

ASPIRE – CHALLENGE – ACHIEVE

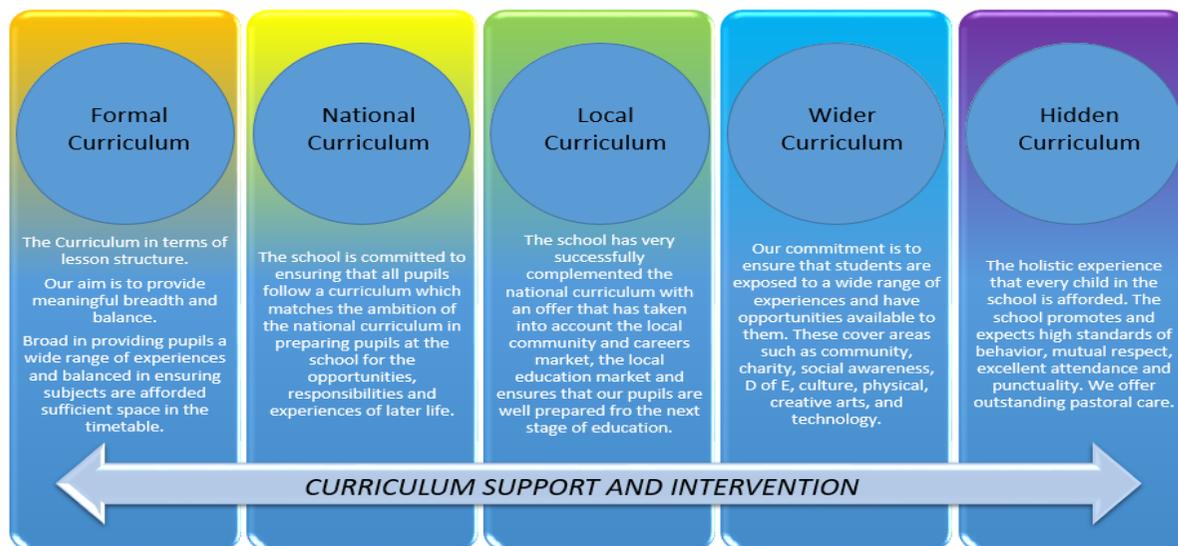
The Bourne Academy curriculum is under constant review. We make changes to what students learn across school and within subjects based on their feedback, progress and aspirations. We are immensely proud of the outcomes our students achieve through our curriculum, including their exceptional GCSE results in the core, EBacc subjects, in the technical and vocational areas and in becoming independent, hardworking and caring young people. We believe that, without exception, our students have individual talents and abilities and are committed to providing a curriculum which is broad, rich and balanced in order to meet the needs of all. We value every curriculum subject area and students are encouraged to pursue a range of subjects reflecting their own interests and aspirations. This range is appropriate to age and ability ensuring students have the opportunity to learn and make the best progress possible, with the 'Curriculum Journey' in each subject covering the content of the National Curriculum and puts high challenge, enjoyment and breadth of experience at the heart of learning.

Our curriculum firmly underpins the Trust's vision for a high performing non-selective school located within a selective area of education which aspires to be 'Outstanding' and the current curriculum is the next step on our journey towards this curriculum intent / vision:

- Key Stage 3 aims to provide a secure foundation and subsequent extension of prior knowledge, skills and understanding before broadening out into an ambitious and varied curriculum through our Year 8 'Choices' programme.
- At Key Stage 4 and 5, we are unique within the local area for offering a specialised mix of academic, technical and vocational subjects. Whether at Post-16 or Post-18, students at all levels are supported for their next stage of education, employment or training.

'Bourne Academy aims to provide a high-quality education which enriches students' ambition and love of learning and equips them with the skills, knowledge and cultural capital they need to access aspirational Post-16 & Post-18 pathways and meet the responsibilities and experiences of later life'.

In determining the Trust's vision for an outstanding curriculum we identified 5 strands of the curriculum: These five strands of the curriculum reflect our belief the curriculum is far more than just a student's experiences within lessons, but is far more holistic, reflecting the entire sum of their experiences within their school life.



Underpinning these curriculum strands is CURRICULUM INTERVENTION, which is a crucial part in our ambition for all students at Bourne Academy to **Aspire**, **Challenge** and **Achieve**; in doing so to be resilient, lifelong learners, responsible citizens and prepared for the future. Students' growth in these areas is developed across all aspects of their school experience: the formal curriculum, that matches and exceeds the ambition of the national curriculum, the wider curriculum and the 'hidden curriculum'.

This means that our curriculum in every subject and beyond is planned to ensure students leave with exceptional outcomes, both in their examinations and in their personal development. We ask every child to strive for personal excellence as well as leaving with the right qualifications to prepare them for the next stage.

The Trust's overall vision based on these 5 strands of curriculum is summarised in the diagram shown to the left.

We are very proud of the fact that students can follow an English Baccalaureate (EBacc) curriculum (Maths, English, Science, Humanities and Languages) to GCSE, however we place equally high value on the contribution that creative, vocational and technical learning areas also makes to every child's development and our approach is for every student to follow their own pathway, based on strong careers advice and high aspiration for all learners.

