



The Basildon Academies Curriculum

‘Success Beyond Circumstance’

Key Stage 3-5



2023-2026

2022-2025

2023-2026

**Our school vision is lived everyday:
Aspire Believe Achieve.**

Our dedicated team works together with parents, governors, and our wider community to ensure that each student develops the knowledge, skills, and independence to achieve. We believe that there **are no limits to what they can learn**. Every student has the right to the very best possible learning experiences, and everyone can succeed. **All students have the right to access the same curriculum offer**, with groupings in place to support staff with delivery and pedagogical licence.

Our curriculum aims to deliver **Cultural Capital - equity of opportunity for our young people to aspire and achieve**. No child is left behind or disadvantaged by circumstances beyond their control. We are all committed to bridging any gaps, enriching wider frames of reference, and supporting student passion for lifelong learning. **Equality, Diversity, and Inclusion are at the heart of our Academy vision and student values**.

Contextual challenge for the curriculum

Our curriculum is designed with our context in mind. East Basildon, our catchment area, suffers from significant deprivation. It is within the top 5% most deprived areas nationally. East Basildon is within the most deprived 6% of the country for income, and 13% for employment. It is within the worst 10% nationally for health and 1% for crime. Almost 90% of our students reside in East Basildon, the town's most deprived ward, living within large principally local authority built estates. Basildon is a town with low percentages of high paid jobs and small numbers of people categorised within the higher socio-economic groups.

The percentage of students known to be eligible for the Pupil Premium Grant is significantly higher than national average. Typically a year group profile ranges between 40-50% PPG. This represents the highest PPG percentage within the county of Essex. Using the Essex IDACI Deprivation Indicator, we are ranked 3 out of 74 Secondary Schools in the Local Authority (1 being the most deprived/74 least deprived). The school deprivation indicator (0.4) is significantly higher than the national average. We will support all learners in achieving high quality destinations to support their social mobility.

We have designed a curriculum with the ethos of countering these negative external influences.

Within the Academy, significant numbers of children enter KS4 below ARE in reading and maths.

Our Curriculum Intent

- ✓ "The school is determined that all pupils can access the curriculum. All pupils in KS4 now study French. The

school offers pupils a wide range of vocational courses as well as GCSE and A-Level qualifications. Pupils are prepared well for the next stage of their education or employment. Teachers skilfully adapt the curriculum for pupils with SEND so that they become increasingly confident and knowledgeable." (Ofsted 2023 BUA)

- ✓ Explicit teaching of The BA Way.
- ✓ Timetabled KS5 independent learning sessions for those on the Advanced Pathway.
- ✓ Clear skills and knowledge progression, sequenced from Years 7 – 13, providing depth and breadth across a wide range of subjects.
- ✓ Spiral curriculum planning that builds new knowledge and skills onto foundational teaching.
- ✓ Numeracy and Reading are at the heart of learning in KS3, with all curriculum leaders taking ownership of supporting these foundation skills.
- ✓ Numeracy and reading in KS4/5 build on the foundations developed in KS3 and focuses on disciplinary literacy and the transference of numerical skills.
- ✓ Contextual knowledge experiences, bespoke to our local context, designed to support cultural capital.
- ✓ Frames of reference to support high quality destinations.
- ✓ Non assessed enrichment opportunities within our core offer.

Our KS3 Offer includes: English, Reading, Maths, Science, History, Geography, Active Humanities, RE/Citizenship, French, Music & Performing Arts, Computing & Technology, Art, Catering, PE, RSHE & Enrichment. This offer builds into KS4 and KS5 pathways for students, allowing two free choice Academic and Technical qualifications, along with Statistics to support attainment in Mathematics.

Leaders have identified and created regular contextual experiences to close existing cultural capital gaps. **To enrich and extend our provision** leaders have deliberately designed the curriculum to include non-assessed elements to support contextual knowledge and skill building beyond qualifications, including:

- Enrichment
- RE/Citizenship
- RSHE delivery (inc. RSE)

The curriculum provides fair access to an EBACC entry. We are also passionate about supporting students with qualifications in languages outside of our core offer.

A whole school approach to the promotion of reading has been at the heart of Lower Academy planning since Ofsted visited (Oct 2019). All students in Year 7 & 8 study a **Reading curriculum** designed to close gaps and secure foundation skills to support students across their curriculum subjects.

