



BELLE VUE
GIRLS' ACADEMY

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Curriculum Policy

Reviewed by	Approved by	Date of Approval	Next Review Date
DAN	LGB	Feb 24	Feb 25

1. Curriculum Aims

The aim of our curriculum at BVGA is to facilitate highly effective implementation of

BELLE VUE
GIRLS' ACADEMY

OUR VISION, VALUES & COMMITMENT

We are committed to providing an exceptional educational experience for all, empowering our young people to become confident learners, confident communicators, and confident future citizens.

We are driven by ambition, aspiration, and excellence. We expect nothing but the best, from everyone, for everyone. We break down barriers, we tackle disadvantage, and we value and actively promote inclusion and celebrate diversity. We create an inclusive environment, in which everyone feels welcomed, supported and confident about being themselves whatever their characteristics or background. We know that education has the power to dramatically improve life chances and we take our commitment to our young people seriously. We take every measure to ensure our academy is a happy and safe place for young people to learn and grow.

Confident and empowered, our learners become happy, successful and independent young people. They are compassionate, respectful, resilient and responsible citizens, with positive personal strengths which guide their conduct. They are academically, socially, culturally and emotionally fulfilled and ready to become the leaders and change makers of tomorrow.

OUR COMMITMENT TO OUR LEARNERS

Our academy is a positive and supportive environment where all learners thrive. We have high expectations, clear boundaries and consistent routines. We work as a team to develop confident learners, confident communicators, and confident future citizens. We are committed to providing an exceptional educational experience for every student.

COMMITMENT 1	COMMITMENT 2	COMMITMENT 3	COMMITMENT 4	COMMITMENT 5
<p>Securing Excellent Attendance</p> <p>Because every student is entitled to fully access the education, opportunities and experiences school provides. No student should miss out.</p> <p>Everyday Matters</p> <p>We ensure all students and families understand that good attendance is essential for wellbeing and academic success. We apply the attendance strategy robustly and routinely and have proactive and positive relationships with families.</p>	<p>Creating a Safe, Calm, and Happy Environment</p> <p>Because every student is entitled to learn in a school which is safe and happy, where all are valued and where difference and diversity is celebrated.</p> <p>Every Interaction Matters</p> <p>We have high expectations of all, consistent routines, and positive relationships, creating a safe, happy and inclusive school environment where all can learn, achieve and be successful.</p>	<p>Delivering an Exceptional Quality of Education</p> <p>Because every student is entitled to a high-quality curriculum, consistently high-quality teaching and assessment, and feedback which supports progression.</p> <p>Every Lesson Matters</p> <p>We have an ambitious curriculum, consistently high-quality teaching, and rigorous assessment, underpinned by positive relationships and consistent routines for learning: every subject, every teacher, every student, every lesson.</p>	<p>Providing Enriching and Life-Changing Opportunities</p> <p>Because every student is entitled to a high-quality personal development, enrichment and CEIAG programme which prepares them for a successful future.</p> <p>Every Opportunity Matters</p> <p>We ensure all students access a high-quality age-appropriate personal development programme, a broad range of enrichment opportunities and personalised CEIAG guidance.</p>	<p>Developing an Exceptional Staff Team</p> <p>Because every student is entitled to learn in school where all staff, regardless of role, are fully committed to our vision to provide an exceptional quality of education for all.</p> <p>Everyone Matters</p> <p>We ensure all staff are clear about how their role contributes to delivering on our commitment. Our positive staff culture is underpinned by great relationships, professional respect, and an appreciation that when we work as a team, we have the greatest impact. Staff wellbeing is central to our approach.</p>
<p>Making the Biggest Difference: Breaking Barriers, Securing Success</p>				

the Academy Vision and Values and our Commitment to our Learners2. **Legislation and guidance**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

3. Roles and responsibilities

The Governing Body

The Governing Body is responsible for:

- Ratifying the Curriculum policy
- Ensuring that the Curriculum meets the statutory requirements
- Monitoring the impact of the Curriculum policy across the Academy

The Headteacher

The Headteacher is responsible for:

- Nominating a Deputy Headteacher to be responsible for developing and implementing the curriculum
- Ensuring that an appropriate curriculum is provided for all 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 and carers receive information to show how much progress is being made and what is required to help students improve
- Ensuring the governing body is advised on statutory targets in order to make informed decisions.

