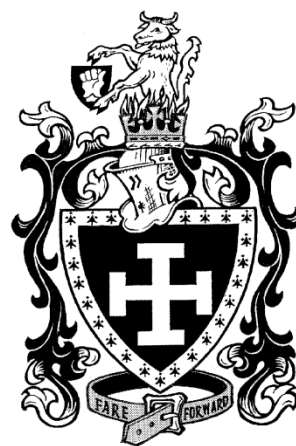


Buckler's Mead Academy



Policy Document

STATEMENT OF CURRICULUM POLICY

Policy Title:	Statement Of Curriculum Policy
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Document Reference:	POL004ACT2015
Date Produced:	September 2017
Recommended by (Advisory Group / Committee / SLT):	Achievement, Curriculum & Teaching Advisory Group
Date Adopted:	15 December 2015 Re-adopted by Directors:12/10/17
Date published on website (if applicable):	January 2017
Signed By: Chair of Directors
Review Frequency:	Annually
Review Date:	Autumn Term 2018
<p><i>Please note: The version of this document contained within the 'Policy Documents' Folder on BMStaff (T:\Admin\Policies and Procedures) is the only version that is maintained.</i></p>	

STATEMENT OF CURRICULUM POLICY

DFE: 'Governing Bodies/Directors are required to produce a statement of curriculum policy that sets out the principles underpinning the curriculum and reflects the Academy's commitment to developing all aspects of its students' lives'

The Academy annually considers three key questions:

1. **WHAT** are we trying to achieve?
2. **HOW** do we organise learning?
3. **HOW WELL** are we achieving our aims?

The curriculum aims to enable our students to become:

- ✓ **Successful learners**, who enjoy learning, make progress and achieve
- ✓ **Confident individuals**, who are able to lead safe and healthy lives
- ✓ **Responsible citizens**, who make a positive contribution to society
- ✓ **Aspirational young people**, who are aware of the opportunities which exist outside of their immediate experience

In addition to these broad aims, whilst our funding agreement as an Academy allows curriculum flexibility, we consider the requirements and key aims of the National Curriculum:

- to embody rigour and high standards and create coherence in what is taught in schools
- to ensure that all children are taught the essential knowledge in the key subject disciplines
- to go beyond that core, to allow teachers greater freedom to use their professionalism and expertise to help all children realise their potential."

While these core purposes do not change over time, the curriculum itself cannot remain static. It must be responsive to changes in society and teachers have to reappraise their teaching in response to the changing needs of their students.

CONTENTS

- 1.1 Rationale
- 1.2 The curriculum aims
- 1.3 The curriculum principles
- 1.4 Evaluating the policy

Appendix:

- (a) Curriculum offer for each year group
- (b) Nova-T timetable software curriculum diagrams for Years 7 to 11

1.1 RATIONALE

The curriculum consists of all those activities planned by the Academy to promote the development of the students to prepare them for the opportunities, responsibilities and experiences of adult life. In broad terms our curriculum rationale is:

- *to devise and implement a curriculum to motivate, challenge and further raise attainment across the Academy for all students*
- *to capitalise upon the impact and opportunities of our Academy status*
- *to work together as a whole staff team to ensure a consistent approach to procedures and practices across the Academy in the delivery of high quality first teaching*

1.2 THE CURRICULUM AIMS OF BUCKLER'S MEAD ACADEMY

Our curriculum aims are to:

Design a curriculum which maximises Key Stage 4 outcomes, for both the students (in terms of their next steps and life chances), and the Academy relating to national performance measures;

Acquire the knowledge, skills and understanding relevant to adult life and employment in a modern society;

Acquire an understanding and appreciation of a variety of aesthetic, creative and imaginative forms to express themselves creatively through a variety of media to different audiences;

Acquire an understanding of spiritual, moral, social, cultural, political, economic, scientific and technological issues;

Comprehend information and communicate effectively through the appropriate use of language, number and graphical skills;

Develop lively enquiring minds, encouraging the ability to question and argue rationally and to approach the solution of problems in an imaginative and methodical way;

Develop self-awareness, a positive self-image and the confidence to take advantage of opportunities to enhance their own talents and personalities in order to live as independent, responsive and self-motivated members of the community;

Promote students' own good health and physical development;

Develop the skills necessary to work in collaboration with others, to be sensitive to their needs and to have the confidence to form personal relationships;

Acquire a reasoned set of attitudes, values and beliefs so as to be able to contribute to achieve a more just and caring society enabling respect and tolerance to all races, religions and ways of life;

To celebrate the diversity and interdependence of individuals, groups and nations;

To understand our own British culture;

To find ways of informing students and discussing the dangers of 'radicalism' in the global society;

Recognise, appreciate and evaluate human achievement and aspirations;

Heighten awareness and understanding of the environment and environmental issues and to encourage a sense of personal responsibility and action for environmental stewardship on a local and global scale;

Promote opportunities for learning outside of the classroom;

1.3 CURRICULUM PRINCIPLES

The Directors and staff of Buckler's Mead Academy believe that all students have an entitlement to experience a curriculum designed to address the following principles.

ACCESS each student will have access to a full range of appropriate curriculum experiences, effectively differentiated to meet the student's needs.

BREADTH the curriculum will reconcile the needs of the student with the demands of the wider society through the development of the knowledge, skills, values and attitudes to enable them to play a positive and active role in our community.

BALANCE an appropriate balance and variety in styles of teaching and ways of learning will be planned through the curriculum structure and within schemes of work.

CHOICE where appropriate the curriculum will be structured to provide students with the opportunity to exercise choice between and within their courses of study.

