



Bourne End Academy Curriculum Policy 2018-2020

Document provenance

This policy was approved by Trustees as follows –

Education and Personnel Committee	Date: February 2018
Frequency of review: every two years	Next review date: February 2020
ELT Owner: National Director of Education	Author: Regional Education Director (North)

Summary of changes at last review (Previous E-ACT document)

- Changes to remove reference to governing bodies where this is now out-of-date.
- Changes to review time-frame in line with the scheme of delegation.

Related documents:

- (Internal) Teaching and Learning Document

Bourne End Academy Curriculum Policy 2018-2020

1. Introduction and purpose

- 1.1 Our academy is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of academy life.
- 1.2 Our aim is to meet the needs of young people by preparing them for adult and working life in the second half of the 21st century.
- 1.3 The educational vision and curriculum design for our academy curriculum recognises that:
 - the world of 2040 will be very different to the world of today
 - the pace of change is increasing, hence the importance for flexibility
 - young people have, and will have increasingly, greater access to information and learning material independently of school
 - Curriculum delivery should involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.
- 1.4 Our curriculum policy is based on the following aims, to:
 - have students at its heart, putting their interests above those of the institution
 - have a curriculum that is fit for purpose, offering differentiation and personalisation
 - be a centre of excellence in learning and teaching
 - prepare all students for a successful adult and working life in a 21st century global society
 - first achieve and then exceed national standards in achievement, attainment and progression
 - be committed to excellence and continuous improvement
 - nurture the talents of all and celebrate success
 - work with primary schools to ease transition
 - involve the community
 - to make sure it is diverse, equal and caters for all pupils with a protected characteristics as defined in the 2010 Equality Act.

E-ACT's curriculum development process

- 1.5 The regional education directors, trustees and operation directors works with individual academies to create an annual curriculum that meets the needs to students. These are scrutinised at six-weekly raising attainment boards and at regional performance boards

2. Scope

- 2.1 The policy applies to all leaders and teaching staff.

3. Legislation and regulation

3.1 The funding agreement for each academy will indicate what should be provided in the curriculum. This should appear on each academy's website.

4. Policy statement

4.1 The curriculum should inspire and challenge all learners and prepare them for the future. The academy's aim is to develop a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

4.2 Specifically, the curriculum should help young people to:

- achieve high standards and make good/excellent progress
- have and be able to use high quality personal, learning and thinking skills (plts) and become independent learners
- have and be able to use high quality functional skills, including key literacy, numeracy and computing skills
- be challenged
- enjoy and be committed to learning, to 19 and beyond
- value their learning outside of the curriculum and relate to the taught curriculum.

4.3 Our curriculum will:

- lead to qualifications that are of worth for employers and for entry to higher education
- fulfil statutory requirements
- provide equal access for all students to a full range of learning experiences beyond statutory guidelines
- prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence
- ensure continuity and progression within the academy and between phases of education, increasing students' choice during their academy career
- help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life
- help students understand the world in which they live
- ensure that the curriculum incorporates, and is improved and extended by, the academy's specialist status – science and the arts
- develop a specific curriculum for key stage 3 (years 7, 8 and 9) which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all

students

- design a key stage 4 curriculum which meets the needs of students, parents and wider society
- design a post-16 curriculum which provides a “bridging year” between level 2 and level 3 qualifications. This will allow students an additional year of study to prepare more thoroughly in order to follow the post-16 courses on offer
- design a post-16 curriculum which is not constricted by the curriculum offer from the academy alone but incorporates other schools/colleges which may be in partnership with the academy.

5. Children with special educational needs and/or disabilities

5.1 The curriculum in our academy is designed to provide access and opportunity for all students. If we think it necessary to adapt the curriculum to meet the needs of individuals for example through alternative provision or through bespoke SEN/D qualifications such as ASDAN and foundation level courses.

6 Monitoring and evaluation

6.1 The raising achievement board will receive an annual report from the Headteacher.

7 Review

7.1 This policy will be reviewed every two years by the national director of education and approved by the board of trustees. The policy will then be adapted as necessary by academies, with input from the regional education directors.

Appendix A: Teaching groups, class sizes and grouping by ability

Key Stage 3 – Years 7, 8 and 9

Many skills, knowledge and understanding will be developed in Key Stage 3 in preparation for students' GCSEs. All five years in school will develop and extend students' ability to answer examination questions but Key Stage 3 is used primarily to make sure students have a broad and balanced curriculum.

Currently Years 7, 8 and 9 students have the following number of periods per subject per fortnight:

YEAR 7

SUBJECT	PERIODS
English	8
Mathematics	7
Science	7
PE	4
Technology	1
Art	2
Graphic Design	1
Spanish	4
Music	2
Dance	1
Drama	2
RS	2
PSHCE	1
History	3
Geography	3
Accelerated Reader	2

YEAR 8

SUBJECT	PERIODS
English	8
Mathematics	7
Science	7
PE	4
Technology	1

Art	2
Graphic Design	1
Spanish	4
Music	2
Dance	2
Drama	1
RS	2
PSHCE	1
History	3
Geography	3
Accelerated Reader	2

YEAR 9

SUBJECT	PERIODS
English	8
Mathematics	7
Science	7
PE	4
Technology	1
Art	2
Graphic Design	1
Spanish	4
Music	2
Dance	1
Drama	2
RS	2
PSHCE	1
History	3
Geography	3
Accelerated Reader	2

Key Stage 4

Currently Years 10 and 11 students have the following number of periods per subject per fortnight:

YEAR 10

SUBJECT	PERIODS
English	9
Mathematics	8
Science	9
PE	3
RS	1
Option A: Ar Gd Hi Pg Sp	5
Option B: BT Bs Ge Rs Sp	5
Option C: Bs Fd Ge Hi Sp	5
Option D: Da Dr Ge Hi Hs	5

YEAR 11

SUBJECT	PERIODS
English	9
Mathematics	8
Science	8
PE	3
RS	1
PSHCE	1
Option A: Bs Fd Gd Ge Hi Mu	5
Option B: Dr Ge Hi Hs Sp	5
Option C: Ar BT Ge Hi Rs Sc	5
Option D: Ar Da Fd Ge Hi Pg	5