



Beacon Academy
Ambitious for excellence in all we do

CURRICULUM POLICY

June 2020

Written By:	Ms S Dennison
Governing Committee Responsible	Teaching & Learning Working Group
Approved By and Date:	Mr Hinton (Link Trustee) June 2020
Date of Next Monitoring & Review	June 2021
SLT Responsible for Monitoring & Review	Headteacher

Beacon Community College Academy Trust

Curriculum Policy

June 2020

1. Aims

- Beacon Academy is committed to a broad knowledge-based curriculum. We deliver an education that is underpinned by traditional subjects and is academically rigorous.
- We believe all students, whatever their background, have a right to a culturally rich education; we champion access to and involvement in arts and sport.
- Our curriculum ensures students are knowledgeable about the world around them, enabling them to have many opportunities and lead successful, happy and satisfying lives.
- We believe that all children can succeed.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

3. Roles and responsibilities

The Headteacher will ensure that:

- the curriculum is ambitious and designed to give all students, the knowledge and cultural capital they need to succeed in life.
- all statutory elements of the curriculum, and those subjects which the Academy chooses to offer, have aims and objectives which reflect the aims of the Academy and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the Trustees annually.
- students study the full curriculum, except in exceptional circumstances.
- the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- the Trustees are fully involved and informed of aspects relating to the curriculum, including information on progress and to inform decisions.
- all staff members are aware of their responsibilities in relation to this policy.

The Board of Trustees will ensure that:

- it considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- progress towards annual statutory targets is monitored.
- it contributes to decision making about the curriculum.

Senior Leaders will ensure that:

- they work alongside the Headteacher and Heads of Department to ensure that the curriculum is ambitious and designed to give all students, the knowledge and cultural capital they need to succeed in life.
- the school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge for future learning and employment.
- they have an oversight of curriculum structure and delivery within their responsibility area.
- detailed and up-to-date schemes of learning are in place for the delivery of courses within their responsibility area.
- schemes of learning are monitored, evaluated and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed with heads of department and heads of year on a regular basis and that actions are taken where necessary, to improve these.

Heads of Department, Second in Charge of departments and Key Stage Co-ordinators will ensure that:

- the work given to students, over time and across the school, consistently matches the aims of the curriculum.
- work is coherently planned and sequenced towards cumulatively sufficient knowledge for future learning.
- there is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
- they monitor the teaching and learning of their subject area, providing support for staff where necessary.
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.
- assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- they keep the appropriate line manager informed of proposed changes to curriculum delivery.
- all relevant information/data is shared appropriately. This includes meeting deadlines related to exam entries etc.
- student performance data is reviewed, as appropriate, to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- they share best practice with other colleagues in terms of curriculum design and delivery.
- they oversee continuous professional development needs with regard to curriculum planning and delivery within their area of responsibility.

- provide effective support for those teaching outside their main area of expertise.
- they advise on the contribution of their subject area to other curriculum subjects, including cross-curricular links.

Teaching staff and learning support staff will:

- ensure that the Academy curriculum is implemented in accordance with this policy.
- have a good knowledge of the subject(s) and courses they teach.
- present subject matter clearly, check understanding systematically, identify misconceptions accurately and provide clear, direct feedback.
- ensure that teaching is designed to help students remember in the long term the content they have been taught and to integrate new knowledge into larger ideas.
- use assessment to embed knowledge and identify the next steps for students.
- have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- share and exchange information about best practice amongst their colleagues in different schools and through external networks.
- participate in high quality professional development, working with other teachers to develop their knowledge and skills.
- work in partnership with other agencies, as appropriate to provide an appropriate range of curriculum opportunities.

The SENDCo will:

- liaise with Heads of Department in order to implement and develop the curriculum throughout the Academy so that it is ambitious and meets the need of students with SEND, developing their knowledge and abilities to apply what they know and can do with increasing fluency and independence.
- organise and provide training for staff regarding the curriculum for students with SEND.
- advise staff how best to support students' needs.
- advise staff on the inclusion of curriculum objectives in students' individual education plans.
- advise staff on the use of teaching assistants in order to meet students' needs.

Students will:

- have their individual needs addressed, both within the Academy and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4, 5 and beyond.

Parents and carers will:

- be consulted about their children's learning and in planning their future education.
- be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the knowledge they need to thrive throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it.

4. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- highest attaining students
- students with low prior attainment
- students from disadvantaged backgrounds
- students with SEND
- students with English as an additional language (EAL).

Teachers will plan lessons so that students with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our equality information and SEND policy.

5. Personal Development (PD)

PD education helps students to develop the knowledge and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.

By teaching students to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PD programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged students. (PSHE Association 2017) At Beacon Academy PD is taught in discreet lessons to all students in Key Stage 3. It covers a variety of topics such as safety, first aid, anti-bullying, mental health, drugs, alcohol and tobacco education (DATE), careers and relationships and sex education (RSE).

Please also see our Social, Moral, Spiritual and Cultural Policy.

6. Curriculum Organisation KS3 – years 7, 8 and 9

Students are divided into two bands and there are approximately 125 students in each.

All Students study English, Maths, Science, Geography, History, Computing, Technology, Music, Art, Drama, Dance, PD, Philosophy, Religion and Ethics. Students also study either French or German.

All students also have regular PE lessons developing their skills in a number of sports.

Across all year groups in KS3, the Academy uses sets to appropriately allocate students within groups where they learn amongst peers with similar progress and attainment in English, Mathematics, Modern Foreign languages, Humanities and PE.

The curriculum plan shows the number of lessons per subject.

