



BCS Policy:

Curriculum Statement Policy

Date: September 2020

This document needs to be read in conjunction with:

01. Curriculum Document EYFS November 2019.doc
02. Curriculum Document Infants & Juniors July 2020.doc
03. Curriculum Document Lower Seniors Sept 2020.doc
04. Curriculum Document ICCE Supplement Foundation-General Level Sept 2020.doc
05. Curriculum Document ICCE Supplement Intermediate-Advanced Level Sept 2020.doc

ACE Pedagogy September 2020 Whole School.docx (this is an overview of the 5 documents above)

PACE Differentiation Comparison Charts UK Whole School UK 11-09-20(1).docx

Curriculum – Intent

The curriculum at The Branch Christian School is a Bible-based curriculum, equipping students to live and experience wellbeing in all areas of their lives both during their school life and beyond.

Our intention is that each and every student would see themselves as unique, accepted, valued and with a hope and a future. In addition to fostering a love for learning and encouraging and challenging our students to be the best that they can, we encourage them to see that with God they can face any challenge and not be overwhelmed by it.

Within the ACE programme, in each subject, work is planned sequentially with core knowledge and skills connecting across the subject areas; it is individualised, cumulative and achieves progression as the students master the subject matter. From Preschool, the reading program is essential to underpin all the learning; the system is designed to introduce our students to reading early and build strong readers. Whilst much of what they read facilitates their learning, we actively encourage wider reading to foster reading for pleasure which we believe will impact them across all areas of the curriculum and in their life outside education.

Our students are encouraged to work hard to overcome in areas where they are challenged, developing resilience and a sense of self-worth and a belief that they can do their work and take pride in their achievements. We place God at the centre of all that we do as we believe that when students are secure in His love and provision of redemption through the death and Resurrection of Jesus and His protection, alongside our belief in them, they will thrive and have a sense of wellbeing, positioning them to develop their academic ability alongside their wider talents and skills.

We offer a wide variety of subjects in the afternoons especially designed to complement the PACE material, building team skills, group work, investigations and bringing a dynamic, practical level to the more theoretical PACE work. The synergy between the Complementary Activities and the PACE work

gives a holistic, well rounded curriculum ensuring work is relevant and prepares our students for life in modern Britain and beyond. Through this approach, we aim to support their development as independent citizens who are able to contribute to the society that they live in, having had the opportunity to develop critical thinking skills.

We foster in students the belief that whilst it is important that they work hard to achieve all that they can whilst at school, they are not the sum of their academic achievements, but have implicit worth in God's eyes and in ours; we nurture them to see their value as a human being and to value others.

Our curriculum is designed with the following principles implicit across all subjects:

- Students should have a basis for developing and maintaining proper relationships with God, themselves and others.
- Students should have an ability to think about the ultimate purpose of life.
- Students should be equipped in a changing world.
- Students should be able to argue rationally and make reasoned judgements.
- Students should develop enquiring minds, be able to learn for themselves, set short- and long-term goals and appreciate the importance of completing tasks.
- Students should appreciate diversity.
- Students should know the 9 protected characteristics of the 2010 Equality Act and show an appropriate sensitivity toward them.
- Students should have a working knowledge of the British Values.
- Students should appreciate the need to listen to others and to think from another person's point of view.
- Students should learn to become independent and possess the capability to work in co-operation with others.
- Students should be able to develop an intelligent interest in the social, political and natural world starting with a Biblical Worldview.
- Students should develop the 90 character traits of Jesus listed below:

Affectionate	Deferent	Gracious	Observant	Reverent
Appreciative	Dependable	Grateful	Optimistic	Righteous
Attentive	Determined	Happy	Orderly	Secure
Available	Diligent	Holy	Patient	Self-Controlled
Blessed	Discerning	Honest	Peaceful	Sincere
Cheerful	Discreet	Humble	Perseverant	Steadfast
Committed	Efficient	Integrity	Persuasive	Submissive
Compassionate	Equitable	Joyful	Prepared	Tactful
Concerned	Fair	Just	Prudent	Temperate
Confident	Faithful	Kind	Punctual	Thorough
Considerate	Fearless	Knowledgeable	Pure	Thrifty
Consistent	Flexible	Longsuffering	Purposeful	Tolerant
Content	Forgiving	Loving	Ready	Trustworthy
Cooperative	Friendly	Loyal	Rejoicful	Truthful
Courageous	Generous	Meek	Repentant	Understanding
Courteous	Gentle	Merciful	Resourceful	Virtuous
Creative	Godly	Modest	Respectful	Wise
Decisive	Goodly	Obedient	Responsible	Zealous

Curriculum – Implementation

Our starting point is the ACE programme (please refer to **ACE Pedagogy September 2020 Whole School.docx** to get a better understanding of the programme) which we enhance with Complementary Activities.