The KS3 curriculum allows for students to have access to a variety of subjects, with a view to an open offer at KS4. These are valuable for building cultural capital and provide

important life skills which support our moral purpose. **All these subjects are crucial to a well-rounded learner and**

Our Curriculum Implementation

'How students access the curriculum'

- ✓ Year 7-9 learn predominantly in their own blocks, fully resourced to support a team of teachers to lead them through their KS3-4 journey – supporting them becoming experts in our students and driving curriculum change.
- ✓ Sequenced schemes of work build on students' current knowledge and skills to ensure they make good progress from their starting points (*spiral curriculums*).
- ✓ Schemes of work are mapped against Academy Objectives and Student Values, ensuring coverage across the curriculum of SMSC & EDI principles.
- ✓ Middle leaders are empowered to take ownership of their areas of responsibility within the curriculum as autonomous budget holders.
- ✓ There is an ethos of continuous improvement – curriculum plans are shared and adapted to support the learners' emerging needs at teacher and department level.
- ✓ Teachers are able to engage in a wide and varied professional development programme with Universal, Targeted and Specialist CPD implemented.
- ✓ Academy Progress Steps are embedded in KS3 across all subjects, alongside a Mastery Skill framework – developing knowledge and skill through regular feedback.
- ✓ Transition programme from KS2-3 allows for gaps in knowledge to be addressed.
- ✓ Mainstream mixed ability teaching supports a successful transition from KS2.
- ✓ Nurture lessons within the mainstream to support transition, close gaps from KS2 and prepare vulnerable students for the demands of KS4.
- ✓ Entry level certificate pathway for students identified as needing support to access level 2 grades.
- ✓ Careers Education Teams provide clear pathways for a small cohort of hard-to-reach students to achieve their potential: mainstream lessons, attending work experience placements, weekly one to one support, bespoke learning zone, non-teaching key workers.
- ✓ Wellbeing Centres implement a range of interventions to teach resilience programmes designed to combat dysregulated stress responses, allowing room for reflection and response as opposed to reaction (*TPP approach*).
- ✓ Tassomai offered for KS4 as an online revision tool to access remotely.
- ✓ Enrichment each week allows an opportunity for students to develop a relationship with a member of

therefore, have been deliberately protected to ensure engagement and passion for learning.

- staff, discussing current affairs & challenging 'Big Questions'.
- ✓ Character Curriculum at KS3 closes gaps, identified in local context, from the primary enrichment passport.
- ✓ The BA Way is explicitly embedded by means of the weekly student briefing and assemblies. Focus is on positive recognition of expectations.
- ✓ SEND provision allows EHCP students to access mainstream lessons with support where required and differentiation of key resources in Schemes of Work – all students have access to a full curriculum.
- ✓ All students in Years 7-11 access core teaching hours of languages each week, with French taken as an examination subject in KS4.
- ✓ EPQ option for KS5 students available to extend and provide gateway research into degree level study, HPQ available for KS4 Express students change to KS3. In KS5 mentoring for the EPQ will be provided after school with a designated mentor. Students in KS5 can work independently on the project in school in their non-contact times.
- ✓ Academy lesson structure provides consistent check points across the curriculum, allowing students to engage with subjects through teacher led, peer led and independent working.
- ✓ Non assessed activities delivered to ensure high quality subject knowledge and a 'no barriers' approach to pastoral support, following the RSE policy.
- ✓ All Year 10 students engage in an enrichment each day as part of their core curriculum. In Year 11, students have one enrichment a week. All students experience additional Academic Enrichment which broadens their academic frames of reference and supports our out of hours learning programme.
- ✓ Students have access to open libraries KS3 onsite, as well as an online library catalogue to encourage reading, both for pleasure and to support academic study.
- ✓ Our PP pledge removes barriers and supports the learning needs of our most socio-economically disadvantaged learners.
- ✓ The Arts are fully accessed, with bespoke curriculum time, by all students in KS3 with a full KS4 & 5 offer.
- ✓ 6th Form students have a curriculum model that supports a subject per day, allowing them to extend and stretch their skills and learn knowledge deeply – additional pastoral time can therefore be given to enrichment activities to support high quality post-18 destinations. This is supplemented by their bespoke daily enrichment programme.
- ✓ The promotion of reading is seen through our support of the 'Turn on the Subtitles' campaign. Learners are exposed to subtitles at all appropriate opportunities.
- ✓ All curriculum areas promote reading within their departments.
- ✓ Diversity is celebrated through suitable resources that accurately reflect the school community.