Less than 1% of our students go on to be not in education, employment or training (NEET). Our EBacc Average Points Score was 3.61 this year.

You can read more about how the curriculum is organised in each school year on the Curriculum Implementation pages. For a more detailed overview of the knowledge and skills taught in each discipline, please see the individual subject pages.

Beyond the Classroom: We aim to open the door to a wide range of experiences. All subjects provide additional learning contexts including; annual school productions, art events, careers fairs and high-performing sports teams in the majority of disciplines. You can find out about these on these on the subject pages and website home page.

For any more information about our Curriculum, please contact Mr Tom Martin, Executive Deputy Headteacher: MartinT@bourneacademy.org

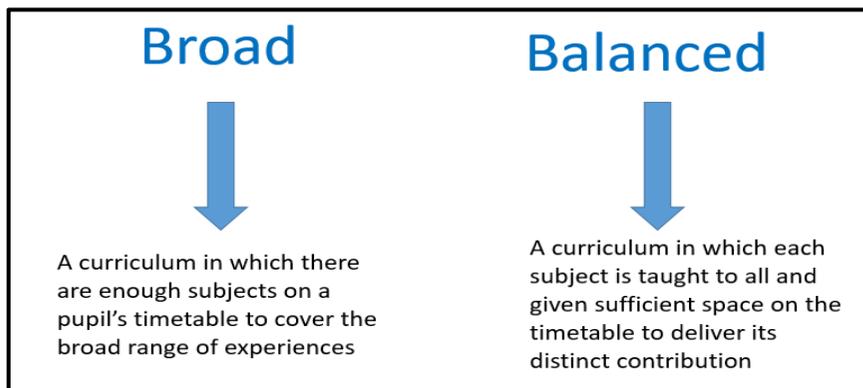
ASPIRE – CHALLENGE – ACHIEVE

At Bourne Academy we encourage students to aspire, embrace challenge and retain the knowledge, understanding and skills to '[Achieve](#)', in doing so to be resilient, lifelong learners, responsible citizens and prepared for the future. Reflecting this, our curriculum can be summarised by:

- **A cademic:** A curriculum that has a broad range of subjects, is challenging, accessible and inclusive for all, balanced with a range of enrichment and extra-curricular opportunities. A key aspect is the systematic approach to the teaching and promotion of literacy and numeracy across the curriculum to ensure that students have essential life skills, are literate & numerate, as well as being digitally literate, finically literate.
- **C hoice:** Our students' abilities are diverse and they have many talents. It is extremely important that we enable them to have wide-ranging positive learning experiences and maximise future opportunities.
- **H igh Standards:** Ambitious programmes of study ensure that our students achieve their potential in national examinations and for all students to aspire to the best future education, employment or training for their individual pathway and have an understanding of how to get there, including exploring and researching the jobs and industries they are interested in and developing the skills and qualities that are required to progress to their next stages.
- **I ntelligent Assessment:** Assessment is used not solely for summative judgement but to also inform teaching and ensure continuity and progression between Key Stages, with forensic marking by teachers to support students learning and key curriculum intervention.
- **E quipped:** A coherent programme of personal, health, social, careers and economic education that ensures students are exposed to the experiences and opportunities they need to succeed and lead a healthy lifestyle in the wider community.
- **V alues:** Promotion of high quality behaviour, both outside of lessons and behaviour for learning, with students valuing equality and diversity, demonstrating the mutual respect and understanding of those with different cultures, faiths and beliefs thus mirroring the fundamental British values of democracy, the rule of law, high standards of behaviour and individual liberty (paying particular regard to the Equalities Act, 2010).
- **E steem:** Belief in and building of students' wellbeing to develop confident, resilient and independent learners who can be proud of their achievements. Learners who are organised and independent, take pride in their work and develop their cultural capital and appreciation of culture and society beyond their own experience and learners who value how to maintain healthy relationships with others, have an understanding of how to look after their mental and physical health and wellbeing.

THE FORMAL, NATIONAL AND LOCAL CURRICULUM

The formal curriculum defines our curriculum in terms of lesson structure. Our aim is to provide meaningful breadth and balance of curriculum.



