



Cabot
Learning
Federation



Curriculum Policy

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1 Introductory Statement

Bristol Metropolitan Academy commits to a curriculum that meets the following criteria:

1. Starting point:

- to provide a diet which suits the generic and specific needs of the cohort at Bristol Met;
- to create a platform on which the aspirational targets for student performance can best be achieved;
- to position the Academy so that it can best meet national benchmarks and standards;
- to establish a broad curriculum offer, which is well-placed to adapt to any national, local or esoteric agenda;
- to formalise structures designed to support improved study skills, enrichment and independent learning;
- to ensure that the quality of teaching is on a journey of constant improvement.

2 Curriculum Design Drivers:

The curriculum should enable all students in all years to make rapid and sustained progress between Key Stages 2 and 4, culminating in the attainment of outstanding outcomes, which rival the best in the UK.

- Students should feel inspired, challenged and engaged by the curriculum. They should be able to articulate what they are learning and why.
- Students and Programme Leaders should be co-creators of the curriculum. The curriculum should be clearly communicated and understood by students and parents; it should be coherent, appropriate, personalised, diverse and challenging.
- The curriculum should respond to the cohort profile and achievement data in all years. For example, the Year 7 curriculum should build on the successful practice of primary schools and utilise these practices in order to maintain progress from Key stage 2 to 3. The options available in Key Stage 4 should allow all students to be challenged, engaged and successful.
- Students arrive with varying levels of literacy and numeracy; for some this requires early regular intervention to raise their level in order to access the curriculum, for others this requires a higher level of challenge to attain the highest levels.
- The curriculum will develop independent learning skills, deeper learning and engagement
- The curriculum should allow students the time and space to develop their skills in a range of subjects while ensuring depth of learning as opposed to 'skimming' over a series of topics.

3 Guiding Principles:

The principles which underpin the curriculum at Bristol Met are:

- Ensuring the students attain well in English and maths by the end of Key Stage 4. Ultimately the Academy's core aim is to support all students attain well in 8 or more subjects, maximising their progress from starting point;
- Personalisation of the provision for individual students, breaking free as much as possible from traditional barriers linked to age or logistical convenience;
- Intervention motivated specifically by the drive to raise attainment is fine-tuned and highly-bespoke;
- Personalisation motivated by the drive to raise achievement is progressively increased;
- There is fair access to relevant and engaging courses which equip students well both now and in the next stage of their development;

- The curriculum offer is attractive and improves the Academy profile, thus securing student numbers on roll;
- The Academy constantly strives to develop courses which will be attractive to Bristol Met students and also to students based at centres which are in partnership within the CLF;
- The curriculum offer reflects the background, interests and aspirations of the cohort and context of Bristol Met;
- The curriculum promotes, values and champions diversity and equality through its design and resource selection to engender a stronger sense of belonging and inclusion;
- Students are taught to a high standards and held to high expectations.

The curriculum at Bristol Met should be designed in such a way:

- To allow increased organisational flexibility thus supporting and making possible a more personalised curriculum for students;
- To establish and facilitate the concept of the student as the 'expert', encouraging students to develop a depth of understanding in areas of strength which match and surpass the levels achieved by adults within the academy and beyond;
- To include discrete and embedded literacy and numeracy, delivered both by specialists and as elements integrated into all schemes of learning;
- To increase student motivation and engagement by enabling students to gain accreditation earlier in their school career and on an on-going basis;
- To maximise opportunities for students to achieve and attain, particularly in the core subjects of English, maths, Science;
- To enable greater collaboration with partner centres and agencies;
- To observe and develop strategies for raising attainment in English and maths that work across the CLF.

4 Curriculum Offer:

The subject curriculum is owned and designed by Programme Leaders / subject specialists. Lines of accountability are established for PLs, via Associate Assistant Principals and Core SLT.

When one considers the curriculum in its broader sense, the design of the timetable is but one element of the process that takes place to ensure the best learning experience for students. It is also key that the design of the curriculum content in each subject is well developed and delivered by teachers who have high levels of competence in general teaching and a sound subject knowledge.

Throughout Key Stages 3 and 4, each student has a progress target in every subject they follow. In most cases the target will represent an end-of-year milestone on the 5-year journey of making one grade better than expected progress in the measure of Progress 8. In addition, each cohort will be subject to attainment targets which are in line with the ambitions and aspirations of the Cabot Learning Federation. Dedicated teams of staff will track students' progress in each key stage continuously across the board, ensuring that all relevant strategies are applied in order for each student to progress. Across Key Stage 3 and 4, these groups are called the Raising Achievement Teams (RATs).

At KS3, PSHE is a discreet subject taught once a week. We follow the national PSHE curriculum using the Jigsaw program and other developed resources, including the new government RSE curriculum content. At KS4, PSHE is cover in tutor time, alongside Safety Days and again follow the PSHE curriculum.

BMA Safety Days happen at least three times a year and cover a variety of PSHE and SMSC topics. The topics covered will vary depending on identified need regarding issues within the school or wider local community.

Key Stage 3 - Years 7-9

Students study the core subjects of English, maths, science and a Modern Foreign Language.

The prior attainment and baseline data of students who have joined the Academy since 2015 indicate that, while the cohort includes more High Prior Attainers than in the past, the reading, spelling, and numerical ages are well below national averages. Our curriculum is designed to recognition that a significant proportion of the cohort need to opportunities to develop essential skills:

Literacy is not a discreet subject but one that is an essential strand across all lessons. A new literacy policy, which is currently being developed, will see additional support being put in place for students who are identified as having additional literacy needs to ensure these skills are developed, alongside a whole school initiative which looks to develop understanding and correct use of key subject specific words through a focus on literacy oracy, or speaking for writing. We will also be looking to develop a number of strategies to stretch and challenge students through reading, writing and oracy.

Met Mastery Enrichment is timetabled as part of the Academy Day in Years 7 and 8; this allows students to work in a different way – often more independently in a broader subject area that interests them. Timetabled enrichment also stimulates heightened interest in the rich and diverse after school programme.

Key Stage 4 - Years 10 and 11

The key stage 4 curriculum at BMA offers a variety of courses, including GCSE, BTEC and OCR Nationals, supporting and challenging students to make at least expected progress in all subjects and achieve the highest grades. Students should have clear pathways of learning from key stage 4 to 5 and beyond, and they are supported in achieving the grades they need.

The curriculum focuses on quality of grades rather than quantity to ensure that every student attains grades that reflect their best possible outcome. Students should complete their studies with the opportunity to progress to the best universities, further education or apprenticeships; the curriculum should equip them with the qualifications and skills to enter their chosen career path and ultimately improve their life chances.

Guided Options gives students the opportunity to pursue their preferred subjects, which are accommodated as far as reasonably possible while also ensuring they are appropriate for them. The allocation of students to subjects based on their choice is designed to maximise the best fit for each student and their achievement.

Students are encouraged to make their choices based on the information made available by subject specialists, and with the support of their parents/carers and using the expertise of teachers and other staff they work with in the school. They will study 3 option subjects for 3 periods each per week. Choices are reviewed through senior and middle leaders, to ensure the best possible chances of success for students, while also ensuring they follow a broad, balanced and compliant curriculum. There are a range of subjects to ensure students can pursue subjects they enjoy and will support their future opportunities by securing good outcomes.