

The Frances Bardsley Academy for Girls

CURRICULUM POLICY



Reviewed by: W Menlove

Approved: 9th June 2020

Next Review Date: June 2021

Policy Introduction and Overview

The Frances Bardsley Academy's motto *Gladly lerne, gladly teche* and our mission statement 'The Frances Bardsley Academy exists to empower young women with the knowledge and personal characteristics needed to live successful and fulfilling lives' (indicative at this stage), drive our vision for curriculum provision and delivery. We follow the curriculum guidance outlined in the National Curriculum to ensure that we provide a broad and balanced curriculum for our students, incorporating English, Maths and Science qualifications along with the provision of religious education teaching for 11-16.

The Academy believes in a set of key personal characteristics which we aim to develop in each of our learners. Our curriculum, along with our outstanding extra-curricular enrichment programme, is the vehicle to allow our students to become:

- Knowledgeable
- Resilient
- Articulate
- Creative
- Empathetic
- Reflective
- Studios

We provide a broad and balanced curriculum, incorporating English, Maths and Science qualifications along with the provision of religious education teaching for 11-16. The curriculum will provide areas of learning and experience of the aesthetic and creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, and technological.

We are ambitious for our students who study a range of academic subjects; the vast majority have the opportunity to study the qualifications that make up the EBACC at Key Stage Four. Skills in computing are developed in bespoke lessons and within the wider curriculum.

The Academy seeks to ensure that its curriculum is delivered via well planned and engaging lessons which challenge all students whatever their ability or starting point. The Academy is flexible in its approach to grouping students by ability; some subjects are taught in sets whilst others are delivered in peer groups; a student's group is never static and individual progress is reviewed every half term and if necessary, movement to a more appropriate group takes place.

The Academy considers it critical that equal opportunities are promoted and realised at all levels of the curriculum and that this is integral to outstanding practice. Whilst there is an extensive provision of individual and small group withdrawal support, our curriculum is one which celebrates inclusion at all times.

Through the SEND department and Well Being team, the Academy does provide an alternative curriculum for those students whom we believe may benefit from a more personalised bespoke part time timetable. These timetables will involve GCSEs in core subjects and also incorporate other academic courses as appropriate. In addition some students take up part time courses on offer with conjunction with other providers; the Academy also incorporates long term work placements where relevant and appropriate.

Objectives relating to the curriculum aims of Frances Bardsley Academy

1. Students should become aware of their abilities and in so doing should develop them to their maximum potential.
2. Students should be aware of the needs of the community and be prepared to contribute fully to the life of the community.
3. All students should be offered a curriculum that has breadth and depth. It must be tailored to each student and satisfy their requirements.
4. Students who leave FBA should be knowledgeable, literate and numerate and are creative, articulate, resilient, empathetic, reflective and studious.
5. Students who leave FBA should:
 - Be confident in their dealings with adults and peers and be able to develop good working relationships with others
 - Have knowledge of a wide range of cultures and through this come to respect the rights and needs of others
 - Be able to make good moral judgements
 - Have developed a love of learning that will last for the rest of their lives
 - Be adaptable enough to react to the needs of a fast changing world
 - Be an independent learner Have a clear knowledge and understanding of the next steps available in their education and/or employment and know how to access support available

Roles and Responsibilities

The **Heads of School** will ensure that:

- 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 use of language (reading, writing, speaking and listening), and the use of information and communications technology
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors annually
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the National Curriculum
- 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, how they compare with Academy or national expectations, and what is required to help them improve
- the governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- the governing body is advised on statutory targets in order to make informed decisions.

It is the responsibility of the Headteacher to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other Academy policies and procedures are checked/amended.

The **Governing Body** 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
- National Curriculum assessment data via teacher assessments and examination results at KS4 and KS5 are published in the Academy profile and progress towards meeting agreed targets is described
- parents and carers receive timely reports on the progress of their child against clearly defined expectations
- it participates actively in decision-making about the breadth and balance of the curriculum
- staff understand that political issues must be presented to students in a balanced way.

All staff will ensure that the Academy curriculum is implemented in accordance with this policy

Spiritual, Moral, Social and Cultural Development (SMSC)

The curriculum promotes the spiritual, moral, social, cultural, mental and physical development of students and prepares them for the opportunities, responsibilities and experiences of later life. SMSC is promoted across the entire Academy curriculum and all aspects of Academy life. PSHCEE is taught through tutor time, the assembly programme, Big Activity Days (to be rebranded as Personal Development Days) and other events.

