



Beamont Collegiate Academy

CURRICULUM POLICY

Date approved by the Curriculum & Learning Committee	27.02.17
Signature of Chairperson	L Waterson
Signature of Academy Principal	G Harris
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1. Introduction

1.1 The first teaching of new GCSEs included as first stage subjects (GCSE English and Maths) began in September 2015. First teaching of new GCSEs included as second stage subjects will begin in September 2016.

1.2 At present the curriculum represents the general requirements of Section 78 of the Education Act 2002. This states that;

‘The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly based curriculum which; (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.’

1.3 There is a continued intention for the National Curriculum to be ‘balanced and broadly based’, and it is with this aim in mind that the Beamont Collegiate Academy curriculum has been designed.

2. Curriculum Policy Statement

2.1 The guiding intentions behind the construction of the Beamont Collegiate Academy curriculum are to offer pupils a variety of learning experiences in each of the following areas;

- Aesthetic and creative
- Human and social
- Linguistic and literary
- Mathematical
- Physical and recreational
- Scientific
- Spiritual, moral, social and cultural
- Technological
- Vocational and work related

2.2 We intend that the curriculum will develop pupils’ personal skills such as those of adaptability, initiative and teamwork, and stimulate intellectual growth by offering flexible teaching and learning strategies.

2.3 It will maximise career possibilities by ensuring a broad and balanced choices system, and assist the learning process by providing sufficient and appropriate human and material resources.

- 2.4 Our staff will ensure progression and coherence by regular monitoring and evaluation and provide equality of access to all pupils, taking due account of special needs or disabilities.
- 2.5 Both Key Stages of the Academy will adopt these intentions and principles, interpreting them as appropriate to the age range of the Key Stage.

3. Curriculum Planning and Provision

- 3.1 The Academy is committed to providing a broad and balanced curriculum that enables all pupils to follow programmes of study best suited to their needs.
- 3.2 The Governors and the Senior Leadership Team will ensure that planning for curriculum provision has due regard for changing local and national imperatives including the Progress 8 and Attainment 8 measures to be used from August 2016
- 3.3 They will ensure that the curriculum provision supports the principles of life-long learning and educational opportunities beyond school for pupils while they are at the Academy and after they have left.
- 3.4 The curriculum will give pupils the opportunity to select programmes for study from a range of guided pathways that are equally valued and held in equal esteem.
- 3.5 It will ensure that all pupils have the opportunity to achieve nationally accredited qualifications in all courses of study, and that all pupils have the opportunity to follow programmes of study that can lead to subsequent accredited study.
- 3.6 The Academy will collaborate with Warrington Collegiate and Priestley College to enhance and enrich the curriculum provision for all pupils and support choices-planning at Key Stage 4 that is based on a sound, educational rationale.
- 3.7 Each pupil will have a personalised curriculum based on prior attainment data, pupil aspirations, aptitudes and challenging targets. Within their individual learning programme, the pupils will be offered a level of learning appropriate to their recognised needs.
- 3.8 Our curriculum provision will give appropriate balance to the development of attitudes to learning, skills, knowledge and understanding.

3.9 From the pupil perspective, the curriculum is the entire planned learning experience, encompassing lessons, locations, events, environment, routines, extended hours, out-of-school learning and other opportunities, such as one to one and group tuition. Our Academy curriculum will be organised and co-ordinated to reflect that perspective.

4. Extended School Activities

4.1 The Academy will offer extended school activities defined by the pupils and staff to enhance their learning journey.

4.2 Extended activities will be offered after the normal school day has finished and during holidays.

4.3 The nature and timing of the activities will respond to pupil needs and interests.

4.4 Specialist staff will be employed to deliver activities that are outside the field of expertise of the full time staff.

5. Developing the Curriculum

5.1 Subject departments will develop and deliver the formal curriculum under the supervision of the Governors and Senior Leadership Team. Where they are teaching National Curriculum subjects, they will follow the prescribed programmes of study.

5.2 A scheme of learning for all subjects will be produced. This is essential in ensuring consistently high standards in teaching and learning activities across all subjects, as well as documenting the curricular activities planned for groups of pupils, and coverage of the National Curriculum programmes of study and GCSE and other examination syllabi. Schemes of learning will also provide a basis for monitoring and evaluating the curriculum.