Instead of students progressing based on their chronological age, the system is individualised, and as such, student progression is based on evidence of individual mastery of the work covered. In order to show mastery of the material covered, students are tested at specific intervals throughout their workbooks (PACEs) and are required to obtain a score of 80% or above in a final test at the end of each workbook before they can progress to the next unit of work.

The ACE system is progress motivated, individualised and uses a technique of programmed learning called linear programming (for further details please see **ACE Pedagogy September 2020 Whole School.docx**). This system leads to the International Certificate of Christian Education (ICCE). ICCE is a qualification used by Senior students on the ACE programme across four continents. It gives recognition to the last five levels of work completed by students using the ACE curriculum. ICCE graduates have been able to gain entrance to colleges and universities both locally and around the world where they have been able to succeed.

The Accelerated Christian Education (ACE) program aims to educate students using an academically proven curriculum that cultivates a Biblical Worldview, offering a complete, self-instructional curriculum that integrates Biblical truths and character values throughout all subjects and levels from the ages of 3-18 years. Biblical principles and concepts are interwoven into all aspects of the program, developing critical thinking and apologetic skills; science is taught from the Biblical perspective of creation. The curriculum presents 90 character traits of Jesus throughout the PACE material and incorporates role modelling that promotes Biblical integrity and Christlike character.

Subject specialism is at the heart of the ACE curriculum and our Complementary Activities come together in synergy alongside this to create a holistic, balanced curriculum, designed to ensure our students start from a solid foundation beginning with Preschool and ABCs.

Within the ACE program, in each subject, work is planned sequentially with core knowledge and skills connecting across the subject areas; it is individualised, cumulative and achieves progression as the students master the subject matter. It is designed to allow each student to work at their own level of achievement, which may vary from subject to subject. The ACE curriculum includes 6 core subjects: English Grammar, Maths, Social Studies (History and Geography), Science, Word Building (Etymology) and Literature. Academic electives, stand-alone educational software, and learning-to-read programmes are added for enhanced learning opportunities. Students work in PACEs (Packets of Accelerated Christian Education; a bite-sized booklet of curriculum); each PACE subject has 144 PACEs beginning with Level 1 (PACE 0001) and ending with Level 12 (PACE 1144). Each of the 12 levels of curriculum consists of 12 PACEs in each subject. An average student would complete around 66 PACEs in one academic year depending on their ability and motivation (See other curriculum documents, in particular **ACE Pedagogy September 2020 Whole School.docx**. and PACE Differentiation Comparison Charts UK Whole School UK 11-09-20(1).docx.) A student who enters the

school not having previously used the ACE curriculum will complete a diagnostic test to see what level of curriculum they should be working on; they will be given gap PACEs to help them to progress to the right level of curriculum for them.

Students are assisted to set targets for themselves in each of the subjects and then they work individually, requesting help as needed. The students monitor their progress constantly with a Goal Card of daily targets in front of them, a Star Chart displaying their completed PACEs as well as stickers for the monthly Learning Passages they have passed. For the older students, there is also an academic projection that suggests to students which term they should finish different parts of their PACE work. The students track their own progress daily, weekly, termly and yearly with these charts. This enables them to be aware, responsible and in control of their own learning.

The PACEs are designed to be completed at the student's ability and speed with the oversight and assistance of staff who encourage and challenge students. PACEs come in bite-sized sections, so the student can measure his own success as he completes it. The PACE is divided into 3 sections of learning. After the student has completed a section they do a formative assessment which they must score 90% on before doing the next section of the PACE; after the student successfully completes the 3 sections they do a further assessment to establish whether they are ready to do a summative assessment demonstrating that they have mastered the work in this PACE. Each student must pass a module before going to the ensuing one. The student masters each level as an individual. This ensures the student does not get left behind or held back by others and allows them to set their learning goals and measure their own progress.

