

Curriculum Policy



BELLE VUE
GIRLS' ACADEMY

Reviewed by	Approved by	Date of Approval	Next Review Date
DAN	LGB	Feb 24	Feb 25

1. Curriculum Aims

The aim of our curriculum is to facilitate highly effective implementation of our Academy Vision and Values.

Our Vision and Values

We are committed to providing an exceptional educational experience for all, empowering our young people to become confident learners, confident communicators, and confident future citizens.

We are driven by ambition, aspiration, and excellence. We expect nothing but the best, from everyone, for everyone. We break down barriers, we tackle disadvantage and we value and actively promote inclusion and celebrate diversity. We create an inclusive environment, in which everyone feels welcomed, supported and confident about being themselves whatever their characteristics or background. We know that education has the power to dramatically improve life chances and we take our commitment to our young people seriously. We take every measure to ensure our academy is a happy and safe place for young people to learn and grow.

Confident and empowered, our learners become happy, successful, and independent people. They are compassionate, respectful, resilient and responsible citizens, with positive personal strengths which guide their conduct. They are academically, socially, culturally and emotionally fulfilled and ready to become the leaders and change makers of tomorrow.

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 students 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 in accordance with 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 leaders and teachers in relation to the curriculum are outlined in 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 academy 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 meets the requirements of the National Curriculum. The curriculum is carefully designed to ensure all students can 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
- 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 Personal, Social, Health and Citizenship Education programme. Weekly year group assemblies provide time for students to deepen and reflect on their PSHCE learning.

Enrichment, Trips and Visits

We offer a broad range of lunchtime and after-hours 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 academy website.

Reading

High quality reading is fully integrated into the curriculum in every subject. Reading intervention programmes are in place for students who require additional support to ensure that all students are able to fully access the curriculum. Students are expected to read for at least 30 minutes each day as part of our independent learning policy. The Hub (library) is open to all students before school, at break and at lunchtime.

Key Stage 4 Options

By the end of 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 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 Languages (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.

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

PSHCE

During the daily tutor time period (25 minutes per day) students follow an age-related 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 academy 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 academy website.

Sixth Form 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.