




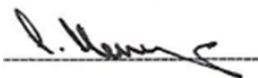
BARKING ABBEY SCHOOL Curriculum Policy

“Leaders have designed a highly ambitious curriculum for all pupils. Subject leaders have thought carefully about the curriculum content they want pupils to know and remember and the order in which it is taught.” (Ofsted 2024)

Policy Adoption

Date	Reviewed/Adopted by	Next review date	Review Frequency
30/01/25	Curriculum Achievement and Committee	January 2028	Three yearly cycle

Governors Approved

Signed	Title
	Headteacher
	Chair of Governors

Barking Abbey is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of school life. Our aim is to equip every student with the knowledge, skills and understanding they will need for a fulfilling adult life to meet the needs of a world which is rapidly changing.

The curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to offer a continually developing and coherent curriculum that builds on students' experiences in the primary phase and that supports all students in becoming successful learners, confident individuals and responsible citizens.

Aims

- To have students at the heart of all decisions and development relating to curriculum design
- To have a curriculum that is fit for purpose, offering differentiation and personalisation
- To be a centre of excellence in learning and teaching
- To prepare all students for a successful adult life in a 21st century global society
- To develop confident, articulate assertive students who are able to listen and respond to the views of others
- To foster well-rounded, empowered, resilient, independent young people.
- To nurture young people who will go out and change the world for the better
- To exceed national standards in achievement, attainment and progression
- To enable those not achieving age-related expectations, to narrow the gap and catch up with their peers
- To ensure the curriculum contributes to closing the gap for any identified cohorts
- To be committed to excellence and continuous improvement
- To value vocational and academic routes
- To nurture the talents of all and celebrate success
- To involve a range of stakeholders including parents and carers, the governors and members of the local, the wider and international communities
- To enhance opportunities through creating an inspirational learning environment where all students aspire to achieve their potential ensuring that no student is left behind.
- To raise aspirations giving students the necessary tools to explore and be who they want to be
- To encourage individuals to be adaptable, aspirational and unafraid to question and evaluate.
- To engender a sense of belonging, and a sense of pride in their school, themselves and their wider community
- To enable students to develop higher order thinking skills and be able to apply these skills as independent learner
- To ensure higher levels of literacy and numeracy skills are developed across the curriculum and are confidently deployed by all students
- To ensure students are challenged and stretched so that all achieve their potential
- To enjoy and be committed to life-long learning
- To recognise the value of learning outside of the curriculum and the contribution this makes to the overall learning experience of students

The Curriculum Outcomes

Barking Abbey's curriculum will:

- Lead to qualifications that are of worth to employers and for entry to higher level education
- Fulfil statutory requirements
- Enable students to fulfil their potential
- Meet the needs of students of all abilities
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines and requirements
- Prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond
- Help students develop lively, enquiring minds, an ability to question, to debate and argue rationally and an ability to apply themselves to challenging levels of work
- Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence
- Ensure continuity and progression within the school and between phases of education increasing students' choices during their time at school
- Foster teaching styles which will offer and encourage a variety of learning opportunities
- Ensure differentiation is a fundamental element to all planning allowing challenge and access for all
- Help students develop numeracy and literacy skills which can be applied across the curriculum
- Help students develop personal moral values, respect for religious values and tolerance of other beliefs and ways of life
- Develop students social, moral, spiritual and cultural understanding to make greater sense of the world they live in
- Support students in building confidence, a sense of belonging and resilience to extremism
- Reflect the diversity of students' experiences and develop their understanding beyond their immediate experience in order to challenge stereotyping.
- Ensure that students' social, moral, spiritual and cultural understanding is at the heart of the school's work in promoting fundamental British values and addressing prejudice and extremism by building resilience, confidence and a sense of belonging

Roles and Responsibilities

The head teacher will ensure that:

- All statutory elements of the curriculum, and those subjects which the school offers, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the curriculum is adequate and appropriate and is reviewed by governors annually
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required of them to help them improve
- The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on statutory targets in order to make informed decisions

The governing body will ensure that:

- It considers the advice of the head when approving this curriculum policy and when setting statutory and non-statutory targets
- Progress towards annual statutory targets is monitored
- It contributes to decision making about the curriculum

The Senior Leadership Team will ensure that:

- They have an oversight of curriculum structure and delivery within their key stages and line management responsibilities
- There are detailed schemes of work in place for delivery of courses within their relevant areas of responsibility
- Schemes of work are monitored and reviewed on a regular basis
- Levels of attainment and rates of progression are discussed with heads of department, heads of year and other post-holders and that actions are taken where necessary to improve these

Heads of department and other post holders will ensure that:

- Long term planning is in place for all courses. Such schemes of work will be designed to contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources
- Schemes of work encourage progression with a view to exceeding national standards
- There is consistency in terms of curriculum delivery
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment
- They keep the appropriate members of SLT informed of proposed changes to curriculum delivery or content
- All relevant information/data is shared with subject staff. This includes meeting deadlines related to exam entries, data entry on reports etc.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion
- They share best practice with other colleagues in terms of curriculum design and delivery
- They review CPD needs of their own, and of those in their departments with regard to curriculum planning and delivery within their area of responsibility

Teaching staff and learning support staff will ensure that:

- That the curriculum is implemented in accordance with this policy and departmental policy
- Keep up to date with developments in their subjects
- Have access to, and be able to interpret data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students
- Contribute to departmental evaluation and development of the curriculum for their subject
- Share and exchange information about best practice amongst their colleagues in different departments, participate in high quality professional development working with other

teachers to develop their skills in understanding the learning needs of their students and how best to plan a curriculum to address those needs and engage them

- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities

Students will:

- Be treated as partners in their learning, contributing to the design of the curriculum
- Have their individual needs addressed, both within the school and extending beyond the school through a curriculum which offers breadth, support and challenge.
- Be given additional support with their learning if they are not making expected levels of progress
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4 and 5

Parents and carers will:

- Be consulted about their children's learning and in planning their future education
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives
- Be informed about the curriculum on offer and understand the rationale behind it
- Be informed, involved and advised at transition points about the range and appropriateness of curriculum choices

Monitoring, Evaluation and Review

The governing body will receive an annual report from the head on:

- The standards reached in each subject compared with national and local benchmarks and any changes to the curriculum as a result
- The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks and any changes to the curriculum as a result
- The number of students for whom the curriculum was dis-applied, the reasons for this, the arrangements which were made and the impact of this

The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Curriculum Offer

Key Stage 3

Subject Periods	Time Allocated in Hours Per Week
English	4
Maths	4
Science	4
Art	1
Drama	1
French or Spanish	2
Geography	1
History	1
ICT	1
Music	1
PDC, Citizenship, SRE	1
Physical Education	2
Religious Education	1
Technology	1

Key Stage 4

Subjects	Time Allocated in Hours Per Week
English/English Literature	4
Maths	4
Science	4
ICT/Computer Science	2
PDC/RE/Citizenship/SRE	1
Core PE	2
3 Option Subjects	3 X 3 hours

Subjects Offered in Options	
Art or Graphic Design	History
Business Studies	Hospitality BTEC
Dance	Music
Drama	GCSE PE
Spanish	Product Design
French	Religious Studies
Geography	Sociology
Construction and Design	

Key Stage 5

Subjects Offered at A Level	
Art or Graphic Design	Geography
Biology	History
Business Studies	Computer Science
Chemistry	Mathematics
Dance	PE
Design Technology	Physics
Drama	
Economics	Psychology
English Literature	Religious Studies
Further Maths	Sociology

Subjects Offered at BTEC	
L3 BTEC Diploma Business	L3 BTEC Extended Diploma Science
L3 BTEC Extended Diploma in Business	L3 BTEC Diploma Sport and Exercise Science
L3 BTEC Extended Diploma Dance	L3 BTEC National Extended Certificate in ICT

BRAVERY - **E**XCELLENCE - **S**ELF – DISCIPLINE - **T**EAM – BA

Our aim: Here at Barking Abbey School we have one aim – for every student to be the best they can, to achieve our aim, our approach is holistic. In every child we must build self-confidence, self-belief, a sense of worth and a sense of purpose. Knowing that every child is different our warm family atmosphere cultivates a safe, secure space for everyone to flourish without fear of failure. Barking Abbey School challenges students to challenge themselves, identifying strengths they didn't know they had to build their confidence. We have created an environment where everyone feels at home and is comfortable to raise their hand and ask questions; we want every student to be curious and approach learning as a journey of discovery.

How do we do this? This is done through a combination of our *unique* '**BEST** HABITS FOR LEARNING' programme and our excellent quality of TEACHING AND LEARNING that enables our learners to explore and develop the qualities and skills to become well-rounded, exceptionally equipped individuals for the future world. Every two weeks our learners are introduced, through their tutor, teachers, and the Pastoral team, to a new habit of mind or learning characteristic. These habits are published in a parental newsletter that offers tips to help parents support their child in developing The Best Habits of mind and learning characteristics outside of school. The Best Habits for learning are used to develop characteristics surrounding our ethical values of Bravery, Excellence, Self- Discipline and Team Work.