



Curriculum Statement - 2020/2021

Curriculum Intent:

At Beacon High, we have designed our curriculum so that it meets the needs of all of our students.

We have the highest of expectations but recognise that many of our young people have particular and individual needs and that expecting everyone to follow the same pathway would be to do them a serious disservice.

On entering the school, all students follow the National Curriculum and particular attention is paid to ensuring that those with poor levels of literacy and numeracy are supported in order to reach a level where they are able to access the curriculum and experience success.

At the end of Key Stage 3, whilst all students will continue to be taught their core subjects, there is the opportunity for students to choose a pathway which will further engage and inspire them. Some may choose to follow the EBacc route (core academic subjects - English, maths, a science, history or geography and a language) where, for other students, there may be a more specialist and specialised route. Guidance and support are critical in ensuring that each student follows a curriculum that will open doors for their future.

All pathways lead to recognised qualifications and our work-related curriculum is planned to help students understand the relevance of what they are learning and allow them to possess skills, knowledge and attitudes they can take to any work situation.

In addition to the formal curriculum, we expect all of our students to be engaged in learning beyond the classroom. Participation is mapped and monitored to encourage everyone to engage with the extensive programme. During their time at Beacon High, there will also be planned opportunities for students to develop their confidence, to speak in public and to build their resilience.

Covid -19 Please also read this statement in conjunction with the Teaching and Learning - Remote Learning Policy. All learners will have access to a Chromebook by October 2020.

All learning across the curriculum, and from September 2020, will be uploaded onto students' individual Google Classrooms as a part of students' day to day learning experience. This will enable students to access their learning using their ChromeBooks whether in school or at home.

The uploaded resources are to include:

- Teaching PowerPoints/teaching videos (where applicable)
- All resources including 'text book' learning scanned or saved as a PDF
- Supplementary revision resources e.g. Personalised Learning Checklists, Knowledge Organisers, Exam Review sheets etc.
- Audio/visual resources and links e.g. Youtube, MathsWatch and GCSEPod videos.
- Examples of model answers

Teachers will therefore be expected to use Google Classroom as a part of their 'teaching' and pedagogy, as far as possible.

We will embrace the opportunities that this use of technology offers while still understanding the need for students to engage with handwriting; exams require students to engage by handwriting and so writing stamina is vital in the preparation of our students for exam success.

Curriculum Implementation:

When students arrive into Year 7, they experience our transition programme which is attuned to their Primary School experience. They have their own base and their own classroom which follows the primary model. We have specialist transition teachers in core subject areas (English, Maths, Science and Humanities) who work closely with their primary colleagues across the Islington Futures Federation of Schools. Specialist subjects are also taught in specialist rooms.

For Years 8 and 9, we offer a curriculum whereby classes move around the building to each lesson. There, they are taught by a highly experienced subject specialist and for some subjects in a specialist room. We ensure that the curriculum follows statutory requirements and that students receive their entitlement to Key Stage 3 programmes of study. However, the content is delivered at the right level for the class. Students are taught in both mixed ability and setted classes; students are placed in the right class for them in order to provide stretch and challenge. If a subject is setted, movement up or down is possible and we support the progress of individuals.

The priority in Key Stage 3 is to offer a skills based curriculum which enables maximum student progress and the development of knowledge, skills and understanding in a wide range of subjects. It also prepares students for the rigours of examination based subjects in Key Stage 4.

The curriculum priorities at Key Stage 4 provide learning pathways suitable to the interests, abilities and future aspirations of our students. Students are expected to reach their aspirational and challenging targets - their academic potential - regardless of the route they follow. Through the Key Stage 4 curriculum, we aim to equip every

student with the skills and qualifications necessary for their future challenges and to enable all students to achieve at the highest level possible for them to reach their target levels in all their accredited subjects. The Key Stage 4 curriculum meets statutory requirements and is designed to be broad and balanced but flexible enough to meet the changing needs of students and respond to local and National initiatives. Our offer is therefore a carefully selected blend of academic and vocational courses which are available to all students. Only courses with a clear progression route to Post-16 are considered.

For students with more complex needs, more severe learning difficulties or very low levels of cognitive function (below NC Y1), we offer alternative courses. This curriculum offer enables the curriculum to be very specifically planned for each individual. Learning is planned in a way that meets the needs of the individual student and therefore learning of key concepts is fostered through this curriculum offer.

The Wider Curriculum:

At Beacon High, we believe in learning from experience; consequently we ensure students are able to visit many different settings and meet many different people. We take every opportunity for students to access learning which enables them to develop all of their skills, not just academically but socially and emotionally too. Some of the key opportunities are mapped in our Learning Journey (see website and newsletters for examples of our wider curriculum: <https://www.beaconhigh.org/619/overview>)

Examples of experiences we offer through our curriculum, to enrich the lives of all our students are set out below. The website and our Social Media platforms (Twitter and Instagram) will give you a host of other initiatives and programmes:

- Teachers regularly enrich their subject offer by incorporating trips and visits (for example Holocaust Memorial events in RE, Museum of London in History, taking part in inter-school sporting events, and MiSST concerts in Music, Shakespeare's Globe Theatre in English). *(Trips are currently restricted by the pandemic)*
- Teachers regularly enrich their subject offer by inviting visitors into school (for example the police, fire officers, PE instructors, peripatetic music tuition, Holocaust Survivors).
- We have introduced the LORIC character curriculum for all year groups (Leadership; Organisation; Resilience; Initiative; Communication). Students are encouraged to learn in a different way and the focus is on developing key life skills (soft skills) such as self-confidence, resilience and independence.
- As a school, we regularly enrich the curriculum through theme days (Anti-Bullying, Safer Internet, Prevent and Personal Safety) supporting National and Local annual events (Holocaust Memorial Day, World Book Day, Macmillian Coffee Mornings).



- The Beacon High curriculum provides an extensive programme of events that support the social, moral, spiritual and cultural development of our students (see SMSC link for further details) and we adhere to National requirements to teach students all about British values and SRE.
- There is a programme of clubs and interventions that we offer such as Brilliant Club; ReachOut; Deutsche Bank Mentoring; Upward Bounds; Bank of Tokyo Mentoring; Grade Booster sessions. (*Virtual mentoring is taking place during the pandemic.*)

Curriculum Impact:

- Our curriculum is broad and balanced
- It provides enjoyment, boosts self-esteem and raises aspirations
- It promotes spiritual, moral, social and cultural and character development
- It encompasses the acquisition of personal, learning and thinking skills
- It emphasises the importance of Literacy and Numeracy
- It enables students to understand the connections between different subjects
- It prepares young people for their future