Curriculum policy

Bohunt Education Trust (BET)

Approved by: BET Education Committee   Date: 8 October, 2019

Last reviewed on: 8 October, 2019

Next review due by: October 2020
1. Curriculum Intent

BET’s vision is that ‘the highest expectations, a culture of Enjoy Respect Achieve, unparalleled opportunities and highly effective teaching combine to develop students who are game changers’.

We define curriculum as ‘the totality of student experiences that occur in the educational process’. Student experiences should reinforce and increase understanding and knowledge of what is taught formally within the timetable of lessons. Our curriculum, therefore, is far broader than the timetable, encompassing co-curricular clubs, the outdoor programme, and trips and visits programme together with all other aspects of delivery to students.

It is through this wider definition of curriculum that we deliver the broad, balanced, rigorous experiences required to develop the knowledge, skills, deep learning, attitudes and ambition needed to be a gamechanger.

More specifically, our curriculum aims to:

- Provide a broad range of subject choices that support students’ learning and progression through well-sequenced learning experiences. For each of those subjects we are clear on what knowledge and skills our students must be able to use/demonstrate in a variety of settings by the time they leave us.
- Ensure we challenge students to take appropriately ambitious, academic routes (e.g. Ebacc)
- Develop students’ literacy throughout their time with us.
- Develop students’ other ‘literacies’: authentic literacy, numeracy (mathematical literacy), digital literacy, emotional literacy and STEM literacy.
- Give students a chance to develop resilience, discover passions and ‘go deep’ through our extensive co-curricular and outdoor programmes.
- Proactively plan for how our curriculum will flex for our disadvantaged students so that their current needs are met, without compromising their future success and social mobility.
- Support students’ spiritual, moral, social and cultural development.
- Support students’ physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude to learning and 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. It complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The Trust Board

The Trust Board will monitor the effectiveness of this policy and hold the Trust Executive to account for its implementation.

The Trust Board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science, RE and SRE, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- School leaders are ambitious for all students including those with SEND and those eligible for the Pupil Premium (PP)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the Secretary of State/ DfE.
- The schools implement the relevant statutory assessment arrangements, including the BET Assessment Programme.
- The schools participates actively in decision-making about the breadth and balance of the curriculum
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

3.2 Trust Executive

The CEO assisted by the Director of Education will set the broad parameters within which each school can operate. These include, but are not limited to: minimum hours for certain subjects in certain year groups, exam boards, overarching direction on curriculum aims and implementation and how the curriculum impact is to be measured.

3.3 Heads of School

The Head of School is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the Trust and demonstrate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school’s procedures for assessment meet all legal requirements
- The local governing body is fully informed in decision-making processes that relate to the breadth and balance of the curriculum
- The local governing body is advised on whole-school targets in order to monitor the impact and quality of the curriculum
Ambitious and effective provision is in place for pupils with different abilities and needs, including children with SEND.

The local governing body of each school will scrutinise the work of the Head of School to make sure the above is being implemented to a high standard.

4. Curriculum Implementation

Our timetable is organised into a two year KS3, a one year transition year (Year 9) and a two year KS4. The primary aim of this is to allow broad, balanced, in-depth teaching at KS4 that goes beyond simply the exam specification and allows us to meet the needs of our vision. Balance and breadth is maintained at KS3 (and indeed throughout KS4) through our co-curricular offer, outdoor programme and trips and visits programme.

Our approach to Ebacc is inclusive and innovative. Not only do we have pathways that are aspirational for our students, but our methods of delivery, including immersion language teaching and the Mandarin Excellence Programme, show our commitment to providing a rigorous curriculum that prepares students for life, not just an exam.

Our curriculum implementation model is outlined below:

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Careers Education, Information and Guidance

BET uses the Gatsby Benchmarks as a guide to plan our CEIAG programme. As part of our commitment to informing our students of the full range of employment, learning and training pathways on offer to them we are happy to consider requests from training, apprenticeship and vocational education providers to speak to students. This complies with the Academy’s legal obligations under Section 42B of the Education Act 1997.

Student entitlement:

- Students in years 10-13 are entitled to find out about apprenticeship, employment and alternative technical training opportunities as part of a careers programme, which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local and national providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

5. Inclusion

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

- More able students
● Students with low prior attainment, including those who are not ‘secondary ready’
● Students from disadvantaged backgrounds
● Students with SEND
● Students with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can access the curriculum and, wherever possible, ensure that there are no barriers to every pupil achieving.

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

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

6. Monitoring arrangements

Trustees are responsible for, and Governors contribute to, monitoring whether member schools are teaching a “broad and balanced curriculum” which includes the required subjects, through:

● Reports on Curriculum Impact Monitoring
● Reports on external examination results
● Trips and visits reports to Governing Bodies and Trust Board
● Governor visits to schools

Trust Subject Directors, Subject leaders and Leadership Group members will monitor the way the formal curriculum is taught throughout the school by:

● Learning Walks
● Book Checks
● Curriculum Impact Forms
● Tracked Retrieval Practice
● BET Assessments
● Proxies for engagement (attendance, student surveys and parent surveys)
● Students’ literacy levels

7. Links with other policies

This policy links to the following policies and procedures:

● Assessment policy
● SEND policy and information report
● Equality information and objectives