The PACE content is sequenced to ensure that the components of knowledge lead to conceptual understanding. They give students opportunities to practise what they know so they can deepen their understanding in a discipline. Students are able to make progress in the curriculum from their starting points with layering of knowledge and concepts. Staff use their professional discretion to differentiate work for students; those who cope well, with for example their maths, will have some of the exercise crossed out whilst those who struggle to complete work may be given additional work and/or this might become a focus for an afternoon's Complementary Activity.

Our full scope and sequence of PACE work is available on request.

When our students reach PACE 1085, they begin to work towards their International Certificate of Christian Education (ICCE) which exists to provide a qualification which validates the work of students on Accelerated Christian Education (ACE). It is a qualification for secondary school students across four continents. ICCE graduates gain entrance to universities and colleges around the world.

Within both our PACE work and throughout our Complementary activities, we set learning expectations high and ensure that enjoyment, enquiry and challenge across the curriculum prepare our students well for the next stage of their education from Preschool then ABCs through to when the student leaves the school. Our students are able and have a desire to progress towards the highest outcomes based on appropriate stretch and challenge. Our curriculum is designed to maximise that progress and provides as wide a range of opportunity as possible, by complementing the study students do through their PACEs with activities so that together they are delivered in both breadth and depth and schemes are designed to

give time for students to grapple with challenging content and revisit it effectively in order to master subjects and see a link between topics and across the curriculum.

Complementary Activities

At The Branch Christian School, we enhance and embed the students' understanding of the PACEs with Complementary Activities which have a very important part to play in the overall development of the student. We generally have 2, 45 minute sessions per day (1 on Wednesdays).

As our numbers are small and the PACE material is sequenced for us, we allow staff more flexibility in the Complementary Activities to respond to areas of need that they see in students when they do the PACE work. Whilst the PACE work is individualised, the Complementary Activities are done within small groups of up to 8 students who may range several years; that being, it is not pertinent for us to have a rigid '13 year plan'. We are able to respond quickly to any needs of the pupils and/or anything that is either of local or national interest, incorporating initiatives that we are sent which help our students to develop a wider world view.

In order to give the student a well-rounded education, we offer a wide variety of subjects in the afternoons especially designed both to complement the PACE material and to fill the gaps, for example with the teaching of the RSE curriculum. As a Christian school, we recognise the importance of keeping all learning materials in accordance with the Word of God and we strive to achieve the highest standard of excellence possible with the resources that God has provided.

We believe that these extra subjects will allow the student to develop important skills such as; essay writing, creative writing, practical skills in maths and science, musical and dramatic skills. As well as this, these lessons provide time for discussion, group interaction, project work and research.

The Complementary Activities include the following subjects:

- Art and Craft
- Biblical Studies
- Careers
- Citizenship
- Creative and Extended Writing; Literature
- Convention
- Devotions
- Drama
- DTFT and DT
- English and Wordbuilding and Etymology
- French and German as well as introductory lessons for our youngest learners in Portuguese, Gujarati and Tagalog
- Geography
- History
- Information Technology
- Maths

- Music
- PE and Games
 - Many team games are taught and played, along with athletics. Opportunity is given to compete against other schools at the Annual European Christian School's Convention.
- PHSE
- RelEd (for Primary aged students) & RSE (for Secondary aged students)
- Science

Within these areas of experience, students will be encouraged to adopt the following values and attitudes starting from the viewpoint of a Biblical Worldview:

- An insight into other cultures.
- Care for the environment.
- Curiosity and enthusiasm.
- Independence in making moral decisions.
- Intolerance of cruelty and prejudice.
- Perseverance in completing a task.
- Respect for others.
- Responsibility and self-discipline.
- The capacity to come to a reasoned judgement.
- The capacity to put their own interests second to those of others.

The curriculum shall:

- Use the ACE program alongside Complementary Activities from Preschool to 18;
- In Years 2 to 6, ensure all students follow a program of personal, social, health and economic education (PSHE) development, including citizenship and relationship education (RelEd).
- In Years 7 to 11, ensure all students follow a program of personal, social, health and economic education (PSHE) development, including citizenship and sex and relationship education (RSE).
- Provide a range of learning, thinking and study skills that support collaborative learning, leadership, independent learning and the development of memory and retrieval/recall that maximise chances in tests and long-term mastery.
- Give students opportunities to develop the important skills of research, extended writing, project work, practical, creative and mathematical skills across subject areas, group interaction including developing critical thinking skills.