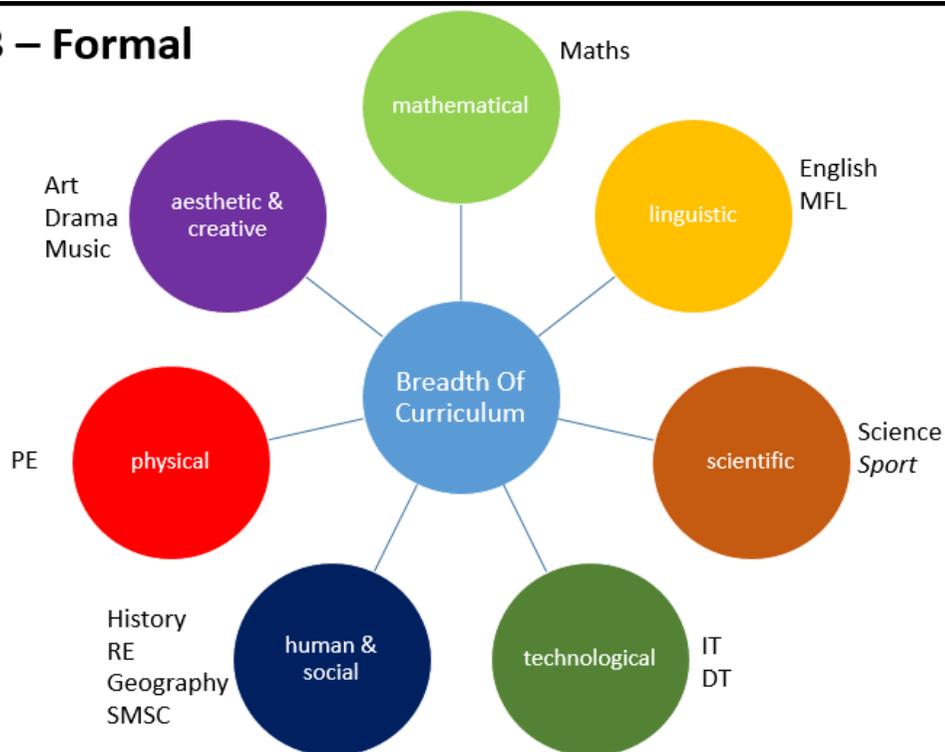
We are committed to ensuring that our curriculum matches (and exceeds) the ambition of the national curriculum in that it is:

- a curriculum that is ambitious for all pupils
- a curriculum that is coherently planned and sequenced
- a curriculum that is successfully adapted, designed and developed for pupils with SEND
- a curriculum that is broad and balanced for all pupils

We have achieved this breadth of study at Key Stage 3 through looking at the seven educational aspects of the formal curriculum.

KEY STAGE 3 CURRICULUM

Key Stage 3 – Formal Curriculum



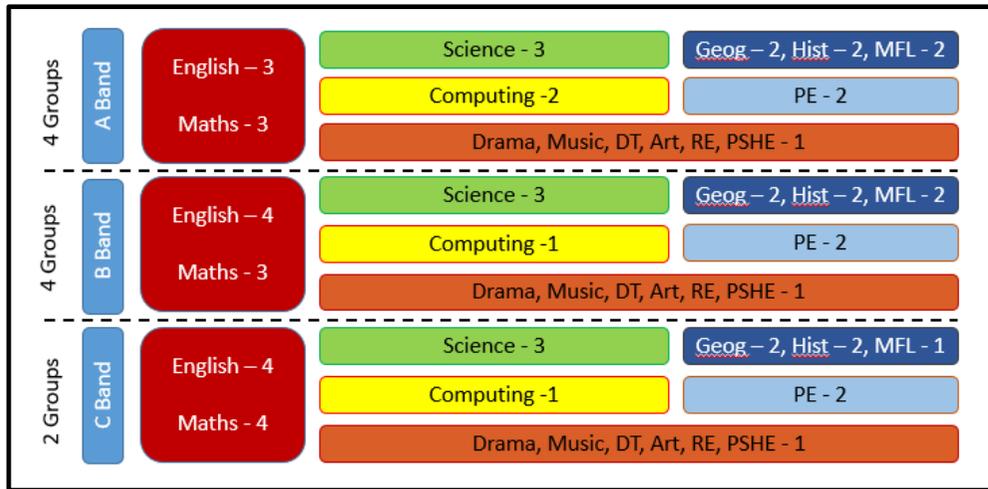
Key Stage 3 curriculum serves a clear purpose in every subject at Bourne Academy. The Curriculum Journey in each subject covers the content of the National Curriculum and puts high challenge, enjoyment and breadth of experience at the heart of learning. The learning from primary school is built upon and not repeated, and knowledge and skills are developed to prepare students for the next stage. You can see these journeys on the pages for each subject.

We are ambitious for all of our students, therefore they all study every subject regardless of ability. In Year 9 we do maximise the balance of subjects by allowing students to focus on two areas of aptitude whilst maintaining a large core of subjects including geography, history and languages for all.