- ✓ In KS5 there is a focus on independent study. Advanced Pathway students have timetabled independent study sessions that prepare them for their next stage through developing study skills and resilience.
- ✓ Tiered mental health identification allows for the curriculum to be planned to meet the needs of all Tier 1 learners through a robust RSE programme that meets statutory requirements, giving due regard to our local context.
- ✓ Our EAL Co-ordinator support students who do not speak English as a first language, integrating them into the school community and scaffolding an immersive experience to develop their language skills rapidly.
- ✓ Additional language qualifications, including iGCSE in English as an Additional Language, are actively sought and supported for students who want them as enrichment or who are multi-lingual to support their suite of qualifications.

Our Curriculum Implementation

'How students accessed the curriculum remotely'

- ✓ Vocational Learning implemented Microsoft TEAMS as a long-term strategy to complete, submit and assess assignments – this has remained best practice.
- ✓ Our remote learning platform allowed parents and carers access to a wide range of resources to support students to complete independent study and revision, including Satchel as the starting point at the Lower Academy.
- ✓ All students continued with their full suite of qualifications, with interventions provided to support the closing of knowledge or skill gaps, if they have to learn at home.
- ✓ Bespoke tutoring using specialist providers implemented where required to support continued progress.

Ofsted November 2023

Upper Academy

"Pupils in key Stage 4 are well-prepared for their next steps. They learn about a range of careers and, like students in the sixth form, they can study a range of vocational courses".

"Teachers usually adapt work so well that pupils can access the curriculum, especially pupils with special educational needs and /or disabilities (SEND)".

"The curriculum at Basildon Upper Academy is well thought out. It is carefully planned with staff from The Basildon Lower Academy. These plans identify what pupils need to know. It breaks down this knowledge into manageable chunks so that pupils can build on previous

knowledge securely. There are frequent checks on what pupils have learnt".

"Students in the sixth form enjoy studying here. In lessons, teachers use their subject knowledge to provide a curriculum that builds students' knowledge securely. Students are taught to study and to use their time effectively".

"Pupils learn about, and understand, the importance of respecting themselves and others. The personal, social and health education (PSHE) curriculum teaches pupils how to look after their physical and mental wellbeing. Pupils meet a range of employers and representatives from further education colleges. This helps pupils to make well informed choices about their next steps".

Ofsted March 2023

Lower Academy

Leaders are ambitious for pupils and have made improvements to the curriculum. Leaders have developed a broad curriculum.

Pupils now study a wider range of subjects than they did before, such as French and music. These changes better prepare pupils to go on to study subjects that make up the English Baccalaureate.

Planning is clear in subjects across the school.

The school has a wide offer of clubs and extra-curricular activities. These include the school choir, board game clubs and a range of sports activities. Pupils are positive about the opportunities the school makes available to them, including a comprehensive before- and after-school provision.

Leaders have designed an effective approach to teach reading. Pupils benefit from dedicated reading lessons, where they read plays and novels with enthusiasm. Pupils who struggle to read are helped to become better readers through additional support. Leaders have given reading a high priority in the school and have created libraries in each block to ensure that pupils can easily access high-quality texts.

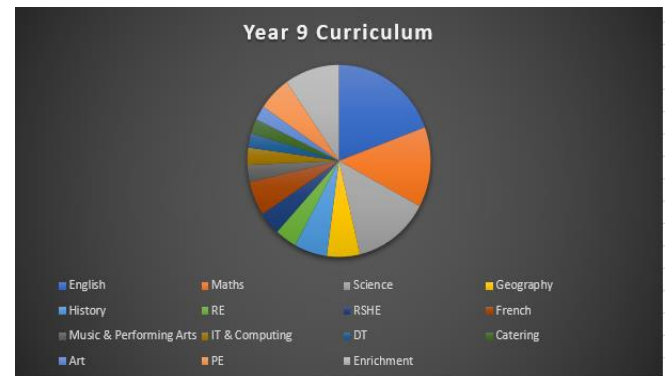
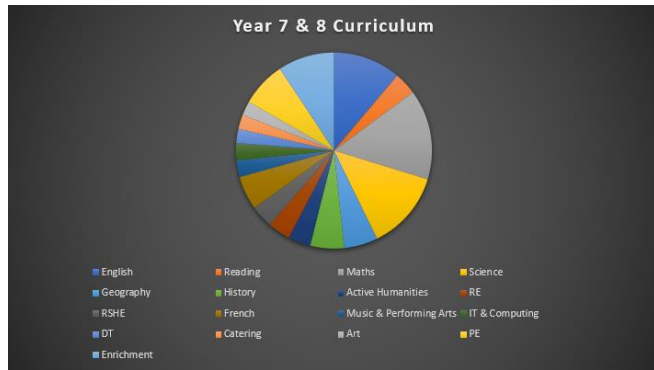
Pupils with special educational needs and/or disabilities (SEND) are supported to help them keep up with their peers. Leaders have carefully considered the needs of pupils with SEND and have designed effective support strategies for teachers and other staff to use in lessons.

