

Curriculum Statement of Practice



**Bluecoat Beechdale
Academy**

Believe, Belong, Achieve

Academy	Bluecoat Beechdale Academy
Document Owner	Assistant Principal for Curriculum
Date for Review	September 2022

This document sets out the arrangements for the Curriculum provision for students at Bluecoat Beechdale Academy in line with the Trust Curriculum policy.

Related Policies, Statements of Practice and procedures

- Archway Learning Trust Curriculum Policy.

Statement of Practice

1. Introduction

Bluecoat Beechdale Academy is committed to delivering a high quality of education and curriculum for all of its students. Our purpose is to challenge and support students to raise achievement, to continuously improve the curriculum and to work with all partners. We aim to develop a curriculum that ensures that all of our students encounter all the major areas of experience as part of their entitlement. All students are entitled to access both 'academic' and 'vocational' education as part of their schooling.

2. Aims of the Curriculum

At Bluecoat Beechdale we believe that all students have the right to feel safe, the right to be happy and the right to learn. Our students are able to achieve this through the support of a highly effective pastoral team who encourage students to feel that they **belong** to the school community, they **believe** in themselves to show the best version of themselves so they can **achieve** the very best possible outcomes, both academically and in their personal development.

Inclusivity and **diversity** are at the heart of our academy and we have designed an aspirant and ambitious curriculum to reflect the nature of our cohort, appeal to their interests and promote transferable key skills. We aim to develop their sense of identity and their understanding of their place in the world. We strive to ensure that the **needs of all students are met**, regardless of their starting points. Students who have high prior attainment upon entry follow a bespoke and enriched curriculum. Students with Special Educational Needs are also supported through a tailored curriculum at key stage 3 and a foundation pathway at key stage 4.

We believe that education is the key to improving social mobility and we have high expectations for students' in order to support them to take the next steps in education. Therefore, we offer a suite of **traditional GCSE** qualifications, as well as several **vocational** courses. For many students, the practical elements of these courses allow them to increase their **employability** and offer real life experiences, giving a sense of what life is like in industry. Links with **careers** are explicit within all subject areas that raise aspirations for a life of employment.

As a commitment to our students' **healthy and active lifestyles**, we ensure all children have swimming lessons in year 7; we offer extra-curricular sporting clubs and healthy eating sessions; and give all students the opportunity to study a sport related qualification. The curriculum time dedicated to this subject emphasises our passion for student well-being; it raises the profile of the importance of Physical Education and the role it plays in keeping our mind and bodies healthy.

Teachers at Beechdale recognise the importance of **literacy** as the key to unlocking students' potential and a vehicle to challenge poverty. Teachers skilfully integrate opportunities to develop reading, communication and writing skills into the curriculum so that students can become well informed and articulate citizens who in adult-life, take an active role in their community.

To extend our students' experience of the world beyond their locality and immediate means, we place heavy emphasis on the enrichment of the curriculum through explicit opportunities in and outside of the classroom. Extending students' **cultural capital** through these experiences extend their knowledge and understanding of the world, opens opportunities and secures life goals.

3. The Curriculum for 2021/22

The shape and content of the curriculum is reviewed annually in order to deliver the most effective provision for students. It is formulated at SLT level and then presented to a number of stakeholders before being ratified by the Governing Body.

Bluecoat Beechdale Academy - Curriculum 2021/22

The Curriculum for 2021/22 needs to reflect both local and national priorities in education. These include:

- The national push to see an improvement in English and Maths results
- The accountability measures; Progress 8, Attainment 8, EBACC and 'Basics' (English / Mathematics) attainment
- Retaining a broad range of option choices at KS4 whilst being careful to meet the Progress 8 requirements
- To provide appropriate pathways for all students

RSHE Curriculum:

We recognise that many of the students at BBA have challenging backgrounds and a pronounced need for guidance in many areas covered by RHSE. To ensure that students receive this guidance we have:

- a detailed RHSE program for all year groups which at key stage 4 is delivered in tutor time and through drop down days. At key stage 3 all students also receive a timetabled lesson of RHSE.
- assemblies targeted at the needs of each year group.
- incorporated Principals reading and the 200 word challenge into our knowledge organisers which include topical and relevant issues.
- many external agencies delivering events – including theatre productions, music performances and other forms of presentations to raise the profile and educate around issues such as teenage pregnancy and e-safety for example.

Literacy:

One of our whole school priorities is to develop the literacy skills of our students. Below is an outline of some of the strategies we employ to do this.

- Whole class readers – during tutor time in years 7 and 8 form teachers read a book with their tutees.
- All year 7 and 8 students have a library lesson once a week where groups study short texts.
- Switch on – identified students in year 7 are withdrawn from tutor time to have one to one reading support from trained teaching assistants.
- Literacy intervention – students are withdrawn in small groups for 3 lessons a week over a 6 week period to develop their inference skills.

Careers:

We have a detailed careers strategy that reflects the Gatsby Benchmarks and prepares our students for the next step in their education. To assist us with this we have joined the Careers and Enterprise Group support network who have in turn linked us to our own Enterprise Advisor who works at Nottingham City Homes (NCH). Our RHSE program has a careers unit which is delivered to each year group with an age appropriate theme. We also organise a range of trips as well as having further and higher education providers in to the academy to deliver assemblies and workshops. All students have access to the Unifrog website to support them in their careers education.

4. Curriculum Allocation

Our timetable is based around 6x50 minute lessons a day with the exception being a Thursday when we have 4x1 hour lessons. On Thursdays afternoons Year 7 participate in enrichment sessions which are based around the Junior Award Scheme for Schools (JASS). This award is designed to support students in becoming confident, healthy and active members of society with a strong understanding of community and their place in it. It is also excellent preparation for students wishing to join our Duke of Edinburgh program.

We also have a foundation learning pathway in each year group to support those students with additional needs. For example these students may study for entry level qualifications in the core subjects and follow a life skills curriculum instead of the normal options pathway.

4. Monitoring of this Statement of Practice

The Assistant Principal with responsibility for the Curriculum will be responsible to the Local Governing Body for promoting, monitoring and maintaining the implementation of this Statement of Practice.

5. Review of this Statement of Practice

This Statement of Practice will be reviewed on an annual basis.