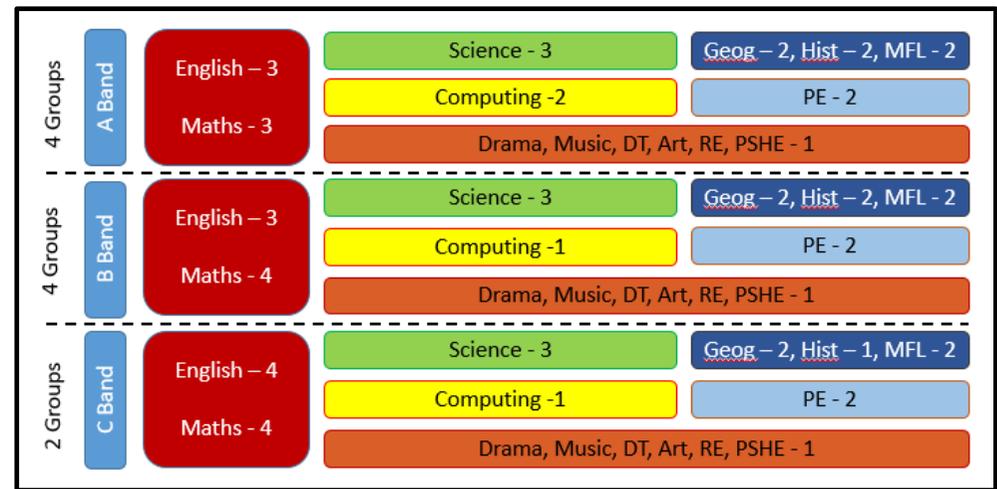
Class groups are organised into three 'bands' promoting higher expectations for all groups. Although the timetable is structured in ability bands a key feature of Bourne Academy is that students are not restricted by this and movement between teaching groups and bands is common, based on thorough assessment of progress. It is also important that we recognise students come to us with many different strengths and are not placed into the same teaching groups for all subjects.

Encouraging students to lead active and healthy lifestyles is very important to us. To this end as students rotate through the DT disciplines they cover Food both as a practical unit and a theoretical unit. The third DT discipline is a Graphic Design unit.

The balance of subjects can be seen in the weekly distribution of lessons below:



YEAR 7

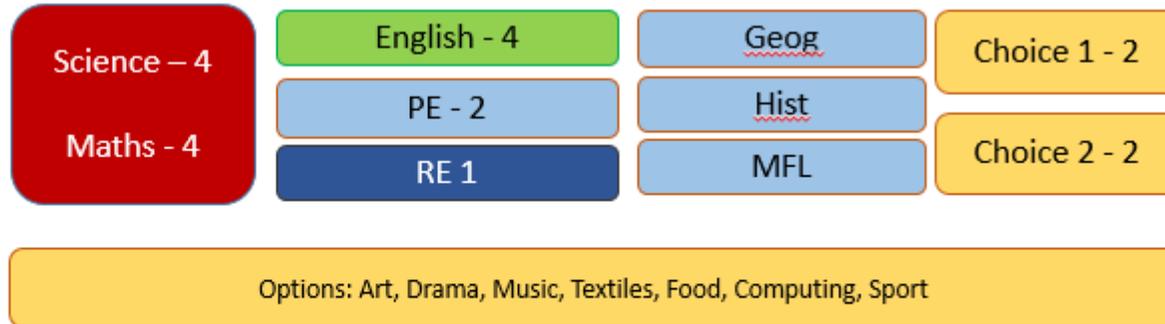


YEAR 8

Maximising Balance

As pupils progress through Key Stage 3 we aim to maximise the balance of the curriculum by affording more time for subjects to deliver their distinct contribution.

Breadth and ambition for all students are maintained through the core of the Ebacc subjects.



YEAR 9

KEY STAGE 4 CURRICULUM

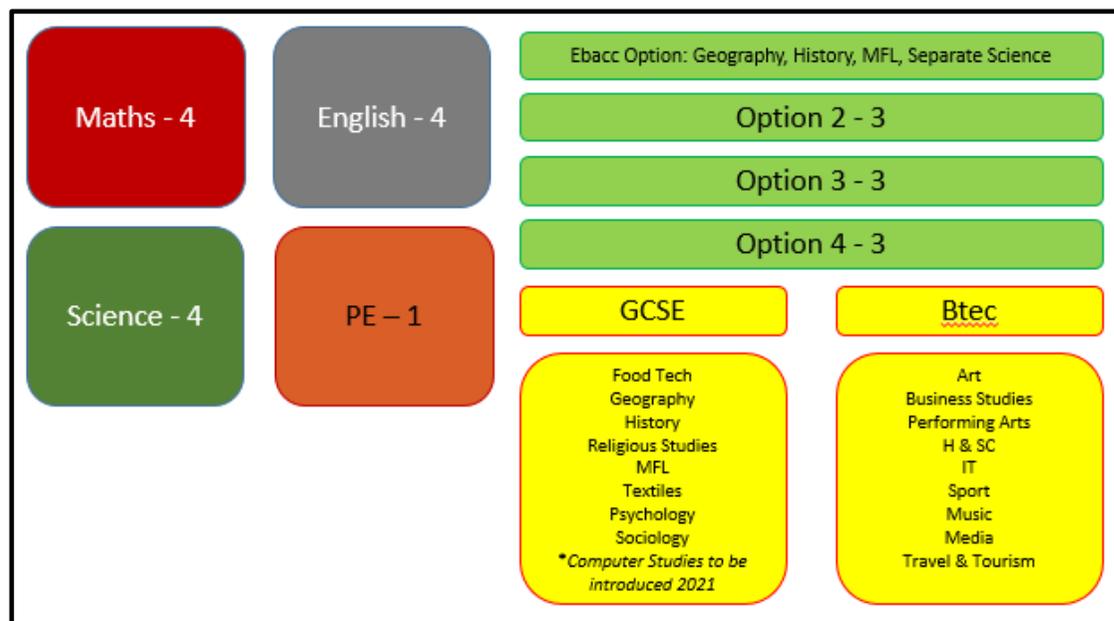
Key Stage 4: Local Curriculum

In Year 10 and 11 students are now studying for their final qualification subjects. Through the Options process, we meet the statutory national requirements and aim to provide a more bespoke curriculum for Year 10 and 11 study. For us, this means giving our students as much choice and flexibility as possible, whilst ensuring they follow examination courses that lead to positive outcomes and give them access to aspirational Post-16 opportunities at the correct level. We have paid particular regard to the local community, jobs market and further education opportunities to develop a local curriculum offer with a broad range of GCSE and vocational qualifications available. This local offer has ensured progression onto further education and beyond into successful careers for many students.