- Offer a wide range of opportunities to enhance and support the curriculum that students are able to compete in at European Student Convention.
- Be flexible enough to respond to individual needs and to build on prior learning. In as much as they are able, the Governing Body is committed to ensuring equality of access and that all are included and motivated by their learning experiences.

Curriculum Impact

We are proud of the outcomes our students achieve as a result of our curriculum and the personal teaching and learning they experience throughout their journey with us. Not only are we proud of our students' success in achieving their levels, we are also proud of our low NEET (not in education, employment or training) figures following year 11. In addition to this, we continue to be proud of the number of students who consistently access their first choice of further education, university or apprenticeship after they have completed their education at BCS.

The impact of our curriculum is measured through a combination of formative and summative assessments. Through regular, synoptic assessments, our students can demonstrate their growing depth of understanding and knowledge acquisition as they progress through both their PACEs and many of the complementary activities and reinforce their memory and retention skills through such application. Equally, formative assessments form an established part of our practice, informing teacher planning and supporting students in developing skills and embedding knowledge through receipt of timely feedback and support in how to act on that feedback. PACE test results act as a means of measuring impact. Whilst our complementary activities are designed to support and enhance the PACE work, students and staff RAG work and many RAG over a half term to show progression. This is not pertinent to all subjects; in many of these subjects, students from 10 years old, go to European Student Convention annually and compete against other students using the ACE system throughout Europe. Students from The Branch Christian school have competed successfully in all areas of the Convention. Convention includes Art & Photography, Drama & Music, Sports & Athletics and Academics & Bible Memory.

We will undertake a review of our Complementary Activities and assessment processes on an annual basis to ensure that we take account of the latest educational research, government legislation and the views of students, staff, parents and governors in ensuring our curriculum remains fit for purpose and fit for our context and continues to have the highest possible impact on learning and outcomes. Similarly, Christian Education Europe (CEE) are continually reviewing and revising the PACE material.

Our students take GL Assessments in May each year. This provides information outside of ACE. The Analysis of Responses by Curriculum Content and Reading Comprehension Categories help us to identify where there are specific strengths and weaknesses and to plan next steps. The Progress Test in Maths (PTM) can be used for both formative and summative purposes to identify strengths and weaknesses in students' maths skills and knowledge, and to plan teaching and learning strategies, targeted support, and extension work for groups and individuals. Using PTM year-on-year provides accurate and reliable information on students' attainment and progress in key maths competencies.

Most of our students complete the International Certificate of Christian Education (ICCE) and go on either to further education, apprenticeships or higher education depending on their age and which ICCE qualification they obtain. Many have come in the top 5% (on the Dean's List), or in the top 3 of their courses. Most have achieved 2.1 and Firsts, many have won awards, prizes and scholarships. Many have gone on to postgraduate work where a surprising number receive firsts or distinctions.

International Certificate of Christian Education

ICCE provides graduating students with an internationally accredited qualification that enables them to gain entrance to universities and colleges around the world and to find their place in the world of work according to their interests, aptitudes and achievements.

As students' progress in working towards the various ICCE Levels of certification, they have the opportunity to choose certain Electives/Options.

UK NARIC has stated that ICCE General and Advanced Certificates are comparable to the Cambridge International Examinations (CIE) O and A Level. As students' progress in working towards the various ICCE Levels of certification, they have the opportunity to choose certain Electives/Options. Full details can be obtained by visiting the ICCE website: <https://www.christian.education/qualifications>

There are seven certificates. The Basic Certificate is for students with special educational needs. The Foundation Certificate is designed for students working slowly or starting late. The General Vocational Certificate is for students who require a more practical course. The General Certificate (Academic) is for most students and replaces GCSEs. The General Academic Certificate is comparable to CIE O Level. The Intermediate Certificate is an interim certificate bridging the General and Advanced Certificates. The Advanced Certificate is intended for university entrance. It is comparable to CIE A Level. The Advanced Higher Certificate is intended for high-achieving students who finish early to access more demanding universities and courses. For further information: <http://icce.education/>

Policy Review Information:

Review date	Changes made	By whom	Date of next review
September 2017	No changes required.	Mrs D Thomas	September 2020
April 2019	Core curriculum information updated in line with CEE ACE information.	Mrs J Holt Mr S Hodgson	September 2020
September 2020	Intent, Implementation and Impact added; other documents that need to be viewed alongside this document.	Mrs Jill Holt	September 2023
September 2020	None.	Mr S Hodgson	September 2023