Regular assemblies and form activities support the development of SMSC and meet the obligation for a daily act of worship.

Big Activity Days provide opportunities for cross curricular (and sometimes cross phase) learning involving all curriculum areas and developing amongst other areas aspects of the International Dimension and work related learning. Furthermore, the creative subjects and the Brentwood Road Gallery provide a rich programme of cross curricular activities for all key stages.

The Academy seeks to develop the employability skills of young people through work related learning activities. Opportunities are provided both within our various curriculum areas and as planned activities within the Big Activity Day programme. All students have the opportunity to take part in a formal work experience in Year 10.

Monitoring and Review

The **Academy via the Governing Body** monitors the appropriateness of the curriculum, measuring its impact, taking into account levels of achievement and engagement

The **Governing Body** will receive reports, at least annually, from the **Heads of School** on:

- the progress and attainment reached in each subject or groups of subjects, by every year group, against national averages and similar Academies
- the progress and attainment at the end of each key stage by gender and ethnicity, compared with national and local benchmarks
- the standards achieved by students with special educational needs and groups deemed to be vulnerable
- the number of students for whom the curriculum was disapplied, the arrangements which were made, how students and parents were informed, how progress was monitored, the progress made by those students
- the evidence of the impact of external intervention and support and national strategies on standards
- the views of staff about the action required to improve standards

The Academy will regularly audit its curriculum provision, seeking the views of all stakeholders including students, parents, staff and governors.

All departmental areas will review regularly as part of their self-evaluation processes the successful delivery of their curriculum using the Ofsted Evaluation Framework supplemented by internal and external reviews.

Appendix 1 - The Curriculum Model at Frances Bardsley Academy

The Academy's curriculum design allows for banding or setting where appropriate and some Year 10/11 students are taught off-site for one day each week as part of the Academy's Alternative learning programme.

Key Stage 3

Students in KS3 experience a broad, balanced curriculum which contributes significantly to students' enjoyment, personal confidence and achievement. All statutory requirements are met and Religious Studies reflects the content of the locally agreed syllabus; literacy and numeracy are emphasised throughout the curriculum.

Subject	Year 7 Hours per Fortnight	Year 8 Hours per Fortnight
English	7	7
Mathematics	6	6
Science	6	6
Computing	2	2
Technology	2	2
Geography	4	3
History	3	4
RS	3	3
MFL (French or Spanish)	5	5
Art	2	2
Drama	2	2
Music	2	2
PE	4	4
PSHCEE	2	

Key Stage 4

Since 2015, students follow a KS4 curriculum which spans 3 academic years to ensure that students can explore the subjects in greater depth and cope with the increased challenge of the reformed GCSE courses. The basic curriculum contains fewer subjects, allowing students a degree of choice in the construction of their courses of study; a broad common core remains for all. The Key Stage 4 curriculum meets statutory requirements and is constructed to enable a breadth of choice which incorporates creativity along with the option for the vast majority of students to gain the English Baccalaureate (GCSEs in English, Mathematics, Science, a Modern Foreign Language and either Geography or History).

When students move into Year 9, they must study English, Mathematics, Science, Physical Education and Religious Studies; the majority of students also study at least one modern foreign language or a humanities subject. From September 2020 all students in the Frances pathway (approximately 60%) will study all the subjects that lead to the EBACC. Students in the Bardsley pathway also have the opportunity to study these subjects.

All students will study Creative subjects in Year 9 for 3 hours (Art, Drama and Music). We strongly believe that all students benefit from creativity: a continued experience of Art, Music and Drama will develop cultural capital and these subjects have a positive impact on mental health and well-being.

All students undertake five days of work experience in Year 10.

Sets 1-5 (Maths, English & Science)		Sets 6-9 (Maths, English & Science)	
Core GCSE subjects	Hours per Fortnight	Core GCSE subjects	Hours per Fortnight
English	7	English	8
Mathematics	7	Mathematics	8
Science	7	Science	9
RS	3	RS	3
PE	3	PE	4
French	5		
Carousel (Art, Drama, Music)	3	Carousel (Art, Drama, Music)	3
Options	Hours per Fortnight	Options	Hours per Fortnight
Geography or History	5	Geography or History or French	5
Option 1	5	Option 1	5
Option 2	5	Option 2	5
Total Hours	50	Total Hours	50

