

# Bradford Forster Academy

## Curriculum Policy

### 2024-2025

Bradford Forster Academy is a faithful, collaborative, inclusive, aspirational, student-centred Academy. We have high ambitions for our students and strive to ensure that all our policies and practices enable the students to leave the Academy ready to embark on a successful future, fulfilling their own ambitions and making a positive and transformational contribution to society.

We strive to reflect our academy Christian values of hope, endurance, forgiveness, and trust whilst following our strapline of **'Everything is possible for one who believes'** (Mark 9:23)



## 1. Curriculum Aims

We aim for our curriculum at BFA to facilitate a highly effective implementation of our whole school mission.

### Our Mission

- ✦ **To empower and inspire** our students to **work hard** and make good choices based on a **strong moral purpose** developed by being part of a Christian **values-driven** community with a **high achieving** culture.
- ✦ To ensure our students **acquire valuable knowledge, skills and behaviours**, along with an appreciation of **the power that love and learning** can give them, so they can make a **positive contribution** to their community and wider society.
- ✦ To build **character, resilience, tolerance and ambition** in our young people through encouragement to **overcome barriers**, recognition of the **value of diversity** and **celebration** of their achievements.
- ✦ To **serve our community** by providing the highest quality of education and support that **removes barriers, scaffolds success** and **raises aspirations** for all.

We set high standards and have high expectations for both learning and personal development. We strive to set our children on the best path for their future, by instilling self-belief and self-confidence in what they can achieve.

We will ensure that all our students make good progress irrespective of their starting point and those young people facing disadvantage are lifted from any educational and cultural poverty experienced across our community by:

- Providing a broad and balanced curriculum for all.
- Providing a high-quality, all-round education, delivering valuable learning opportunities and experiences for all students, including those with SEND and specific talents.
- Developing levels of literacy, oracy and numeracy across all curricular areas.
- Recognising the importance of digital literacy and providing opportunities for the development of the IT skills required for life.
- Equipping students with the skills they need to function safely and responsibly in an increasingly technological world.
- Providing a range of academic, technical, and vocational courses which challenge, engage and motivate students.
- Promoting the development of good student physical and mental health and well-being.
- Ensuring equality of opportunity and develops an appreciation and respect for diversity in all its forms, whilst recognising and celebrating that which we have in common alongside that which makes us different.
- Developing cultural capital across a wide range of contexts and experiences.
- Supporting spiritual, moral, social and cultural development in an inclusive school.
- Providing enrichment opportunities and the opportunities to work with outside organisations, where external expertise will enhance the quality of education on offer.
- Providing students with an insight into how life works in our community, our city and in the wider world.

## 2. Legislation and Guidance

The policy reflects the requirements for academies to provide a broad and balanced curriculum as per the academies act 2010.

In addition, it also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disabilities Code of Practice 2014.

## 3. Roles and Responsibilities

### The Governing Body must:

- Ratify the Curriculum policy.
- Ensure that the Curriculum meets the statutory requirements.
- Monitor the impact of the Curriculum policy across the Academy.

### The Principal is responsible for:

- Nominating a Vice Principal to be responsible for developing and implementing the curriculum.
- Monitoring the work of the curriculum leaders.
- Ensuring that an appropriate curriculum is provided for different 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/carers receive information to show how much progress is being made and what is required to help them improve.
- Ensuring the governing body is advised on statutory targets enabling them to make informed decisions.

### The Vice Principal responsible for the Curriculum must:

- Ensure that the curriculum has the following characteristics: breadth; balance; relevance; differentiation; progression and continuity; coherence.
- Ensure that the curriculum meets all the statutory requirements.
- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Provide a curriculum appropriate for each student, taking account of differences in ability, aptitude and interests.
- Help students use language and number effectively.
- Help students develop personal moral values, respect for religious values and tolerance of other race's beliefs and way of life.
- Provide a curriculum which supports the Christian ethos of the academy.
- Ensure that the curriculum provides equality of access to academic experiences for all pupils.

### The Curriculum/subject Leaders:

- Ensure that the Scheme of Work and lesson plans support the Christian ethos of the academy.
- Ensure that Schemes of Work encourage progression at least in line with national standards.
- Include a variety of out of classroom experiences to enrich the experiences of the child and provide real life learning.
- Must be aware of developments within their own subject area, including new examinations, specifications and qualifications.
- Provide a suitable range of subjects within the faculty to ensure progression from KS3 to KS4.
- Must ensure that all statutory requirements are met within the Scheme of Work.