Teaching staff

The responsibilities of Faculty Leaders, Subject Leaders and subject teachers in relation to the curriculum are set out Job Descriptions.

Parents

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

- Provided with curriculum information relevant to their child via the website and home-academy communication
- Expected to attend all parent consultation events and options evenings
- Requested to support students taking part in events outside of the classroom or normal college day if appropriate
- 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 and being positive about their own potential
- Actively engage in the learning experience.
- Behave in an acceptable way which allows learning to take place

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 are able to build powerful subject knowledge, learn subject specific skills and, most importantly, develop a deep love of learning. Our curriculum focuses on achievement for all and teaching is highly personalised. Over a twenty-five hour week, all students study:

- English Language and Literature
- Maths
- Science
- History
- Geography
- Religious Studies
- Languages (French, Spanish, Urdu, Arabic or Italian)
- Design Technology (Graphics, Product Design and Textiles)
- Food and Nutrition
- Drama
- Art
- Music
- Physical Education

PSHCE

During the daily tutor period (25 minutes per day) students follow an age-related PSHCE (Personal, Social, Health and Citizenship Education) programme. Weekly year group assemblies provide time for students to deepen and reflect on their PSHCE learning.

Enrichment and Experiences

We offer a broad range of after school activities, guest speakers, trips and visits to give students the opportunity to learn beyond the classroom. More information about the range of activities on offer is available on the Enrichment page on the school website.

Reading

Reading and developing a love of reading is part of the whole school reading strategy. Students read during form time and are encouraged to attend the Hub as well as take part in school reading challenges. Reading is part of all subject class teaching, with pupils given the opportunity to develop reading skills in all disciplines.

Key Stage 4 Options

During Year 9, students are ready to make informed option choices about which subjects they would like to study at Key Stage 4. Key Stage 4 Options Information is shared on the school website and all students and parents are invited to Options Evening. To help students make the best choices for them, they receive personalised support and advice through assemblies and the PSHCE programme.

5. The Key Stage 4 Curriculum

In Years 10 and 11 students follow a personalised pathway which is appropriately challenging and carefully designed to prepare them effectively for future learning and employment. Almost all students study 9 GCSEs or equivalent, with many following the EBacc pathway. For a small number of students, we provide a more personalised ASDAN pathway. All students in Year 10 and Year 11 study the following subjects:

- GCSE English Language and GCSE English Literature – 4 Hours
- GCSE Maths – 4 Hours
- GCSE Science (Dual Award)- 4 Hours
- Core PE – 1 Hour

Students also choose four option subjects, which they study for three hours each per week. For students studying the EBacc, this must include a modern foreign language and history or geography. Art GCS Business Studies GCSE

- iMedia (ICT) Cambridge National
- Design Technology GCSE (Product Design or Graphics)
- Drama BTEC
- Film Making BTEC
- Food and Nutrition GCSE
- Geography GCSE
- Health and Social Care Cambridge National
- History GCSE
- Music BTEC
- Philosophy, Religion and Ethics GCSE

Work Experience

In Year 10 all students undertake a one-week Work Experience placement. We work hard to ensure student placements give them the opportunity to find out more about a career pathway they are interested in pursuing in the future.

Key Stage 5 Options

In the autumn term of Year 11 students begin the post-16 options process and receive quality independent advice and support to help them with these important choices. Information about post-16 options are available on the school website.

5. The Key Stage 5 Curriculum

Belle Vue Girls' Academy Sixth Form offers a wide range of A Level and Level 3 BTEC courses.

Comprehensive and up-to-date details about our Key Stage 5 curriculum are made available to all students, parents and carers on the school website.

Sixth Former students have the opportunity to extend their studies through a variety of enrichment courses and links with local universities.

A broad range of extra-curricular activities and educational visits extends and enriches the taught curriculum. The curriculum is reviewed and developed on a regular basis taking into account issues both nationally and locally, and discussions with Heads of Faculty, Subject Leaders, students, parents and Governors.