Carousel

Subjects	Art	Drama	Music
Hours per Fortnight	1	1	1
Classes	9	9	9

Option Subjects at KS4

GCSE qualifications	GCSE qualifications	Vocational Qualifications
Art Business Studies Computer Science Design Technology Drama Food & Nutrition French Geography	History Media Studies Music PE Photography Triple Science	Level 2 GCSE equivalent Cambridge National Child Development BTEC Health and Social Care Cambridge National IT Level 1: ASDAN Communications or equivalent

Year 10 & 11 (2020 – 2022)

Sets 1-5 (Maths, English & Science)		Sets 6-9 (Maths, English & Science)	
Core GCSE subjects	Hours per Fortnight	Core GCSE subjects	Hours per Fortnight
English	8	English	9
Mathematics & Statistics	10	Mathematics	9
Science	9	Science	9
RS	3	RS	3
PE	4	PE	4
Learning for Life	1	Learning for Life	1
Options	Hours per Fortnight	Options	Hours per Fortnight
Option 1 - Geography or History or French	5	Option 1 - Geography or History or French	5
Option 2	5	Option 2	5
Option 3	5	Option 3	5
Total Hours	50	Total Hours	50
Total GCSEs	9	Total GCSEs	8

Year 10 & 11 (2019 – 2021)

Sets 1-5 (Maths, English & Science)		Sets 6-9 (Maths, English & Science)	
Core GCSE subjects	Hours per Fortnight	Core GCSE subjects	Hours per Fortnight
English	8	English	9
Mathematics & Statistics	10	Mathematics	9
Science	9	Science	9
RS	3	RS	3
PE	4	PE	4
Learning for Life	1	Learning for Life	1
Options	Hours per Fortnight	Options	Hours per Fortnight
Option 1 - Geography or History or French	5	Option 1 - Geography or History or French	5
Option 2	5	Option 2	5
Option 3	5	Option 3	5
Total Hours	50	Total Hours	50
Total GCSEs	9	Total GCSEs	8

The Sixth Form

The Post-16 system of qualifications allows students to choose from a selection of routes to achieve Level 3 qualifications

Curriculum Offer for 2019/2020

Pathway 1 4 A Levels

In order to do this you will need the following:

8+ 9-6 grades at GCSE with at least a 6 in subjects you want to study including a grade 4 or above in either English Language or English Literature and Mathematics (to study either English Language, English Literature or Mathematics you will need a grade 6 in the same GCSE course)

Pathway 2 - 3 A Levels

3 A Levels or a combination of A-Levels and Extended Certificate BTECs

You will need the following:

• 6+ 9-4 grades at GCSE with at least a 6 in subjects you want to study at A-Level, including a grade 4 or above in either English Language or English Literature and Mathematics (to study either English Language, English Literature or Mathematics you will need a grade 6 in the same GCSE course)

Pathway 3

BTEC Extended Diploma Level 3 in Health and Social Care (equivalent to 3 A Levels)

You will need the following:

- 5 9-4 grades at GCSE Including a grade 4 or above in either English Language or English Literature and a 4 in Science core/additional or Biology

A Level Courses Offered at FBA

Art Biology Business Studies Chemistry BTEC Musical Theatre	Economics English Language English Literature Geography History	Law Mathematics Media Studies Music	Photography Physics Physical Education Psychology Religious Studies Sociology
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Enrichment Activities

PE – 1 hour per fortnight
Carers – 1 hour per fortnight
Extended Project Qualification – optional work experience

Appendix 2 - Curriculum Composition Cycle

Autumn Term

First half-term

- Completion of Departmental Examination review process and Department Action Plans
- Sixth form information evening for internal and external students
- Year 11 initial survey of post-16 intentions and sign up for interviews
- Completion of draft curriculum model and option booklet for KS5

Second half-term

- Y11 interviews with JDu
- Year 8 initial survey of Key Stage Four options
- Completion of draft curriculum model for KS4
- First draft of staffing needs based on initial student surveys
- Curriculum model and Option booklet completed for KS4

Spring Term

First half-term

- Sixth Form Applications Process - analysis of implications for the curriculum model
- Finalise recommendations for next academic year regarding curriculum model
- Year 8 Options Process - analysis of implications to curriculum model

Second half-term

- Completion of questionnaire for part time staff
- Final adjustments to staffing needs for forthcoming curriculum
- Start production of outline timetable

Summer Term

First half-term

- Staffing questionnaires to HoDs

Second half-term

- 1st draft of timetable published for full staff consultation
- 2nd draft of timetable published with errors corrected/amendments made