

#### 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'.*

Through the three strands of our curriculum, which is underpinned by [CURRICULUM INTERVENTION](#), we aim for 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: subject lessons, tutor time, assemblies and wider curricular opportunities.

This means that our curriculum in every subject 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.

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](mailto: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:

- **[Academic](#)**: 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.
- **[Choice](#)**: 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.
- **[High 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.
- **[Intelligent 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.
- **[Equipped](#)**: 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.
- **[Values](#)**: 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).
- **[Esteem](#)**: 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.

In order to meet the needs of '[Achieve](#)', at Bourne Academy we see our greatest '[Challenge](#)' as being:

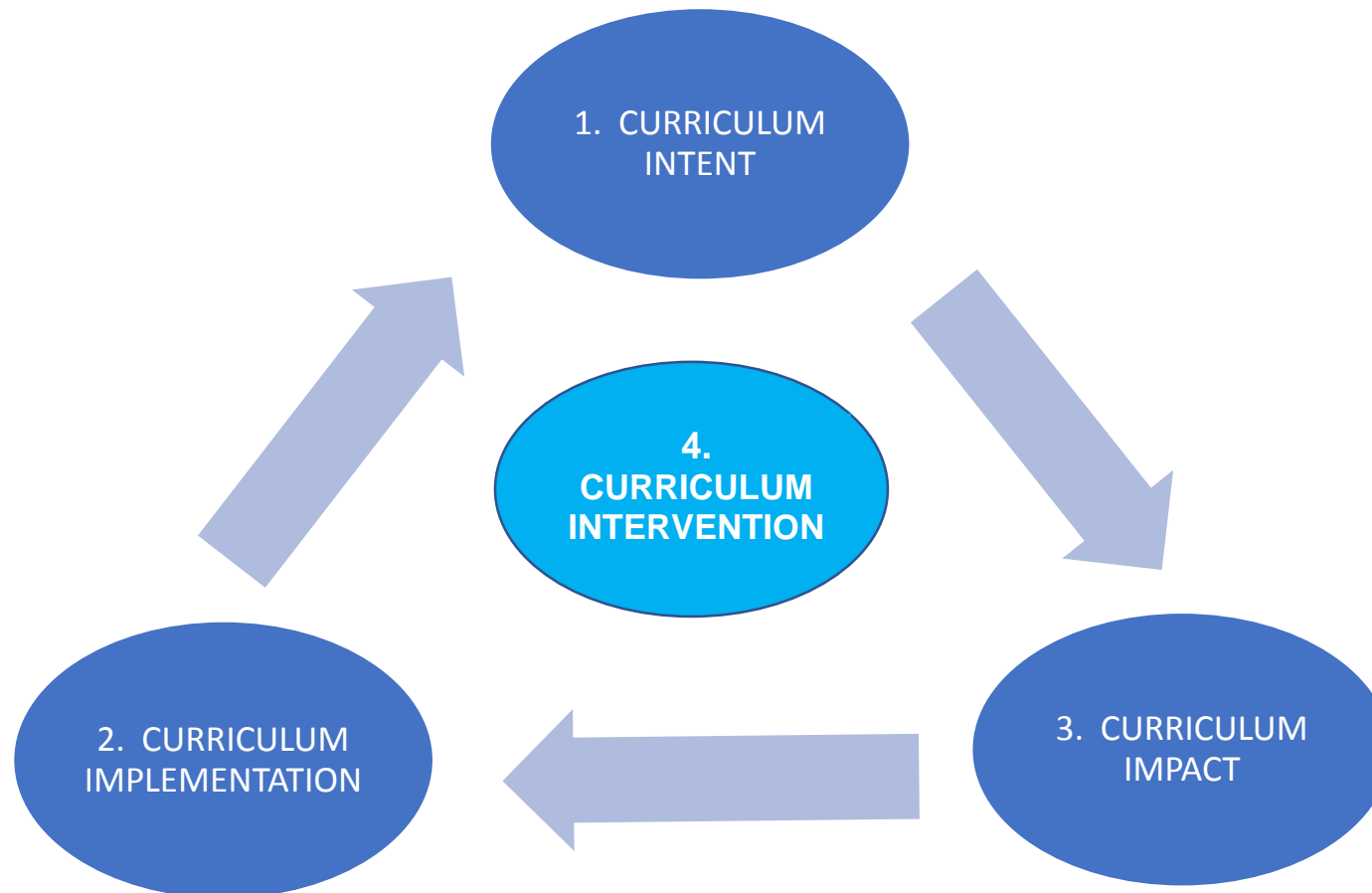
- **[Literacy Skills](#)**: Due to the context of the school, being a secondary modern, without a comprehensive student intake and the impact of the 11+ weighting on non-verbal reasoning, there is a need to continue to improve students' extended writing skills, to equip them better to more successfully complete long answer questions and to encourage our learners to be articulate in a range of contexts, by being encouraged to constantly develop a wider vocabulary, supported by reading widely.
- **[Independent Learning](#)**: At Bourne Academy there is a constant need to focus on encouraging students to learn independently, by completing homework tasks, attending curriculum intervention sessions and undertaking extended learning tasks, such as seen in the Most Able programme. We see this need as being closely linked to our raising aspiration programme which, due to the context of the school, can be a limiting factor and at Bourne Academy we see it important to work to engage the parents as well as the students.
- **[Student Wellbeing](#)**: At Bourne Academy we meet this area of focus exceptionally well, driven through our comprehensive pastoral structure. However, we recognise the need for continued focus on the wellbeing and health of our learners in order that they can 'do their best' and have aspiration for their future, whilst growing up in the increasingly challenging and complex world of being a young person in modern Britain.