- Provide Schemes of Work which allow colleagues to develop learning experiences which begin to unlock the talent of our young people and equip them with motivation, aspiration and abilities for future work and life.
- Monitor that colleagues are working to the agreed Scheme of Work and providing appropriate lesson planning.
- Ensure that the Scheme of Work supports students in gaining the highest level of attainment and progress.

#### **Subject Teachers must:**

- Provide suitable curriculum opportunities to extend the knowledge and experiences of all students.
- Ensure that all aspects of the curriculum within their subject area are met within lessons.
- Keep up to date with developments in their subject.
- Monitor the progress of students, including preparation for examinations.
- Promote an effective learning environment.
- Extend the learning opportunities for students within and beyond the classroom.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum to best meet the needs of individual students.
- Provide exciting, stimulating and engaging lessons which encourage students to develop a love of learning.
- Design and deliver lessons which promote knowledge and understanding; mastery of intellectual, physical and interpersonal skills; develop personal qualities, values and attitudes.

#### **Parental Involvement**

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

- Requested to support students taking part in events outside of the classroom or normal school day if appropriate.
- Provided with curriculum information relevant to their child.
- Involved in the planning of progression from KS3 to KS4.
- 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 that allows learning to take place.

#### **Role of Support Services**

Appropriate support services will be called upon as and when there is a specific requirement. Co-ordination of support services will be part of the role of the Vice Principal with responsibility for Curriculum.

## **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 can build the knowledge they require, to develop new skills over time and to foster a love of learning that goes beyond the classroom. Our curriculum ensures all students can achieve and teaching is adapted to respond to the needs of all students in the classroom. Over a 50-period fortnight all student's study:

- English Language and Literature

- Mathematics
- Science
- History
- Geography
- Religious Studies
- Modern Foreign Languages (French or Spanish)
- Design Technology (graphics, Product Design, Textiles and Food and Nutrition)
- Drama
- Music
- Art
- Physical education
- Personal Development (PSHCE)
- Computing and Digital IT

### **Enrichment**

We offer a broad range of after school activities, trips and visits to allow students to continue their learning outside the classroom, in addition to this we are increasing the number of external visitors we have in school to offer learning through enrichment and develop cultural capital.

### **Reading**

Students in Year 7,8 and 9 follow our Reading Aloud programme during tutor time. Students will have reading modelled to them during these sessions in order to develop vocabulary and reading skills. Books are chosen because we believe they are brilliant stories and because students will gain cultural capital or because they provide opportunities to explore some issues around personal development.

### **Key Stage 4 Options**

During Year 9, students make informed choices about which subjects they would like to study at Key Stage 4. Options information is shared on the school website and students and parents are invited into school for the Options Evening in order to support the students to make the best option choices for them and to receive personalised help and support.

## **5. The Key Stage 4 Curriculum**

In Years 10 and 11 students study courses that offer them every opportunity to succeed and to prepare them for future learning and employment. Almost all students study 9 GCSEs or equivalent. For a small number of students, we provide a more personalised curriculum to meet their needs.

Students in Year 10 and Year 11 study the following subjects:

- GCSE English Language and GCSE English Literature
- GCSE Mathematics
- GCSE Combined Science
- Core RE
- Core PD
- Core PE

Students also choose four options, one of which must be GCSE History or GCSE Geography.

- GCSE Religious Studies
- GCSE History

- GCSE Geography
- GCSE French
- GCSE Spanish
- GCSE Product Design
- GCSE Food and Nutrition
- GCSE or BTEC Art
- GCSE Photography
- GCSE Music
- GCSE Business
- GCSE Citizenship
- BTEC Digital Information Technologies
- BTEC Health and Social Care
- Cambridge Nationals Sport Studies
- BTEC Drama

### **Work Experience**

Students in Year 10 undertake a one-week work experience followed by an in-school careers week to allow students to find out more about potential career pathways they are interested in for the future.

### **Enrichment**

We offer a broad range of after school activities, trips and visits to allow students to continue their learning outside the classroom, in addition to this we are increasing the number of external visitors we have in school to offer learning through enrichment and develop cultural capital.

### **Reading**

Students in Year 10 follow our Reading Aloud programme during tutor time. Students will have reading modelled to them during these sessions in order to develop vocabulary and reading skills. Books are chosen because we believe they are brilliant stories and because students will gain cultural capital or because they provide opportunities to explore some issues around personal development.

<b>Named Governor:</b>	Adele Humble, Chair
<b>Monitoring of the Policy:</b>	The Vice Principal: Quality of Education
<b>Reporting to:</b>	The Standards Committee
<b>Next Review Date:</b>	1/10/2025