

S24 CURRICULUM POLICY

Last Reviewed:

June 2015

Next Review:

June 2017

Approved by Access Committee

May 2015

Responsible:

Vice Principal:

Achievements & Standards

1. Introduction

The curriculum at The Bushey Academy has been designed to meet the needs of each individual student, providing opportunities which stretch and excite. A one size fits all model is not appropriate to modern learning, and at the academy we have adopted a pathways model. Throughout Key Stage 3 – Years 7 and 8 – students do follow a common curriculum which provides breadth and depth. As well as English, Mathematics, Science and cross-curricular ICT, all students follow courses in Physical Education, Philosophy, Beliefs and Ethics (PBE), History, Geography, Spanish or French, Drama, Music and Art.

In addition, more able linguists will study Mandarin Chinese alongside their Spanish or French course. We ensure all students receive a rounded education and can progress with a good understanding of the range of areas of study which they might pursue in more depth as they progress through Key Stage 4 and into the Sixth Form. This allows them to make informed choices as they grow. Key Stage 4 at the academy begins in Year 9, and students follow their Key Stage 4 pathway for the next three years. All students from Years 9 to 11 study English, Mathematics, Science, PBE and Physical Education. In addition, they follow their chosen combinations of 4 optional subjects which make up their individual pathway. In addition, many students receive one-to-one or small group tuition in subjects such as Mathematics, English and Science, and as they progress through the academy, are carefully targeted through the Attainment Group to ensure each student is on track to achieve at or beyond expectation at the end of Key Stage 4. Assessment throughout Key Stages 3 and 4 is in a period of transition, with legacy GCSEs assessed A*-U, and new qualifications assessed 1-9. During this transition, students will be assessed in whichever way their final grade will be certified at GCSE.

2 Key Stage 3 Years 7 and 8

- 1.1 The Years 7 and 8 curriculum is broad and balanced. It provides a focus on the core curriculum areas of English, Maths, Science, MFL and Humanities. This allows students access to the EBacc when they reach Key Stage 4, whilst also valuing the arts.
- 1.2 The exception to this is the 'Transition Group' in Year 7, for students who are not yet Level 3 for English and Maths on entry to Year 7. They have an additional focus on these subjects. This alternative curriculum provision is designed to enable them to enter mainstream classes in Year 8.
- 2.3 PSHCE is taught through Form Tutor time and 'Proud to Belong' week. PTB week occurs annually when student PSHCE learning is organised into year

group activities, under the leadership of the Subject Leader for PSHCE . This provides a varied and engaging approach alongside the curriculum opportunities for students' Spiritual, Moral, Social and Cultural development.

- 2.4 ICT skills are taught through cross curricular activities in Key Stage 3 Students are guided through their GCSE Option choices in the Spring term of Year 8. Parents are invited in for a presentation on the GCSE curriculum, students have an individual meeting with their Head of House or with a member of the Senior Leadership Team. A member of the Senior Leadership Team is available for 'drop-in' appointments with parents at a designated time so that students and families are fully supported with this process. The final decision regarding course entry lies with the Principal.

2. Key Stage 4

- 3.1 The Key Stage 4 curriculum, Years 9-11, is broad and balanced, as every student follows the core curriculum of English, Maths, Science and PE. Students with appropriate prior attainment are encouraged to study a Modern Foreign Language, a Humanity and 2 further choices, so that they are eligible for the EBacc. This is known as the Red Pathway. However, this is not appropriate for all students and there are alternative subjects available alongside MFL and Humanities. This is known as the Blue Pathway.

- 3.2 The following subjects are studied:

Subject	Year 9	Yr 10	Yr 11
English	5	5	5
Maths	5	5	5
Science	5	5	5
PE	3	3	3
Optional subjects are chosen from the list below, French Spanish Child Development and Care Health and Social Care Leisure and Tourism PE History Geography Business and Economics Media Studies Performing Arts Philosophy, Beliefs and Ethics Art and Design- Fine Art DT- Catering DT- Product Design Music Drama Computer Science	3 lessons x4 subjects	3 lessons x4 subjects	3 lessons x4 subjects

- 3.3 The Academy fulfils PSHCE requirements through tutor groups, assemblies and the 'Proud to Belong' week.
- 3.4 The Academy fulfils Religious Studies requirements through Philosophy, Beliefs and Ethics and a focus on world religions during tutor time and assembly.

3. Key Stage 5

- 4.1 The Key Stage 5 curriculum is a highly positive experience and provides rich opportunities for high quality learning. Application for Sixth Form places are considered on an individual basis and every student has an individual course guidance meeting. We offer the following A Level courses: Fine Art, Drama and Theatre Studies, English Literature, Geography, Health and Social Care, Mathematics, Media Studies, Music, Photography, Psychology plus Biology, Physics, Chemistry, French and Spanish.
- 4.2 For entry to A Level courses, a minimum of a 'B' grade at GCSE is expected. Where the subject has not been studied at GCSE, a 'B' grade in a similar relevant subject is expected.
- 4.3 The Bushey Academy offers the following Level 3 BTEC courses: Forensic Science, Business Studies and Sport. For entry to BTEC courses, a minimum of a 'C' grade in English Language is expected.
- 4.4 The final decision about entry to a particular course lies with the Principal.

All students follow an engaging programme of Enrichment and Spiritual, Moral, Social and Cultural activities through Sixth Form assemblies, mentoring opportunities, higher education visits and emerge very well equipped for the next stage of their education, training or employment.

The impact of the policy is monitored through the LQA process, and through appropriate parts of the Academy Improvement Plan.