



BELLE VUE
GIRLS' ACADEMY

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Curriculum Policy

Reviewed by	Approved by	Date of Approval	Next Review Date
MH	LGB	Feb 22	Feb 23

1. Curriculum Aims

The aim of our curriculum at BVGA is to facilitate highly effective implementation of our Whole School Vision.

Our Vision

At Belle Vue Girls' Academy, our mission is to provide a truly exceptional educational experience for all, enabling each of our learners to become academically, socially, culturally and emotionally fulfilled young people, ready to take their place in the world. We are committed to breaking down barriers to learning, and tackling all forms of disadvantage; we believe in the power of education to promote social equality and dramatically improve life chances. We want our learners to believe in themselves and aspire to great things, equipped with the confidence to become independent, inquisitive, innovative and open-minded young people. We support our students to develop as life-long learners and become active and principled citizens who are committed to contributing to the communities in which they live and to the wider world. We take our commitment to our learners seriously and strive to provide an educational experience which enables all to thrive and achieve.

This means we are committed to:

- Providing a broad and balanced curriculum for all;
- Providing academic and vocational subject choices that support students' learning and progression, and enable them to work towards achieving meaningful goals;
- Ensuring the curriculum is coherently planned and sequenced so that all students can develop their knowledge, understand concepts and acquire skills, and that they can apply these with confidence in a range of situations;
- Providing equity of opportunity, appropriate levels of challenge, and holding the highest of expectations of all students;
- Developing students' independent learning skills and resilience, equipping them for further and higher education, and employment;
- Supporting students' spiritual, moral, social and cultural development;
- Supporting students' physical development and responsibility for their own health, and enabling them to be active;
- Promoting a positive attitude towards life-long learning;
- Equipping pupils with the knowledge and cultural capital they need to succeed in life

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010.

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 Governing Body

The Governing Body is responsible for:

- Ratifying the Curriculum policy
- Ensuring that the Curriculum meets the statutory requirements
- Monitoring the impact of the Curriculum policy across the Academy

The Headteacher

The Headteacher is responsible for:

- Nominating a Deputy Headteacher to be responsible for developing and implementing the curriculum
- Ensuring that an appropriate curriculum is provided for all groups of students
- Ensuring that the curriculum meets the statutory requirements
- Ensuring that the curriculum supports attainment within the academy
- Ensuring procedures for assessment meet legal requirements and that parents and carers receive information to show how much progress is being made and what is required to help students improve
- Ensuring the governing body is advised on statutory targets in order to make informed decisions.

Teaching staff

The responsibilities of the Head of Faculty, Subject Leaders and subject teachers in relation to the curriculum are set out Job Descriptions.

Parents

We recognise the strength of students, parents/carers and staff working together. With this in mind, parents and carers will be:

- Provided with curriculum information relevant to their child via the website and home-academy communication
- Expected to attend all parent consultation events and options evenings
- Requested to support students taking part in events outside of the classroom or normal college day if appropriate

- Required to support the aspirations of young people

Students

All students have a responsibility for their own learning. Students are therefore encouraged to:

- Aspire to reach their full potential through active learning Be positive about their own potential
- Actively engage in the learning experience.
- Behave in an acceptable way which allows learning to take place

4. The Key Stage 3 Curriculum

Key Stage 3 Subjects

In Years 7, 8 and 9 students follow a broad and balanced Key Stage 3 curriculum which is carefully designed to ensure they are able to build powerful subject knowledge, learn subject specific skills and, most importantly, develop a deep love of learning. Our curriculum focuses on achievement for all and teaching is highly personalised. Over a twenty-five hour week, all students study:

- English Language and Literature
- Maths
- Science
- History
- Geography
- Religious Studies
- Modern Foreign Languages (French, Spanish, Urdu, Arabic or Italian)
- Design Technology (Graphics, Product Design and Textiles)
- Food and Nutrition
- Drama
- Art
- Music
- Physical Education

PSHCE

During the daily tutor period (25 minutes per day) students follow an age-related PSHCE (Personal, Social, Health and Citizenship Education) programme. Weekly year group assemblies provide time for students to deepen and reflect on their PSHCE learning.

Enrichment and Experiences

We offer a broad range of lunchtime and after school activities, trips and visits to give students the opportunity to learn beyond the classroom. More information about the range of activities on offer is available on the Enrichment page on the school website.

Reading

All students in Year 7, 8 and 9 follow the Accelerated Reading Programme and are expected to read for at least 30 minutes each day. All students are expected to visit the school library weekly.

Key Stage 4 Options

During Year 9, students are ready to make informed option choices about which subjects they would like to study at Key Stage 4. Key Stage 4 Options Information is shared on the school

website and all students and parents are invited to Options Evening. To help students make the best choices for them, they receive personalised support and advice

5. The Key Stage 4 Curriculum

In Years 10 and 11 students follow a personalised pathway which is appropriately challenging and carefully designed to prepare them effectively for future learning and employment. Almost all students study 9 GCSEs or equivalent, with over seventy percent following the EBacc pathway. For a small number of students, we provide a more personalised ASDAN pathway. All students in Year 10 and Year 11 study the following subjects:

GCSE English Language & GCSE English Literature	4 hours
GCSE Maths	4 hours
GCSE Science Trilogy (Dual Award)	4 Hours
GCSE MFL (French, Spanish, Italian, Arabic or Urdu)	3 hours
Core PE (non-GCSE)	1 hour

Students also choose three option subjects, which they study for three hours each per week. For students studying the EBacc, one of the option choices must be History or Geography.

- Art GCSE
- Business Studies GCSE
- Computer Science GCSE
- Creative iMedia Cambridge National
- Design Technology GCSE (Graphics or Product Design)
- Drama GCSE
- Food and Nutrition GCSE
- Geography GCSE
- Health and Social Care Cambridge National
- History GCSE
- Music BTEC
- Religious Studies GCSE
- Sport BTEC
- Textiles BTEC

PSHCE

During the daily tutor time period (25 minutes per day) students follow an age-related PSHCE (Personal, Social, Health and Citizenship Education) programme. Weekly year group assemblies provide time for students to deepen and reflect on their PSHCE learning.

Work Experience

In Year 10 all students undertake a one-week Work Experience placement. We work hard to ensure student placements give them the opportunity to find out more about a career pathway they are interested in pursuing in the future.

Key Stage 5 Options

In the autumn term of Year 11 students begin the post-16 options process and receive quality independent advice and support to help them with these important choices. Information about post-16 options are available on the school website.

5. The Key Stage 5 Curriculum

Belle Vue Girls' Academy Sixth Form is fully inclusive, offering a wide range of A Level and Level 3 BTEC courses, as well as Level 1 and Level 2 courses.

Comprehensive and up-to-date details about our Key Stage 5 curriculum are made available to all students, parents and carers on the school website.

Sixth Former students have the opportunity to extend their studies through a variety of enrichment courses and links with local universities.

A broad range of extra-curricular activities and educational visits extends and enriches the taught curriculum. The curriculum is reviewed and developed on a regular basis taking into account issues both nationally and locally, and discussions with Heads of Faculty, Subject Leaders, students, parents and Governors.