Students choose up to four Options subjects, in addition to English Language and Literature, Maths, Science (Combined or Triple) and a Humanities subject. Students are encouraged to continue to achieve the English Baccalaureate however, some students decide to follow other creative, technical or vocational qualifications and follow an alternative pathway to the EBacc, which is designed to bridge the gap into future study or employment upon leaving Bourne Academy.

Our values in designing our Key Stage 4 curriculum are:

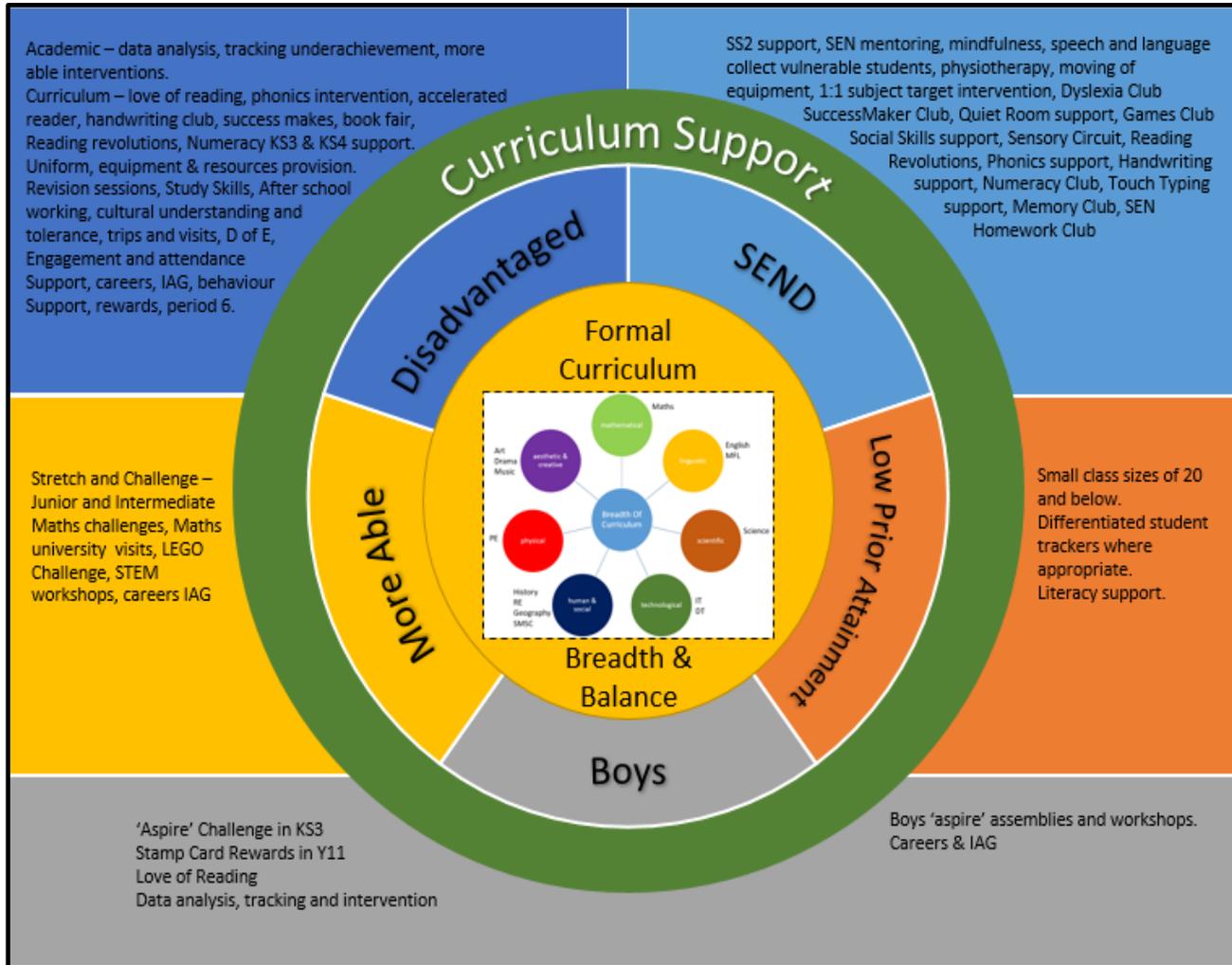
- The belief that student choice should be maximised. Students at Bourne Academy choose 4 subjects which is quite rare in education now. We believe that in order to reflect the diversity of talents that our students demonstrate the choices they have should be as wide as possible.
- Vocational subjects, including the creative and technical subjects are the equal of academic subjects. We encourage (but do not insist upon) as many students as possible to study a vocational subject.



