

Curriculum Aims and Intent

At Beacon Academy, our core values of enlighten, inspire, innovate are at the heart of everything we do. We set high expectations to ensure that every pupil excels across all aspects of academy life.

Beacon Academy's curriculum is broad and balanced and promotes the spiritual, moral, social, cultural and physical development of students, preparing them fully for the opportunities, responsibilities and experiences of adult life. Our intention is to ensure pupils make outstanding progress and that the curriculum removes any potential barriers to learning.

Beacon Academy's curriculum aims to:

-  support students to use language and number effectively;
-  enable students to acquire understanding, knowledge and skills relevant to adult life and employment in a rapidly changing world;
-  encourage all learners to have lively, enquiring minds, with the ability to question and argue rationally, to apply themselves to tasks and physical skills, foster creativity and develop essential skills for life;
-  inspire students to a commitment to lifelong learning and promote a healthy lifestyle;
-  help students develop personal moral values, respect for each other's values and tolerance of other races, religions and ways of life, by recognising what we have in common and celebrating our differences;
-  help students enjoy lessons and fulfil their potential;
-  be at the heart of our wider community seeking opportunities to collaborate in order to enrich the learning of students;
-  offer students the opportunity to acquire a range of qualifications that allow them to achieve the other aims of this policy as set out above and demonstrate the skills and knowledge they have acquired.

The intent of Beacon Academy's curriculum is articulated through the curriculum intent statement shared widely throughout the school with all stakeholders:

Beacon Academy will have a broad curriculum offer until the end of KS4 without narrowing the curriculum at the end of Y8. The academy will continue with a 3-year KS3 following the national curriculum programme of study for all statutory subjects.

The curriculum will underpin an aspirational culture for all our students by enabling all our students to complete the EBAC subjects with the opportunity to study more than one EBAC subject. Modern Foreign Languages (MFL) will be encouraged and further developed as our academy grows, MFL will not be compulsory for all, but all students will have the opportunity to study MFL at GCSE.

The academy will offer free choice of a wide range of 15 option subjects (including Engineering and Health & Social care – see below) to meet aspiration and interest.

Beacon Academy has aspirations to offer a curriculum that enables all students to have a bespoke suite of subjects built around their first-choice preferences at KS4.

Our curriculum will reflect Local Labour Market opportunities particularly in manufacturing (17.5% of all jobs) and health & social care (13.7%) without restricting the students. Our curriculum will not be exclusively tailored to LMI and will always provide routes for wider opportunities in post-16 education, employment or training.

Our intent is that all students have the basic skills required for participation in society, in particular in finance, healthy lifestyles, rule of law and understanding the role of democracy.

We aim for all students to develop as a whole person, become fully rounded young people with flexible employability skills: communication, teamwork, problem-solving, risk-taking, resilience & perseverance. These skills will be developed through a range of subjects, including wider subjects and through an extensive extra-curricular programme. In particular the academy intends to deepen students' understanding; develop long-term memory to support life-long learning.

We aim to equip the students with the agile computing skills by offering a wide variety of computing/computer science courses at KS4 to equip students for remote working, displacement of jobs, new opportunities and new careers that are created, including new ways of working.

All of our students will be entitled to choose subjects at KS4 which match their aspirations and interests. Students will not be restricted. We aim to enable students to study their chosen subjects and will provide very small classes to meet individual demand for subjects. We will offer vocational subjects which match student needs and aspirations, and through an extensive coverage of careers education advice and guidance supported by external education and training providers, we aim to equip our young people with all the tools they need for the next stage in their lives.

Through our vocational offer, we will ensure students benefit from a mastery of coursework skills (meeting deadlines and independent working techniques) and ways of presenting information in a professional way (not just an examination paper). Courses with vocational and modular examination elements will be a feature of the curriculum should the students wish to follow that method of working. This is a conscious structured element to support students' mental health, wellbeing and to support workload and work/life balance i.e. a curriculum that is built to consciously avoid weighing and measuring academic success through a suite of GCSE examinations at the end of Year 11. The curriculum intent is to reflect a more realistic way of working; one that mirrors a working life beyond the academy.

All students, particularly those in discrete groups (SEND and Pupil Premium) will have exactly the same curriculum entitlement as all students. All students in discrete groups have the same option choices and again, the intent is to work to build a curriculum that matches an individual's preferences. PP and SEND students are not allocated to restricted pathways.

Our intention is to offer high quality academic and vocational courses that serve as a basis for continuing onto higher education and to provide students with a rich curriculum that supports cultural development and provides a range of experiences. There is a commitment to offering learning experiences beyond the classroom with a focus on addressing cultural gaps that may exist in all subject areas.

