



BOHUNT

WORTHING

Enjoy Respect Achieve

Aims of the evening

- Explain why a change is necessary
- Provide a wider context
- Explain the impacts/benefits/concerns
- Respond to feedback
- Answer questions

Curriculum/Timetable Redesign

Major Considerations

- Student wellbeing
- Staff wellbeing
- BSW Vision and Values
- Outcomes for students

This is an opportunity to consider doing something different and exciting



Curriculum Structure and Development

Why is it necessary:

- Full year groups
- Rooming and facilities
- Right Curriculum offer
- Workload/Wellbeing
- Financial sustainability

DOING THE RIGHT THING



Rooming and Facilities

- Our Current structures maximised the opportunities of the growing school
 - Timetabling groups appropriately
 - Using additional staffing capacity
 - Maximising Specialist teaching facilities
- Now we need to fit the planned full school capacity within the constraints of our:
 - specialist facilities
 - Staffing capacity

Timetable features from September 2019

- 28 period student week
- Parents will have the option for their child to stay or leave at 1:40 on a Friday
- Supervised study time/extra curricular activities/some interventions will be offered on Friday afternoon
- 2 periods a week of common non contact time for staff will be created:
 - Time created used for combination of:
 - Collaborative planning/Dept time
 - CPD
 - Wellbeing
 - Twilight slots



How will it affect the Curriculum

- Requires a whole school two week timetable
- 4 period curriculum reduction in each Key Stage a fortnight
- KS3 Impact :
 - Geography/History/PE/STEM losing 1 period a fortnight each
- KS4 Impact
 - Each Option block loses 1 period a fortnight (teaching load a double and 3 singles spread across two weeks)
 - Number of Contact points with students remains the same

Recommended Guided Learning Hours (GLH)

focus on
 quantity
 quality

- Guided Learning Hours for GCSEs is between **120-140hours**
- With our proposed structure a 3 year KS4 will receive **257 hours.**
- Our current Year 11 have had 2 years in KS4 which equates to each GCSE - **205 hours.**

KS4 Overview: Sept 2019 Lesson allocation per week. ()=current

KS4	Year 9	Year 10	Year 11
English	5 (5)	5 (5)	5 (5)
Maths	5 (5)	5 (5)	5 (5)
Science	5 (5)	5 (5)	5 (5)
PE	2 (2)	2 (2)	2 (2)
PSRE	1 (1)	1 (1)	1 (1)
Option A	2.5 (3)	2.5 (3)	2.5 (3)
Option B	2.5 (3)	2.5 (3)	2.5 (3)
Option C	2.5 (3)	2.5 (3)	2.5 (3)
Option D	2.5 (3)	2.5 (3)	2.5 (3)

KS3 Overview: Sept 2019 Lesson allocation per week. ()=Current

Subject	Year 7	Year 8		Subject	Year 7	Year 8
English	5 (5)	4 (4)		French	2 (2)	2 (2)
Maths	4 (4)	4 (4)		Mandarin	1 (1)	2 (1)
Science	4 (4)	4 (4)		Art	1 (1)	1 (1)
PE	2.5 (3)	2.5 (3)		Drama	1 (1)	1 (1)
PSRE	1 (1)	1 (1)		Music	1 (1)	1 (1)
History	1.5 (2)	1.5 (2)		STEM	1.5 (2)	1.5 (2)
Geography	1.5 (2)	1.5 (2)		ICT	1 (1)	1 (1)

Local Comparison

School	Timings of day	Lesson Structure	Hrs per week
Bohunt (new model)	8:40-15:30 (13:40 on Friday)	5 x 55min lessons, 1 x 50mins a day (Friday 4 lessons) – 28 lessons a week	25.25
Chatsmore	8:40-15:50	6 x 50 min lessons a day – 30 lessons a week	25
Davison	8:40-15:20	5 x 1hr lessons a day – 25 lessons a week	25
Durrington	8:45-15:10 (15:00 on Friday)	5 x 1hr lessons a day – 25 lessons a week	25
St Andrews	8:40-15:20	5 x 1hr lessons a day – 25 lessons a week	25
Sir Robert Woodard	8:50-15:00	6 x 50 min lessons a day – 30 lessons a week	25
Worthing High School	8:40-15:15	5 x 1hr lessons a day – 25 lessons a week	25

Friday 13:40 options

- Finish school and leave
 - Supervised study to complete homework etc.
 - Extra Curricular offer
 - Certain interventions
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- Minimum guarantee that any child who parents wish to stay can accept under special circumstances.

Evidence from case studies - positives

- Advocates suggest shorter school days result in more time for pupils to
 - Engage in extra-curricular activities after school:
 - Take on part-time work
 - Spend quality time with family and friends
 - Relax!
 - Attend personal/medical appointments without missing school
- Coordinated time for staff without pupils leads to more effective CPD, improved staff well-being and thus better teaching and consequently pupil performance

Shortfall in teacher numbers hits 30,000

New figures expose recruitment crisis in secondary and further education - and in subjects government declared a priority

Teacher shortage crisis deepens, new DfE figures show

Vacancies are up by more than a quarter while the number of qualified entrants has fallen, official statistics reveal

Teacher shortage leaves English schools in crisis, watchdog says

Public accounts committee admonishes DfE for not prioritising teacher retention and development

Teacher retention: Government 'failing to get a grip'

Almost 50,000 more secondary school teachers needed in England by 2024 to cope with rising pupil numbers, finds analysis

NOT COOL FOR SCHOOL England suffering 'severe teacher shortage' as training targets are missed for FIFTH year running

THIS IS NOT A FOUR AND HALF DAY WEEK!