## BOURNE ACADEMY– THE 4 'I's

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

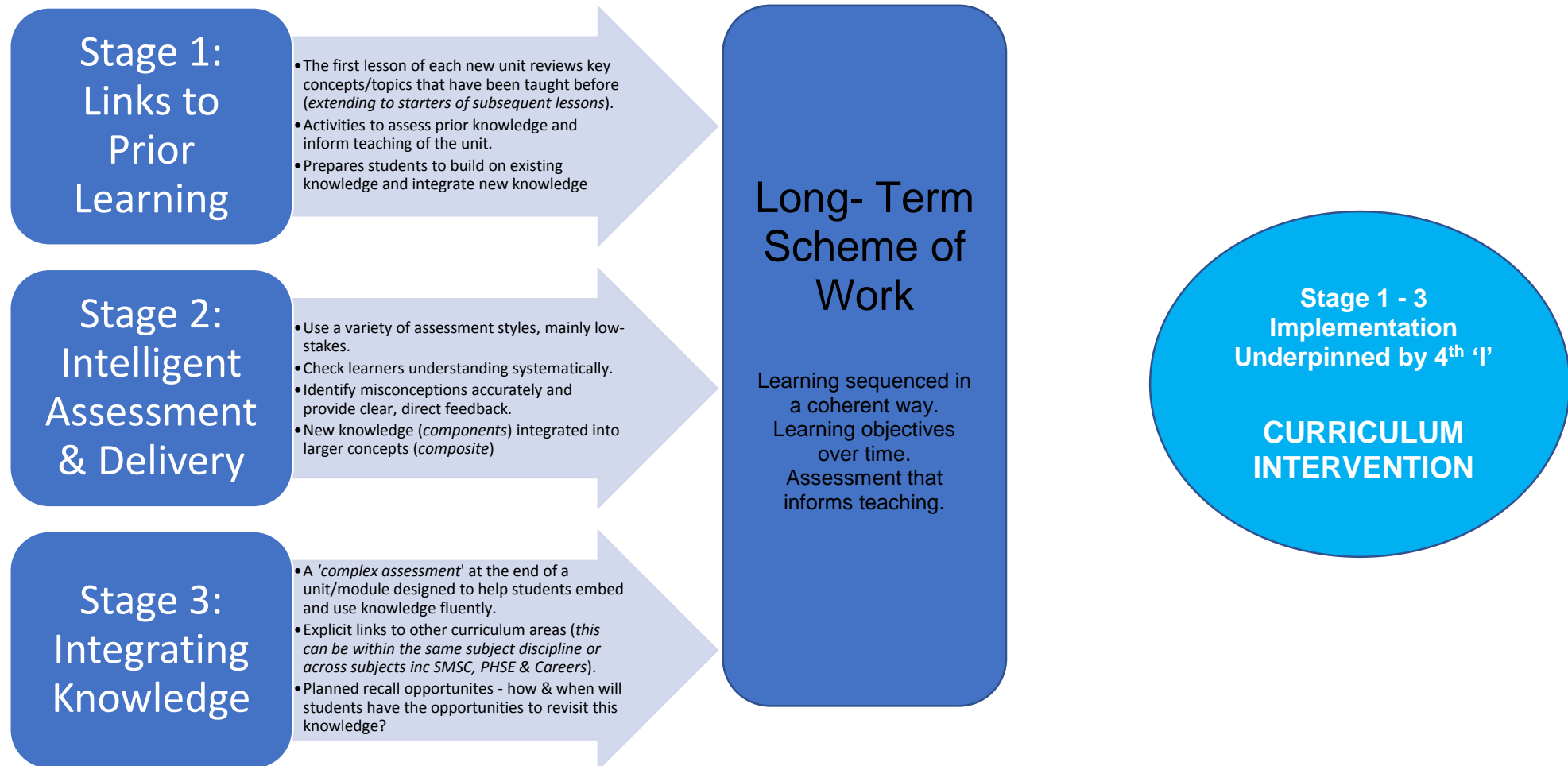
Underpinned by: 4. CURRICULUM INTERVENTION