CONTINUITY & PROGRESSION curriculum planning will take account of previous experience and the range of possible future aspirations. It will also seek

to ensure that the progressive development of skills and knowledge is addressed within the scheme of work.

COHERENCE

curriculum planning at all levels will seek to maximise the potential of cross-curricular issues.

RELEVANCE

curriculum planning at all levels will seek to enable students to relate learning to their current experiences.

1.4 EVALUATING THE POLICY

The Academy will be able to evaluate the effectiveness of the Policy by:

- Regularly reviewing the Curriculum - including consulting Directors on proposed changes for the following academic year.
- Informed discussion at Directors ACT (Achievement, Curriculum & Teaching) Advisory Group Meetings.
- Ongoing discussions at Line Management Meetings with Curriculum Leaders.
- Through Lesson Observations and the Academy Self Evaluation departmental review processes.
- Examination Analysis of attainment and progress at KS3 and KS4. Head of Departments review subject performance across all years, followed by discussion with Head/SLT/SIL and action planning for improvements in academic achievements.

APPENDIX (a) The curriculum offer for each year group

Year 7		
Subject	Lessons per fortnight	Other Info:
English	7	
Mathematics	7	
Science	6	
Humanities	9	Geography/ History/ Beliefs and Values taught on a rotation.
MFL	4	French in Y7.
Computing	2	
Creative	6	Drama/ Art/ Music taught in 6 week block as a rotation.
Technology	4	10 week block on rotation (Catering/ Textiles/ Product Design and Resistant Materials)
PE	5	
Literacy/ Numeracy Catch up.	4*	Selected group of students who require additional support in Literacy and Numeracy
Total	50	

Year 7 Curriculum update 2017/2018: Aim: To reduce the number of different teachers Year 7 students experience across the Academy. Changes to Humanities teaching and introduction of rotation in Creative subjects.

Year 8		
Subject	Lessons per fortnight	Other Info:
English	7	
Mathematics	7	
Science	6	
History	4	
Geography	3	
Beliefs and Values	2	
MFL	4	French/ German.
Computing	2	
Art	2	
Music	2	
Drama	2	
Technology	4	10 week block on rotation between Catering/ Textiles/ Product Design and Resistant Materials)
PE	5	
Literacy/ Numeracy Catch up.	4*	Selected group of students who require additional support in Literacy and Numeracy
Total	50	

Year 9 (Options)		
Subject	Lessons per fortnight	Other Info:
English	8	
Mathematics	8	
Science	8	
Option (Ebacc)*	6	Options: Computer Science, Geography, History, French, German, Foundation Learning
Option B	6	Options: Art, Drama, Technology, PE/Sports Studies, Geography, History
Option C	6	Options: Art, Photography, Media Studies, Technology, Business Studies, Music, Triple Science
Citizenship/ Beliefs and Values	3	Students choose to be examined in Religious Studies or Citizenship as part of options process.
Computing	1	Non examinable Computer Studies.
PE	4	Non examinable Core PE.
Foundation Learning	6*	Selected group of students who require additional support to access the curriculum.
Total	50	

Year 10 (Options)		
Subject	Lessons per fortnight	Other Info:
English	8	
Mathematics	8	
Science	8	
Option (Ebacc)*	5	Options: Geography, History, French, German, Foundation Learning
Option B	5	Options: Art, Computer Science, Drama, Media Studies, Photography, Technology
Option C	5	Options: Art, Business Studies, Computer Science, Geography, PE/Sports Studies
Option D	5	Options: Technology, Triple Science, German, History, Music
Beliefs and Values	3	
Computing	1	Non examinable Computer Studies.
PE	2	Non examinable Core PE.
Foundation Learning	4*	Selected group of students who require additional support to access the curriculum.
Total	50	
Additional	Jones Group Construction Academy:	A small group of students who work at Yeovil College on Level 2 BTEC in Construction and The Built Environment.
	Screwfix Trade Academy:	Level 1 (DNC) qualification for Foundation Learners in Construction Skills
	Academies Program	Not examined qualification in a range of Academies, giving students an experience of the following Industries: Health (NHS- Yeovil Hospital), Aerospace- Leonardo was GKN Westlands), Manufacturing, Teaching.

Year 11 (Options)		
Subject	Lessons per fortnight	Other Info:
English	8	
Mathematics	8	
Science	8	
Option (Ebac)*	5	Options: Geography, History, French, German, Foundation Learning
Option B	5	Options: Art, Photography, Child Development, Computer Science, Drama, Technology
Option C	5	Options: Art, Business Studies, Computer Science, French, Geography, PE/Sports Studies
Option D	5	Options: Geography, History, Music, Triple Science, Technology
Beliefs and Values	3	
Computing	1	Non examinable Computer Studies.
PE	2	Non examinable Core PE.
Foundation Learning	5*	Selected group of students who require additional support to access the curriculum.
Intervention	5	Extraction sessions aimed specifically at underperforming students based on P8/ A8.
Total	50	

At Key Stage 4 Technical Awards are introduced:

KS4 PE: GCSE PE and NCFE Health and Fitness

KS4 Music: BTEC Music.

KS4 Drama: GCSE Drama (Currently researching BTEC/ NCFE route for 18/19 onwards)

KS4 Technology: GCSE Catering/ GCSE Engineering/ GCSE Technology/ GCSE Product Design/ GCSE Resistant Materials/ GCSE Textiles/ AQA

Technical Award Fashion and Textiles (not Sect 96 2019).

Foundation Learning:

Foundation Learners are extracted from the EBACC option block in Y9 onwards. There are a range of courses and activities available to help them prepare for life after BMA, including Forest School, ASDAN courses, Level 1 Construction etc...