In addition to their assessed curriculum, students' physical, religious, moral and spiritual education continues in core SMSC / PSHE sessions and PE lessons. At Key Stage 4 PSHE continues to be delivered through our daily SMSC programme delivered by tutors. This is supplemented by special PSHE days.

Additionally, in Year 11, students benefit from the addition of an offered "Period 6" curriculum intervention at the end of each day. This provides a vital opportunity for intervention in the subjects where they require more support.

CURRICULUM SUPPORT & INTERVENTION



We are highly ambitious for all of our pupils.

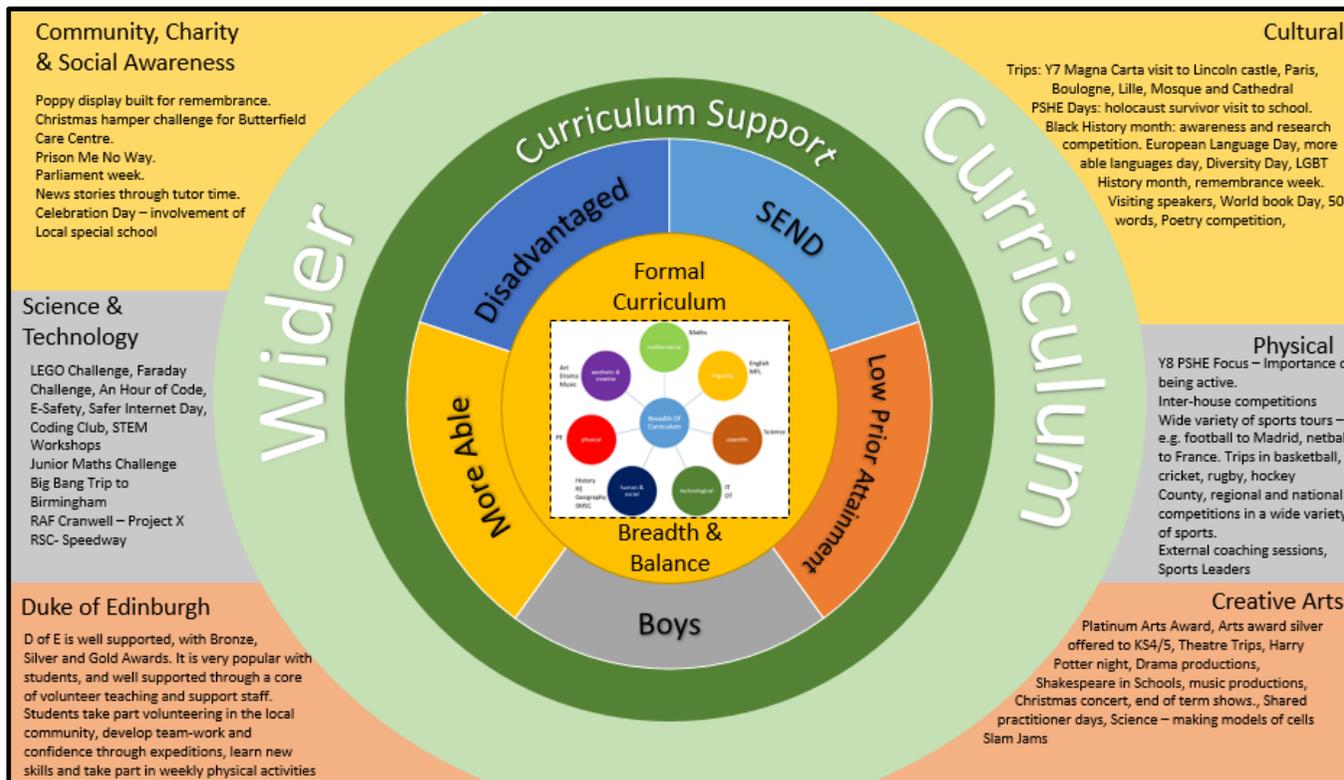
In order to help students to successfully access and enhance the formal curriculum to meet individual needs we provide 'wrap-around' support.

The aim is that all students:

- **Have high aspirations**
- **Are challenged**
- **Achieve**

This is delivered through high quality teaching and outstanding support. All students are tracked throughout their school life and receive appropriate interventions. However certain key groups of students will benefit from additional strategies of support.

THE WIDER CURRICULUM AND 'HIDDEN' CURRICULUM



Our commitment and belief is that all students, regardless of background or academic ability should be exposed to a wide range of experiences and have many and varied opportunities open to them to allow them to develop into well rounded young adults with curious minds, a passion for their own interests, and are both socially and culturally aware.

To this end Bourne Academy provides a wide range of activities, trips and other opportunities that support every aspect of the wider curriculum.

