

Curriculum Overview - broad and balanced



Our Key Stage Three Provision- Years 7-9

Buckler’s Mead Academy offers a broad and balanced curriculum throughout our three year Key Stage 3 underpinned by our vision and values.

| Subject (s) | Hours across the fortnight |
|---|----------------------------|
| English | 7 hours |
| Mathematics | 7 hours |
| Science | 7 hours |
| History | 3 hours |
| Geography | 3 hours |
| Modern Foreign Languages (French or German) | 4 hours |
| Creative Subjects - Art, Music and Drama | 2 hours |
| Design and Technology- Resistant Materials, Textiles and Food technology | 4 hours |
| Computing | 2 hours |
| Physical Education | 4 hours |
| Religious studies | 2 hours |
| Personal Development | 1 hour |

Students also participate in our guided reading programme, Read to Succeed, for 30 minutes a day

Assessment at KS3

At Key Stage 3, Formal Summative assessment takes place three times over the year. These are intended to assess students' knowledge and understanding of current learning as well as cumulative knowledge over the year and key stage. These lead to an equivalent GCSE grade to help track progress and inform parents. Opportunities for exam hall assessment are also calendared for all year groups. Students are also given an attitude to learning grade intended to indicate the effort, pride and standard/quality of work a student is producing in each subject.

Informal formative assessment takes place in between these assessment points through classwork and homework. Informal assessments are not graded.

After each assessment, students are given a feedback 'WWW' (What Went Well) and an EBI (Even Better If). These help the students understand where they have been successful and what they need to do to improve. Students are expected to respond to feedback in green pen and time is dedicated to re-teaching misconceptions and key concepts where appropriate.

Grades:

GCSE grades will now be used in KS3 to report attainment, instead of Levels. These GCSE grades will now be in the form of **9, 8, 7, 6, 5, 4, 3, 2 & 1**, with 9 as the highest grade, and a 5 equivalent to a high C. For students who are not yet working at GCSE Level a Foundation Level grading of F1, F2 or F3 will be awarded. F1- lowest foundation level F2- secure foundation level F3- working towards GCSE 1 grading.

We use the **- , = & +** to further divide these number grades, with **'+'** showing students who are at the 'top end' of the grade, **'='** showing students who are in the 'middle' of the grade, and **'-'** showing students who are at the 'lower end' of the grade.

Reports:

Students receive 3 Progress reports and 1 Full School Report each year containing a Tutor summary comment. Parents also have the opportunity to attend a Parents evening and Meet the Tutor Evenings. These are calendared at key points in the year to allow for dialogue to develop between teachers and parents. Staff, tutors and the Year Coordinator are also available throughout the year if issues or concerns arise.

Careers Information, Advice and Guidance

The academy endeavours to follow the CDI framework for careers, employability and enterprise education, updated following the new careers strategy published in 2018. Lessons might include what work is, salaries, budgeting, rights and responsibilities, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future and transferable skills. Activities will support the options process directly in advance of students choosing their specialised curriculum, which takes place in Year 9.

By the end of Y9, all students will have had the opportunity to:

- Be introduced to career resources such as Careerpivot to help them understand their preferences and the options open to them
- Had the opportunity to experience a higher education or vocational course at a local FE setting
- Develop their self-awareness, their strengths and weaknesses
- Receive support to make the right KS4/GCSE choices, including assemblies, parents events, meeting with senior staff at academy and the option of a careers meeting, either in a group setting or one to one

Our Key Stage Four Provision- Year 10-11

Buckler's Mead Academy offers a broad and balanced curriculum throughout Key Stage 4 (Years 10 and 11) underpinned by our vision and values. All students are given the earliest opportunity to choose subjects they wish to specialise. Since the introduction of the English baccalaureate in 2010, there has been an increased focus on 'facilitating' subjects such as History, Geography, Modern Foreign Languages and Computer Science, as well as the Core subjects of English, Maths and Science. These are seen as 'facilitating' as they are recognised by colleges, universities and employers as robust courses which help reflect the ability of the student. Students who take a range of these courses have a wider range of colleges and universities who are interested in offering them places.



At Buckler's Mead Academy, academic qualifications have always been highly valued, alongside subjects which prepare students for vocational courses and careers. The EBACC and Progress 8 now encourage all schools to offer a curriculum similar to one we have offered over the past decade. All students are encouraged to pursue a range of qualifications and opportunities, opting for EBAC subjects alongside our creative and wider offer.

| CORE OFFER | |
|--|---------|
| English | 9 hours |
| Mathematics | 9 hours |
| Combined Science | 9 hours |
| Physical Education (core) | 2 hours |
| Religious Studies/Beliefs and Values | 2 hours |
| Personal Development | 1 hour |
| EBAC OFFER | |
| French | 6 hours |
| German | |
| History | |
| Geography | |
| Computer Science | |
| CREATIVE OFFER | |
| Art | 6 hours |
| Photography | |
| Music | |
| Drama | |
| WIDER OFFER | |
| Design Technology- Resistant Materials | 6 hours |
| Engineering | |

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|--------------------------------|--|
| Food Preparation and Nutrition | |
| Business Studies | |
| Physical Education | |

Students also participate in our guided reading programme, Read to Succeed, for 30 minutes a day.

Assessment and Reporting at KS4

At Key Stage 4, assessments follow the exam curriculum and criteria. Assessment takes place three times a year. These are intended to assess students' knowledge and understanding of current learning as well as cumulative knowledge over the year and key stage. Students are also given ambitious 'targets' to work towards. These targets are for the end of Year 11. Three grades are reported; current working at grade (WAG), teacher prediction (banded e.g 4-5) and an attitude to learning grade (same as key stage three). During Pre Public exams, students will also be graded on their conduct and approach to the papers.

After each assessment, students are given diagnostic feedback to help the students understand where they have been successful and what they need to do to improve. The EBI leads to an improvement in their work.

Reports:

Students receive 3 Progress reports and 1 Full School Report each year containing a Tutor summary comment. Parents also have the opportunity to attend a Parents evening and Meet the Tutor Evenings. These are calendared at key points in the year to allow for dialogue to develop between teachers and parents. Staff, tutors and the Year Coordinator are also available throughout the year if issues or concerns arise.

Careers Information, Advice and Guidance

Students are given many opportunities to decide what to study after KS4 in tutor time, Personal Development lessons, assemblies, careers fairs, and 1-2-1 sessions with members of staff. Students will learn how to write a personal statement for post-16 applications and improve their CV following their Work experience placement, reflect on the skills they learned whilst on placement and what they would like to work on. Students will be supported to apply for courses at local colleges as well as how to search for and apply for apprenticeships. Students are entitled to appropriate guidance to meet their individual needs. All students at academy can request an appointment with the Careers Advisor. Students can be referred to the Careers Advisor by any member of staff as necessary and all students will have the opportunity to meet with the advisor at least three times (either in a group setting or one to one) throughout their time at Buckler's Mead Academy. Students are also identified for careers meetings based on need and through self-referral. Parents/carers are also welcome to attend a guidance meeting with their child by prior appointment.

By the end of Y10, all students will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV
- Experience at least one week in the workplace

- Experience a taster day in a college setting
- Attend a Careers Fair
- Learn about the different Post-16 pathways

By the end of Y11, all students will have had the opportunity to:

- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in academy and out of academy where they can speak to employers, colleges, training providers and universities
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition
- Have at least one meeting (small group or one-to-one) with the Careers Advisor.

‘Inspiring Education for All’