Leaders have created a varied curriculum to promote pupils' personal development. This includes dedicated personal, social, health and economic education (PSHE) lessons, daily enrichment activities and weekly focuses, such as 'job of the

week.' This prepares pupils well for life beyond school, including building their knowledge of careers.

Implementation

KS3 Lower Academy 'What we teach'



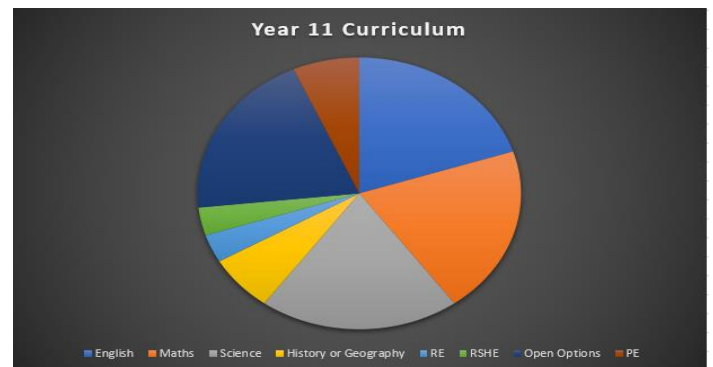
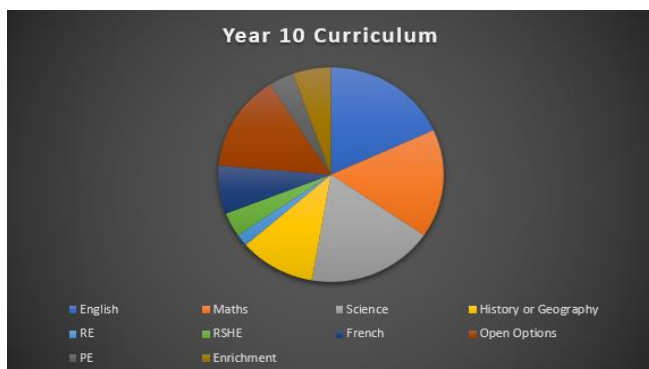
Implementation

KS4 Upper Academy 'What we teach'

Impact of the Curriculum

The impact of the KS4 curriculum is measured using the following:

- Find out fortnights
- Public examinations e.g. BTEC, GCSEs.
- Two formal assessment points that include mock examinations in Year 11.
- ELCs in English and Maths.
- Soft data – quality of lesson = better attendance and behaviour data



Implementation – KS5 Upper Academy

'What we teach'

The Academy has inclusive and innovative pathways through KS5 that offer a personalised post-16 education to the diverse range of students in our sixth form:

- **Advanced Pathway (AP):** for those of our students aspiring for a university education and or a degree apprenticeship

three A Levels are encouraged, with an option to extend study with an EPQ.

- **Engage 14-19** Pathway (EP): for those of our students who do not achieve a grade 4 in English and Maths. The programme includes Level 1/2 English and Maths, and specialist short courses aimed at enabling students to develop and enhance the knowledge and skills needed to secure employment in today's market.

Measuring Impact

The curriculum is reviewed regularly by Senior Leaders to ensure it is suitable for the needs of each cohort. This is supported by assessment data and the feedback from Middle Leaders.

Leaders regularly evaluate the curriculum in terms of intent, implementation, and impact

The impact of the KS5 curriculum is measured using the following:

- **Weekly exam questions for AP students**

- **Public examinations e.g. BTEC, A Levels.**
- **Two formal assessment points that include mock examinations in Year 13 for AP students**
- **Entry Level Certificates for EP.**
- **Destination data**

Our Academy *Self Evaluation Documents* provide a greater narrative on all the areas of impact to date.

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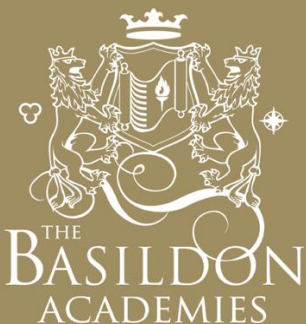
ACHIEVE

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