These are grouped into six categories:

- Community, Charity & Social Awareness
- Science & Technology
- Duke of Edinburgh
- Cultural
- Physical
- Creative Arts

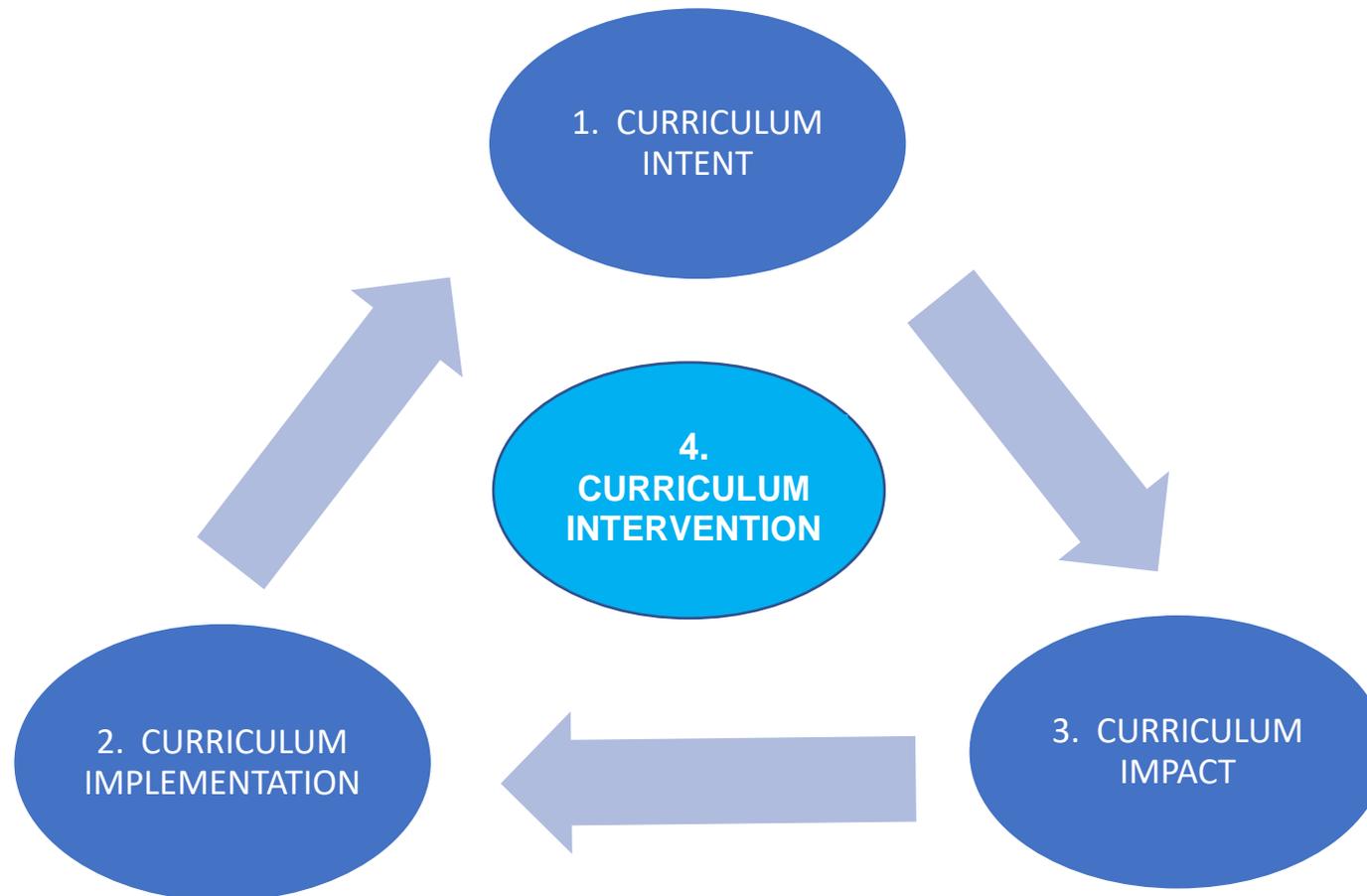
The 'Hidden' Curriculum: We recognise that a large part of a student's experience in school takes place in the 'gaps' between formal learning and in the interactions with both staff and fellow students. We promote high standards of behavior, mutual respect, excellent attendance and punctuality, mutual respect. These values are built and fostered through our interactions with students, a focus on consistency of standards (such as the four-point behavior plan), assemblies, tutorial periods, the way in which we provide feedback in a supportive manner and encourage aspiration, the high value that we place on rewarding students (reward trips, super prize draws, aspire challenge etc.). In short, we recognise that every interaction that we have with students is a part of their 'curriculum' and as such needs to fit into our core vision of **Aspire, Challenge and Achieve**.