5.3 Some of the curriculum will be partly developed and delivered by people from outside the Academy who have specialist skills and knowledge applicable to specific courses of study which may be vocationally or business focused.

5.4 We will make sure that there is cross curricular permeation and co-ordination that will develop the links between subjects, and ensure pupils and staff fully understand the way that the whole curriculum fits together.

6. Curriculum Organisation

6.1 Our curriculum model is based on sessions of sixty minutes. The timetable provides five sessions per day plus a morning break and a lunch break.

Times of the School Day

Time	Breaks/lunch Mon - Thurs	Monday	Tuesday	Wednesday	Thursday	Friday	Breaks/lunch Friday only
8:30-8:50		Leadership time	Mentoring	Leadership time	Leadership time	Staff CPD 8:30-9:30	
8:50-9:50		Lesson 1	Lesson 1	Lesson 1	Lesson 1	Lesson 1 9:30-10:30	
9:50-11:10	KS3 Break: 9:50-10:10 KS4 Break: 10:50-11:10	Lesson 2	Lesson 2	Lesson 2	Lesson 2	Lesson 2 10:30-11:50	KS3 Break: 10:30 – 10:50 KS4 Break: 11:30 – 11:50
11:10-12:10		Lesson 3	Lesson 3	Lesson 3	Lesson 3	Lesson 3 11:50-12:50	
12:10-13:35	KS3 lunch: 12:10-12:35 KS4 lunch: 13:10-13:35	Lesson 4	Lesson 4	Lesson 4	Lesson 4	Lesson 4 12:50-14:15	KS3 lunch: 12:50-13:15 KS4 lunch: 13:50-14:15
13:35-14:35		Lesson 5	Lesson 5	Lesson 5	Lesson 5	Lesson 5 14:15-15:15	
14:35-15:35			Enrichment/ booster	Enrichment/ booster	Enrichment/ booster	Enrichment/ booster 15:15-16:00	

6.2 This represents a weekly schedule of twenty five sessions that provides 25 hours.

6.3 Pupils will be taught in ability classes, and full use of the flexible nature of the curriculum plan will be made to provide intense support to pupils who would benefit from it.

6.4 All pupils are entitled to the opportunity to participate in all aspects of Academy life. The Curriculum will, therefore, be differentiated so as to be relevant and meaningful to pupils at different stages and with different aptitudes and aspirations.

6.5 The needs of each individual are addressed by separate consideration of;

- Key Stage 3: Years 7, 8 and 9
- Key Stage 4: Years 10 and 11
- The National Curriculum
- Careers Education and Guidance
- Personal, Social and Health Education
- Extra-curricular provision

6.6 Students follow courses in all subjects at KS3 until the end of year 9.

6.7 The Key Stage 4 curriculum subjects and choices are shown below:

KS4 Core Subjects	
English	
Mathematics	
Science (including core, additional and triple)	
KS4 Ebacc Choice Subjects	KS4 Choice Subjects
Geography	Physical Education
History	Religious Education
French	IT
Spanish	Hospitality
Computer Science	Performing Arts (including drama, dance and music)
	Art
	Engineering
	Health and Social Care

7. Quality Assurance and Value for Money.

7.1 The Academy is committed to developing approaches to quality assurance and school self-evaluation to monitor and evaluate the quality and appropriateness of curriculum provision by;

- Comparing standards in the Academy with local and national benchmarks and with similar schools
- Basing decisions on pupil need whilst having regard to detailed curriculum costings
- Actively developing collaborative arrangements
- Regularly evaluating the quality of provision within the school (see Assessment, Recording and Reporting Policy)
- Identifying what needs to be done to enable all pupils to achieve the highest possible standards and make the best progress.

8. Monitoring and Review

- 8.1 The Assistant Principal with responsibility for the Curriculum, will review this policy at least annually (Melissa McMillan) and more often when legislation and guidance changes. This will include the amendments to the National Curriculum.
- 8.2 The policy's implementation and effectiveness will be monitored by the Principal and the Vice Principal.
- 8.3 The policy will be promoted and implemented throughout the Academy.