



CURRICULUM POLICY

Purpose of this statement	To detail the curriculum of Buttershaw Business & Enterprise College
Dated	November 2021
Contact	Richard Humphreys – Associate Headteacher

At Buttershaw Business and Enterprise our values are:

- **Ambition** – We set ourselves challenging goals
- **Resilience** - We give it a go
- **Courtesy** – We are polite to everyone
- **Kindness** – We show we care about those around us.



AMBITION



RESILIENCE



COURTESY



KINDNESS

1. Curriculum Aims

The aim of the curriculum at BBEC is to:

- Develop the whole child to ensure that they embody BBEC’s values, both in and out of school, by being **ambitious** and **resilient** in their work and **courteous** and **kind** in their interactions with other people.
- provide an all-round education that delivers excellent outcomes in terms of academic success, improved cultural capital and increased aspiration and **ambition** in order to counter social disadvantage.
- nurture academic habits and skills, determination, independence, **resilience**, emotional intelligence and creativity across a wide range of subjects including the arts, music, performing arts, IT, technology and sport
- foster confidence, delight, **resilience** and discipline in seeking knowledge; a buzz for learning.
- secure high levels of literacy, oracy and numeracy to enable students fully to participate in their acquisition of knowledge at BBEC and (the world) beyond
- guide students to develop morally, intellectually and creatively
- develop the whole child, ensuring students are socially aware, confident and are **courteous, kind** and compassionate to one another, thus building the skills to become good citizens.
- develop knowledge of, and pride in, Buttershaw and Bradford as well as developing **ambition** and awareness of the possibilities outside the local environment.

2. 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 deputy headteacher(s) 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 and progress 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 the achievement leaders and subject teachers in relation to the curriculum are set out in 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 information 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
- Be 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 love of learning. Our curriculum focuses on achievement for all and teaching is highly personalised. All students study:

- English Language and Literature
- Maths
- Science
- History
- Geography
- Religious Studies
- Modern Foreign Languages (French or Spanish)*
- Technology (Food and nutrition, Product Design and Textiles)
- IT



- Drama
- Art
- Music
- Physical Education

(*If a student enters Year 7 with a reading age significantly below average, they may follow an intensive reading and literacy programme and start their learning of MFL later in KS3)

PSHCE

During the tutor period (35 minutes Monday to Thursday) students follow an age-related PSHCE (Personal, Social, Health and Citizenship Education) programme. Weekly year group assemblies provide time for students to deepen their understanding of different themes and our school values.

Reading

All students in Year 7, 8 and 9 follow the BBEC Reads programme and are read to by their form tutor in tutor time. All students in Year 7 follow the Reading Plus programme, as well as some students in Year 8 and Year 9.

Key Stage 4 Options

Towards the end of 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. To help students make the best choices for them, they receive personalised support and advice

5. The Key Stage 4 Curriculum

In Years 10 and 11 students follow a pathway which is appropriately challenging and designed to prepare them effectively for future learning and employment. Almost all students study 9 GCSEs or equivalent, with over 30% following the EBacc pathway.

The school follows a two-week timetable, 25 hours per week totalling 50 hours plus 8x35-minute sessions of PSHCE over the fortnight, All students in Year 10 and Year 11 study the following subjects:

	Year 10	Year 11
GCSE English Language & GCSE English Literature	8 hours	9 hours
GCSE Maths	8 hours	8 hours
GCSE Science Trilogy (Dual Award)	9 hours	9 hours
Core PE (non-GCSE)	4 hours	3 hours
Core RE (non-GCSE)	1 hour	1 hour
Either GCSE Geography or GCSE History	5 hours	5 hours

Students also choose three option subjects, which they study for 5 hours over the two weeks:

- Art GCSE
- Art BTEC
- Art Textiles GCSE
- Business Studies GCSE
- Designing the Built Environment WJEC Vocational Award
- Digital IT BTEC
- Enterprise BTEC
- Food and Nutrition GCSE
- Health and Social Care BTEC
- Music BTEC
- Performing Arts: Acting BTEC



- Performing Arts: Dance BTEC
- Photography GCSE
- Product Design 3D GCSE
- Religious Studies GCSE
- Sport BTEC
- Travel and Tourism BTEC

PSHCE

During the tutor period (35 minutes Monday to Thursday) students follow an age-related PSHCE (Personal, Social, Health and Citizenship Education) programme. Weekly year group assemblies provide time for students to deepen their understanding of different themes and our school values.

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.

Named Governor:	
Monitoring of the Policy:	Richard Humphreys
Reporting to:	
Date of submission:	November 2021
Next Review Date:	November 2022