BOURNE ACADEMY– THE 4 'I's

1. CURRIUCLUM INTENT
2. CURRICULUM IMPLEMENTATION
3. CURRIUCLUM IMPACT

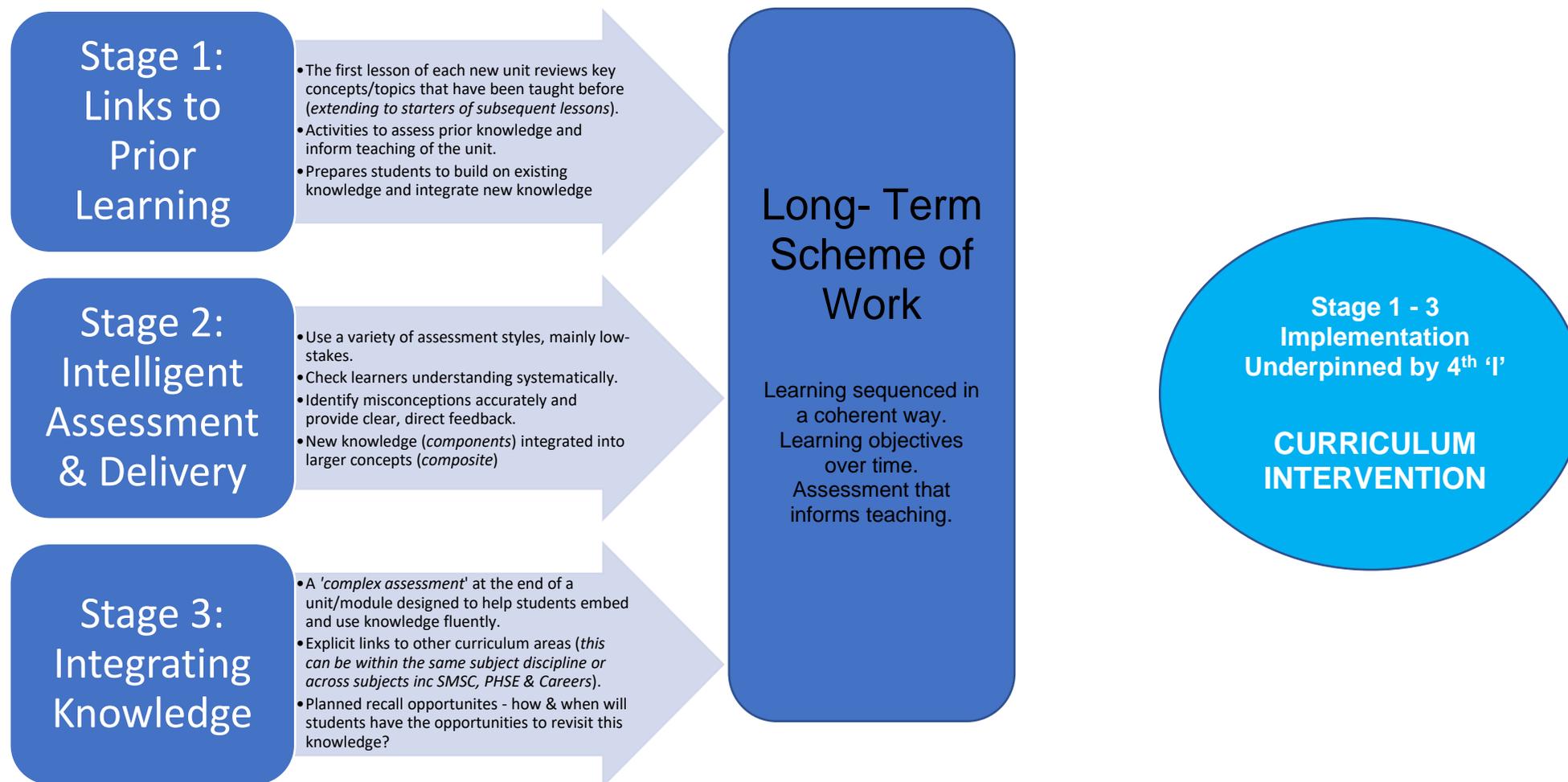
Underpinned by: 4. CURRICULUM INTERVENTION

At Bourne Academy, it is important to note that in addition to the 3 'I's identified to meet the needs of the new National Agenda, we have identified a 4th 'I', being Curriculum Intervention, which we see as being necessary to underpin our Curriculum Intent / Vision. Rather than identify key lines of enquiry for improvement, our term is one of identifying curriculum intervention, which is shared in the School Transformation Plan (STP); Department Transformation Plans (DTP) and in the Assessment Policy, i.e. particularly linked to the school our 'Forensic Marking with (sample) Key Intervention' strategy, which recognises the needs of our learners whilst supporting a reduction in workload for our teachers.



Curriculum Implementation – Structure of Long Term Learning

The whole school approach below sets out how all units of work across the school will be delivered. Teaching in all subjects is designed to help learners embed knowledge into their long term memory and to know how new knowledge links into larger concepts. Within this framework we recognise that all subjects are different and the ways in which subject disciplines are learnt will differ.



SLATrust DEEP DIVES

CURRICULUM INTENT / CONTEXT: Leaders will gather evidence according to the below plan, working with Head of Departments (HOD); teachers and students. The Department Transformation Plan (DTP) will be the starting point to gather evidence and leaders will also collect additional evidence to identify whether or not the strengths and weaknesses observed during the Deep Dives are systematic.

