

## **EBN Academy 2 Curriculum Statement**

In order to deliver the vision, the EBN Academy 2 curriculum model has been designed to support students in accessing between 5-8 GCSE, BTEC and Vocational subjects alongside opportunities and programs to develop basic literacy and numeracy skills. We aim to exploit every learning opportunity so that all EBN Academy 2 students leave at the end of KS4 with best possible academic outcomes for them, in particular in English Language and Maths. The curriculum has also been designed with a range of individual student SEND needs in mind including; Autism, ADHD, ADD, OCD, ODD, Dyslexia, as well as SEMH conditions. Our Curriculum has been specifically developed around our school's vision and ethos of **"No Loss to Learning"** and **'No-One Left Behind'** alongside our school values of high expectations, honesty, tolerance and respect. It is our commitment to provide all of our students with a broad and comprehensive curriculum that opens up Post-16 Pathways and prepares them for life both inside and outside of school and beyond. Our key ambition is to deliver a curriculum that will meet the needs and aspirations of our students and provide them with a range of opportunities to flourish academically, socially and emotionally in today's society. This will be provided through ensuring purposeful learning environments and the highest expectations in terms of pupils learning, achievement, discipline and personal development which enables high quality teaching to support accelerated and learning for all students.

At EBN Academy 2, we also deliver Physical Activity, Careers, RSE and PHSE programmes that work alongside the academic curriculum to support the development of the pupil understanding of issues that impact their future plans, health and development and social and emotional wellbeing. The aim of these programmes is to deepen student understanding of the societal issues they may face and support them in removing barriers many of them face on a day-to-day basis both in and outside of school.

### **Curriculum Intent**

- To design and deliver a curriculum that is fully inclusive, autonomous and flexible in order to meet the individual needs of students with SEND and SEMH providing them with the opportunity to achieve up to 7-8 GCSE/BTEC Qualification.
- Provide an engaging, inspiring and challenging curriculum, which will develop pupils' skills to the very best of their ability in Mathematics/numeracy and English/literacy and across other areas of the curriculum.
- The curriculum is delivered by passionate and skilled teachers.
- A curriculum that imparts knowledge and develops skills, building on previous learning to ensure both are embedded.
- prepares pupils for the next stage of their education and for life in modern Britain
- Provide opportunities to build character, develop high expectation and resilience and embed values of honesty, tolerance and respect to enable pupils to reach their full potential academically, socially, physically and mentally in preparation for the responsibilities and experiences of life.
- Increase student attendance and enjoyment of learning.
- Deliver a personal development curriculum that works to remove the social, emotional and educational barriers many of our young people face on a day-to-day basis and to educate them on the challenges of modern day society
- Work closely with disaffected students to reengage them in their education.
- Where appropriate provide opportunities to develop quality work experience and work-related skills.

**EBN Academy 2 Curriculum:**

<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>
<p><b><u>Core</u></b>                      English                      Maths                      Science                      Geography                      RE                      Physical Activities                      PHSE                      RSE</p>	<p><b><u>Core</u></b>                      GCSE English                      GCSE Maths                      GCSE Double Award Science or ELC                      Science                      GCSE Geography                      GCSE RE                      Physical Activities                      PHSE                      RSE</p> <p><b><u>Options</u></b>                      BTEC Public Services                      BTEC Health and Social Care                      GCSE Citizenship</p>	<p><b><u>Core</u></b>                      GCSE English                      GCSE Maths                      GCSE Double Award Science or ELC                      Science                      GCSE Geography                      GCSE RE                      PHSE</p> <p><b><u>Options</u></b>                      BTEC Public Services                      GCSE English Literature                      GCSE Statistics                      GCSE Citizenship</p>

**Implementation**

- Staff design creative SOWs that work to promote interest, challenge and meet the needs of all students
- Individual subject SOW’s will be sequenced in way that ensure the development of knowledge over time through re-visiting and building on previous learning and providing opportunities to deepen knowledge in all subject areas.
- Individual SOW’s will, where possible, be sequenced against other subject areas to allow for cross-curricular learning opportunities to be maximised
- Staff teach using the Backwards Teaching Methodology which includes finding students individual starting points, promoting high expectations, personal best achievement for all, finding proof of learning, Demystifying the learning journey for students and providing challenge and feedback.
- Staff carry out effective assessment processes (daily/weekly/half termly/termly) in order to assess learning to close gaps, address any misconceptions and provide mastery opportunities for students
- Pupil review meetings are carried out to monitor and measure all steps of progress.
- Data is used to inform planning and develop interventions.
- Commissioners carry out Quality Assurance visits and share finding with Senior Leaders.
- Data is used to identify any gaps or weaknesses and individualised interventions are put in place to enable students to meet progress and attainment targets.
- Qualitative and quantitative data used effectively to develop quality of education
- Pupil voice – questionnaires, and curriculum reviews are used to review the effectiveness of the curriculum and drive curriculum development to plan and develop outstanding curriculum.
- All staff access quality inhouse and external CPD training to develop quality of teaching and learning.
- Quality Assurance processes continuously monitor and measure the effectiveness of the school curriculum and quality of teaching
- Staff use individual student provision plans to plan lesson using a range of differentiation methods to meet individual student learning and behaviour needs and stretch and challenge all students and to ensure all students have full access to the curriculum.
- Subject Leaders and SLT monitoring staff performance termly through lesson visits, observations, scrutiny of work, data analysis, pupil interviews and questionnaires.

## **Impact**

- Student achieve a wide range of quality nationally recognised qualifications.
- Students achieve purposeful qualifications that lead to positive post 16 destinations.
- Transition data shows the majority of students enrolling and attending relevant and appropriately levelled post-16 courses with minimal number of NEET students
- Students reaching individual attainment targets/and progress from baseline targets, in particular in English, Maths and Science, each termly and annually
- Positive Behaviour and attitude to learning data (consequences and rewards)
- Student and Parent voice responses show positive impact of curriculum and teaching.
- Case studies for students and individual student testimony about the impact attending an EBN Academy has had on their education, progress and achievement
- High quality teaching and learning ratified by internal scrutiny and external review and moderation
- Students who are proud of their achievements and recognise the importance of education.
- Students that are able to use coping skills and resilience to manage own emotions and behaviour inside and outside of school.
- Students who are actively involved in the learning process and are able to reach aspirations and life goals.
- Students who are able to recognise small steps of progress and are able to celebrate successes.
- Students' self-esteem and self-belief is strong and they are able to move onto the next stage in life with confidence.
- Students who are able to form meaningful and trusting relationships in and outside of school.
- Students who are able to make safe life choices.
- Students who are independent and recognise their worth in today's multicultural and diverse society.