual understanding and respect, and foster social cohesion and integration. In our CE-designated schools the curriculum will directly address faith and shared values.

Spiritual development is at the heart of Religious Education/Studies and collective worship/assembly. Our aim is to develop a mature spirituality which sees the commonalities in values across all the great faiths - loving your neighbour and becoming a responsible steward of the world given to us. The taught curriculum aims to build a love of learning and develop awe and wonder in learning about the world and how humanity has sought to understand and make meaning.

Students' moral education is developed through the practices and behaviours of the school – the emphasis on personal responsibility, kindness and generosity of spirit, mutual respect, and active citizenship, all modelled by staff, by the ethos of the school and by the emphasis we place on community at a local, national, and international level. We commit to charitable endeavour and doing good as we go.

Students' social education comes through the emphasis on active and collaborative learning; the centrality of oracy and communication; the investment in a wide co-curricular provision and ensuring that students take part, try new things, meet new people; student representation through a Student

Leader Team who contribute to formal termly providing opportunities to be involved with consultations on school policy development. Our Leadership Award and Outstanding Community Citizenship Awards as well as the DofE Award demonstrate a commitment to active citizenship in school and in the wider community. All these behaviours embed British values of democracy, mutual respect, and the rule of law.

Students' cultural education comes through the breadth and richness of the curriculum and co-curricular provision; the exposure to resources in school, both in the library and on-line; living and learning in a well ordered, light, vibrant environment, which celebrates the arts and creativity; the diversity of the school population and how that is celebrated in school; the opportunities and encouragement and (where necessary) the financial support provided by the school to enable all students to visit museums, galleries, cities, the theatre, universities, different places including a residential.

4.9 Careers Education, Information, Advice and Guidance (CEIAG)

An ambitious curriculum is supported by an effective and responsive CEIAG curriculum to ensure that all young people have the knowledge they need to make informed choices about their future. The Blue Coat is committed to providing a well-planned and resourced programme of CEIAG that endeavours to reflect the Department for Education (2017) 'Careers strategy: making the most of everyone's skills and talents' which placed the eight Gatsby Career Benchmarks at its heart.

A progressive CEIAG is mapped throughout the five years students are with us and embedded across all curriculum areas. When sequencing curriculums, subjects will plan for and signpost opportunities that link to careers. We use tutor time and the Unifrog platform which has access to videos and resources to showcase all elements of CEIAG to enable students and staff to record their 'encounters' and 'experiences' to build career profiles. Tutor time, Wellbeing lessons and assemblies will support CEIAG provision at key points in the academic year.

Our intention is to normalise the language of university and advanced apprenticeships from Year 7, building links with local universities and companies in the Greater Manchester region to ensure our young people are inspired and encouraged to make aspirational choices which are right for them. Our Key Stage 4 offer will build on students' broad and deep learning in Key Stage 3 and enable our young people to start to prepare for progression routes at Technical/Applied/Apprentice level, as well as traditional A-Levels. Co-curricular and enrichment provision will involve adults from the wider community who will reinforce aspiration and provide positive role models.

All students in Years 10-11 will have 1:1 discussions and bespoke careers advice on progression through 16-18 and beyond.

An independent careers adviser will be contracted through Positive Steps to support the school's careers strategy and guidance interviews. Links with external agencies such as the Careers and Enterprise Company will be utilised to provide targeted opportunities (particularly SEN) for our students.

5. The Quality of Education: Governance

The trustees of The CET have delegated the monitoring of the quality of education to local governance in each school. Local governors review progress against school improvement priorities, which are identified

by the Headteacher with the advice and support of the CEO and the School Improvement Partner, hearing from leaders and where possible seeing, in practice, how the design and delivery of the curriculum is developed and improved and how this is helping all pupils and students, including those with SEND or who are disadvantaged, to learn well, make good progress and achieve.

6. Cross References

- Worship Policy
- Relationships and Sex Education
- Career Programme Information

Appendix 1: Curriculum Maps

English
Maths
Science
Religious Studies
MFL
Geography
History
PE
Art
Drama
Music
Design Technology
Food
Computing
Wellbeing/PSHRE
Citizenship
Academic Transition Skills
Duke of Edinburgh