7. Curriculum Organisation Key Stage 4 years 10 and 11

In year 9 students make their option choices. During Years 10 and 11 all students continue with a core set of subjects: English Literature and English Language, Maths, Science (the majority of students study a combined Science course leading to two GCSEs, the highest attaining scientists will study a separate Science course leading to three GCSEs) and PE (students study either GCSE PE or Sports Studies or Performance Skills). Students also choose History or Geography GCSE and then two GCSEs from French, German, Business (year 11), Philosophy (Religion and Ethics), Dance, Drama, Product Design, Computer Science, Music, Art & Design, Art Graphics, Art Textiles, Engineering or Health and Social Care.

At KS4 English, Mathematics and Science are taught in sets. The majority of option subjects are not taught in sets.

The curriculum plan shows the number of lessons per subject.

8. Key Stage 5 years 12 and 13

Students following a level 3 course normally select the equivalent of three subjects. This can be made up of three A Level subjects, vocational subjects or a combination of vocational awards and A Levels. In some cases, students may be advised to study four subjects. Level 3 courses offered from September 2020 are: Art and Design, Art Graphics, Art Photography, Biology, Chemistry, Computer Science, Criminology, Dance, Digital Media, Drama and Theatre Studies, English Literature, French, Mathematics, Further Mathematics, Geography, Geology, German, Government and Politics, Health and Social Care, History, Music, Philosophy and Ethics, Physics, Product Design, Psychology, Sociology and Sport.

GCSE retakes in English and Maths are also available for those students who still need to achieve grade 4.

The curriculum plan shows the number of lessons per subject.

9. Monitoring, evaluation and review

The Trustees will receive an annual report from the Headteacher on:

- the standards reached in each subject compared with national and local benchmarks.
- the standards achieved at the end of key stage 4 and key stage 5 taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.

The Trustees will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

10. Curriculum Intent for Subject Areas

Art and Design Technology

We equip students with knowledge of the significant concepts in Art and Design Technology and how to use these to express themselves creatively.

Business

We equip students with a greater understanding and awareness of the world they live in, but more specifically how individuals and businesses work within the economy, through all aspects of business – human resources, operations, finance and marketing.

Computing

We equip students with knowledge of the many facets of Computing and how to use these to create digital solutions. Our students will be prepared to life in an ever-changing digital environment and respectful of the impact technology has on a range of stakeholders.

Criminology

Criminology has a curriculum that is designed to give students a thorough understanding of the Criminal Justice System, from understanding different types of crime, to considering theories of why people commit crime, the sequence of events from crime scene to courtroom and finally to develop a critical awareness of the issue of social control in our society. The applied purpose demands of the curriculum mean that students are taught to consider authentic case studies in some detail and relate their learning to critically assessing the use of evidence and the validity of trial verdicts, for example. Students will develop skills of independent learning including a range of generic and transferable skills such as the ability to solve problems and the ability to plan and deliver presentations to others.

English

To enable students to read, write and speak effectively; to introduce our students to our shared literary heritage, thereby facilitating a rich intellectual and cultural development.

Geography

Students will work to have a full knowledge and understanding of local and global processes, places and peoples. This ensures a well-rounded citizen, with appreciation of the dynamic human and natural environments they are a part of, and promotes respect for their place in the world.

Health and Social Care

To equip our students with a broad and balanced knowledge of the multiple facets of health care and social care that constitutes the UK health and social care system. This includes learning the role of organisations within the sector, the multitude of careers and career pathways, legislation underpinning the values of care as well as the significant aspects of human growth and development.

History

The Beacon History curriculum is intended to be relevant and fascinating for all. We want to widen the horizons of our students, many of whom live in a community with a relative lack of visible diversity. We want to expand the knowledge of our students beyond their rural

community. Our subject is an amazing storehouse of human experience and we want to give our students the opportunity to explore the stories and lessons of the past. In our curriculum, we have constructed a coherent narrative that gives the essential contextual foundations essential for understanding both the past and the present. Our aim is to enrich lives by giving the opportunity to develop a passion that can lead to further education, life-long self-education and positive values.

Maths

To enable students to confidently think and reason mathematically in order to solve a wide range of problems; to successfully apply mathematical knowledge and skills in their personal and professional lives.

MFL

Students will acquire a systematic knowledge of grammar, vocabulary and structure and phonics in order to develop skills of listening, reading, speaking and writing required for communication. Students will be able to compare the new language with their mother tongue. Students will understand significant parts of the target language's culture, history and literature.

P.E.

To give students the knowledge which will enable them have the psychological, cultural and physiological benefits of a lifelong engagement in sport and physical activity.

Psychology

The psychology curriculum is designed to ensure that students acquire essential knowledge and understanding of different areas of psychological theory and research and how they relate to each other. Students are also taught to have a deep appreciation of the skills, knowledge and understanding of scientific methods and gain competence and confidence in a many practical, mathematical and problem-solving skill. Students will develop their interest in and enthusiasm for the subject, understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

Religion, Philosophy and Ethics

Our curriculum will allow students to engage with some of the greatest thinkers in history, from ancient philosophers to 20th century moralists. We will study stories that challenge their preconceived notions of life, identity and the world they inhabit. We will students the diverse range of religious beliefs in our modern world. Our hope is to give students the contextual knowledge to ask deep questions and give them the vocabulary to form their own answers the most persistent, complex and important questions in life.

Science

Science will enable students to understand and confidently apply scientific knowledge. They will know the value of scientific method and discoveries in advancing

humanity and make informed choices on current and future scientific developments throughout their lives.

Sociology

To equip our students with an understanding of our social context, exploring a variety of sociological perspectives which question how society is structured. As sociologists, our students learn how to explore the causes and solutions of social problems within families, education, crime and deviance, social stratification, and research methods with critical analysis and evaluation skills.