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 4<sup>th</sup> '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.



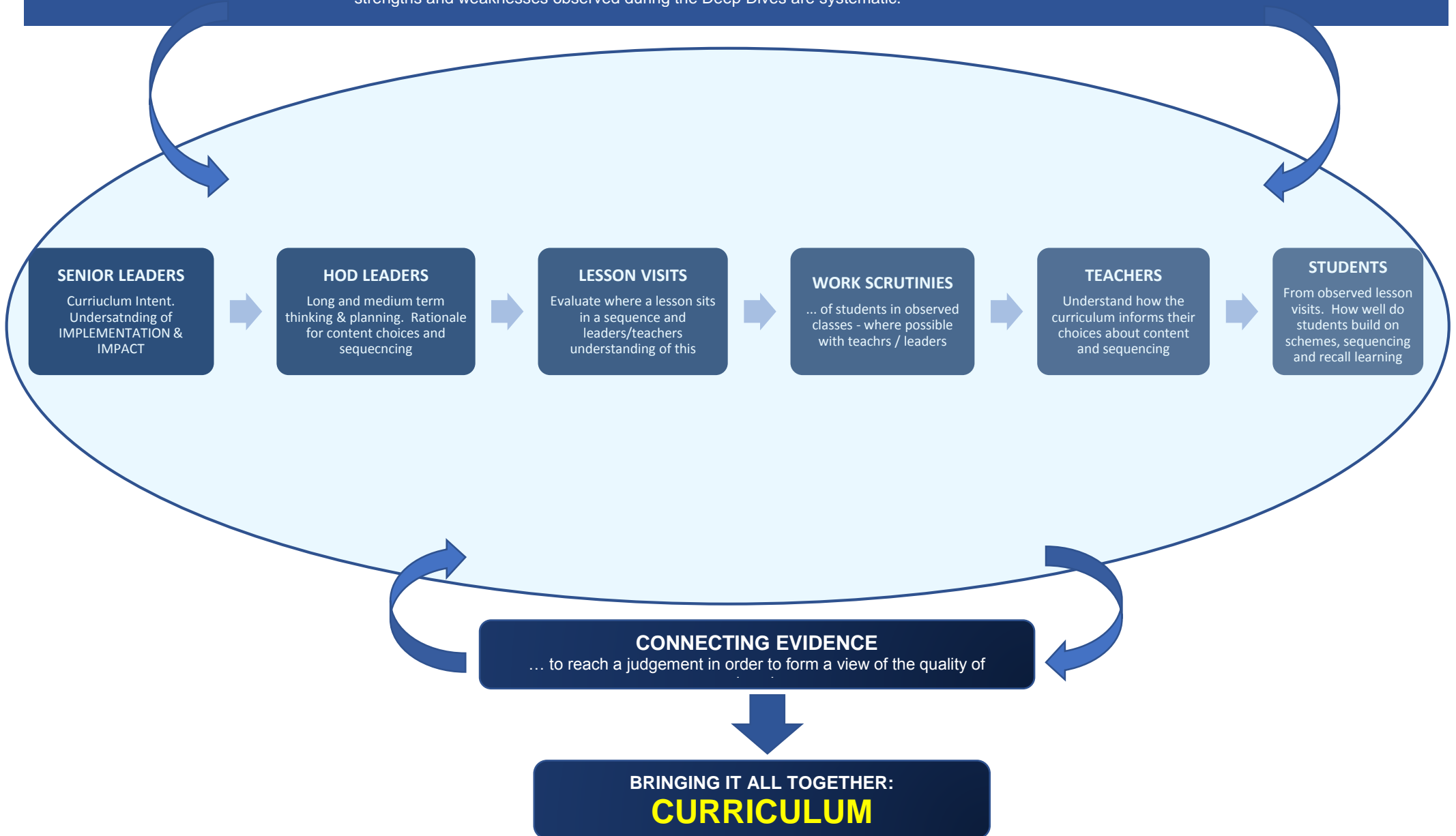
## Curriculum Implementation – Structure of Long Term Learning