- Staff contracts are not changing. The benefit to the students is that we will be able to recruit, train, share best practise and most crucially retain the very best teachers which means better quality of teaching in the classroom.

DfE – Staff Workload in Schools July 18

1. Communications
2. Curriculum planning and resources
3. Data Management
4. Feedback and marking
5. Managing change
6. Supporting teacher careers and development

“Staff are committed to making sure pupils do well” - Ofsted

- The day job
- Period seven study groups for subjects
- Trips and residentials
- Duke of Edinburgh
- Current extra curricular offer
- Length of current teaching week

Feedback - weaknesses and concerns

- Unable to pick up, childcare issues

This is the biggest concern raised and to address it we will still be open as a school on Friday afternoon so no student has to go home. At the very least they can go into supervised study.

- Not knowing where your child is

Parents currently have arrangements with their children for after 3:30. For many this just shifts to 1:40. We will also have in place a system to record who has stayed and if a parent has said their child must stay they will be contacted if they do not.

- Increased poor behaviour out of school

The opportunity to behave poorly exists at the end of any school day. We will monitor this and as detailed in the code of conduct we will retain our right to discipline students in uniform outside of school

- Less teaching time for GCSE options

Slides previously in this presentation explain why we think this is not the reality

- Possible impact on Friday attendance

Clearly this is something we need to monitor and address if it becomes an issue. Time in front of a specialist teacher is what counts whether it be Monday afternoon or Friday morning

Feedback - weaknesses and concerns

- Wasted time by students

Study time and the extracurricular offer will meet some of this need but we are also aware that many students have their own wide range of activities and hobbies they pursue out of school. The stereo of young people wasting 'free' time is not our experience with many of our students

- Confusion of 2 week timetable

We will put strategies in place to support those that need it and have general ways to remind everybody of which week we are in.

- Not preparation for the real world

In many cases the traditional week structure is no longer the typical employment pattern. Students learning to manage their time independently is a life skill vital for the 'real' world

- How will this impact current early closures and inset days

Inset days structure remains the same but we will reduce early closures through this change and others next year.



Feedback - strengths and opportunities

- Removes possibly least productive timeslot
- Helps combat tiredness of long school week
- Increases homework time options
- Extra-curricular opportunities
- Sustainable model for school in current climate
- Family time and activities
- Can schedule external appointments
- Improve teaching and learning
- Get more done over the weekend
- Opportunity for specific support for students



Student Voice

Initial feedback comments from students has shown:

- They are positive about the changes (92%)
- They have many ideas and want to be involved in the selection of new activities to be provided on a Friday
- They like the option of supervised study time
- They feel secure that they do not lose out significantly on lesson time and instead have a more enriched curriculum.
- They like the idea of more independent time including hobbies out of school or time with their family

Questions

- Why Friday afternoon vs other choices?
- Why does it need a 2 week timetable?
- What will teachers do with the time?
- How will the challenge between staying or going be handled?
- What will be offered on Friday afternoon?
- Why are parents only finding out now?
- When will after school Mandarin happen?
- How have other trust schools benefitted?
- Why change what currently works?

Questions

- Why Friday afternoon vs other choices?
- Other options were looked at such as late morning starts or different afternoons. The former was more difficult for parents and the latter would clash with current extracurricular provision.
- Why does it need a 2 week timetable?
- Some subjects will have an odd number of lessons e.g. KS4 options five periods a fortnight so we need a two week timetable to deliver them
- What will teachers do with the time?
- See the question information sheet for more detail but it will be used for training departmentally, in specialist groups as whole staff , collaborative planning and moderation, staff wellbeing, Trust meetings
- How will the challenge between staying or going be handled?
- Students will return to their tutor group so one teacher can supervise the correct dismissal of 30 students and retain those we know need to stay. We will need next term to develop a system for how this will work in practise in terms of home school communication
- What will be offered on Friday afternoon?
- There will be supervised study and potentially some interventions. Our questionnaire will highlight what extracurricular there is interest in and then our coordinator will build a package that is viable.

Questions

- Why are parents only finding out now?
- Although we knew we would need some changes as the school reached capacity and to meet national education agendas it was not known what this would definitively look like until this academic year. Anything shared earlier had the potential to be inaccurate or a solution that changed.
- When will after school Mandarin happen?
- This will be looked at as part of the extra curricular package. It could be Friday or move days
- How have other trust schools benefitted?
- Other schools in the trust have run this system for timespans ranging from a year to several. It is popular, has impacted teaching and learning, student study and opportunity
- Why change what currently works?
- The current model is not sustainable for the full school and we see this as a change with huge potential benefits for all members of the community as laid out in this presentation and the documentation

In conclusion...

- Overall higher GCSE hours across 3 years compared to current Y11 and local schools
- Expanded extra curricular offer
- Possibility of targeted, additional support and intervention for students
- More time for higher quality planning
- Support for homework completion
- Acknowledgement of huge demands on staff and students.



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WORTHING