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.



## Years 7 and 8

The Year 7 and 8 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.

Years 7 and 8 give all students well rounded, broad curriculum with a balance between the academic subjects, arts and sport. Alongside Maths, English, Sciences, Religious Studies and Physical Education, all Year 7 students study a broad range of non-core subjects from day one. Art, Design & Technology, Music, Drama and Computing expose students to creative, technical and vocational aspects of learning. We give balanced curriculum time to subjects in order to give students a strong foundation to pursue the English Baccalaureate as a choice at KS4. A small number of students who are “not secondary ready” with English or Maths follow an enhanced programme in place of Modern Languages. This small-group teaching aims to fill the gaps in student understanding, identified in their Maths and English lessons, in order that their literacy or numeracy are not a barrier to them accessing the rest of the curriculum.

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.

Towards the end of Year 8 students can make a selection of ‘choices’, which starts to enable them to start to make decisions about specialising in subject areas and it is at this point that students can start to begin to take responsibility for their own learning, promoting further the schools’ vision for increased focus on independent learning and raising aspiration.

Please see the curriculum plan below for Year 7 & 8:

4 Groups	A Band	English - 3 Maths - 3	Science - 3	Geog - 2, Hist - 2, IT - 2
			MFL - 2	PE - 2
			Drama, Music, DT, Art, RE, PSHE - 1	
4 Groups	B Band	English - 4 Maths - 3	Science - 3	Geog - 2, Hist - 2
			MFL - 2	PE - 2
			Drama, Music, DT, Art, IT, RE, PSHE - 1	
2 Groups	C Band	English - 4 Maths - 4	Science - 3	Geog - 2, Hist - 2
				PE - 2
			Drama, Music, DT, Art, IT, RE, PSHE - 1	

## Year 9

Year 9 is an exciting year for students as it gives them a chance to broaden their horizons and experience new subjects.

The purpose of the Year 9 curriculum is to widen student experience and ensure that students minimise what could be considered 'dead time' – e.g. continuing to be forced to learn a subject that they know for certain they will not continue with as it is an area of weakness.

This 'Choices' programme is extremely popular with students keen to try new things without the pressure of making final qualification choices.

These 'Choices' are built on a suite of subjects, covering the National Curriculum and allowing students to experience each a rea of study in greater breadth, to help inform their Options choices which take place in Spring of Year 9.

PSHE is now delivered through our very successful programme every afternoon with tutors, in which Year 9 and 10 are grouped together. In order to continue to promote active and healthy lifestyles we have maintained delivering 2 periods of core PE.

Please see the curriculum plan below:

Curriculum Plan – Years 9				
A Band	Science - 4 Maths - 4	English - 4	Geog, Hist or MFL - 2	Option 1 - 2
		PE - 2		Option 2 - 2
		RE 1	Geog, Hist or MFL - 2	Option 3 - 2
B Band	Science - 4 Maths - 4	English - 4	Geog, Hist or MFL - 2	Option 1 - 2
		PE - 2		Option 2 - 2
		RE 1	Geog, Hist or MFL - 2	Option 3 - 2
C Band	Science - 4 Maths - 4	English - 4	Geog - 2 Hist - 2	Option 1 - 2
		PE - 2		Option 2 - 2
		RE 1		Option 3 - 2
Options: Geography, History, Art, Drama, Music, Textiles, Food, MFL, IT, Sport, Media, H&SC, Business				

## Year 10 and 11

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.

Students are allocated an Options 'route' according to their ability and aspirations, and are asked to 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.

Please see the curriculum plan below:

