

Beechwood School Curriculum Statement

At Beechwood we believe we have an absolute responsibility to ensure that the young people we serve have access to a curriculum and learning experience which expands and broadens their social, cultural, spiritual and academic perspectives. We are also determined to ensure that this curriculum enables aspiration and the strong prospect of realising this ambition. We are breaking down barriers and previously held expectations. We are ensuring that the Beechwood students of today perceive themselves highly positively, become confident in their abilities and have equality of opportunity with their peers both locally and nationally. This will be their reality because of the nurture, challenge and opportunity provided and the achievement secured within our school community.

We serve a comprehensive profile of young people from richly varied ethnic backgrounds and with varied prior attainment levels. As such, our curriculum offer (both formal and informal), the learning experience and the support available for our young people needs to be broad, balanced and comprehensive. Our young people are individuals whose unique and individual needs must be identified and met and their progress and achievements celebrated.

All our young people and our staff are required to “Try their best, to do their best, to be the best”. This core expectation has, as its touchstone, the widely shared Beechwood values of:

- we value all;
- we respect all;
- we see the good and potential in all;
- we have a strong sense of all having an entitlement to experience excellence and success;
- we are all determined to do our best, to be the best that we can be;

Our ‘Be Beechwood’ statement provides guidance as to how this can be achieved. Our role as educators and school leaders is to provide the context whereby this becomes the reality for all the young people entrusted in to our care.

**BE RESPECTFUL BE RESPECTED BE INSIGHTFUL
BE CONNECTED BE THE CHEERY FACE OF
WELCOME BE THE FRIEND YOU CAN DEPEND
ON BE DYNAMIC BE INSPIRED BE EXCITED BE
ADMIRED BE THE PERSON YOU ASPIRE TO BE
BE AN ACADEMIC SUCCESS STORY BE A
HERO BE A LEADER BE A WINNER BE A
BELIEVER BE A CREDIT TO THE SCHOOL BE
THE ONE WHO'S EXCEPTIONAL BE DEMANDING
BE COURAGEOUS BE THE IDEA THAT'S
CONTAGIOUS BE YOURSELF BE SET FREE
BE THE BEST YOU CAN BE**

Student personal development, behaviour and welfare

Ensuring a learning environment and community where our young people feel safe, supported and enabled to develop their confidence, self-belief, sense of self-worth and skills is key as this in turn will ensure that they can become active, purposeful and responsible citizens of the future. Emphasis on spiritual, moral, social and cultural education therefore needs to permeate all aspects of the formal and informal learning experience. Developing skills such as effective communication, team work, being empathetic, being resilient, being resourceful, being able to problem solve and becoming able to operate effectively as an individual without overly depending on others is also key. In light of this, our work in this area is considered vitally important and a significant priority. In addition, we intend that our PSHCE programmes, our Student Support Offer, our engagement with external providers, our pastoral system, our enrichment programme, our pedagogy, all ensure that our young people are also enabled to:

- lead fit, active healthy and safe lives;
- understand better the world in which they live, including developing a sound understanding of what constitutes British values;
- promote equality of opportunity and tolerance and acceptance;
- appreciate their worth and the worth of others with regards to relationships and sex education.

Safeguarding and Keeping Children Safe In Education is a key priority and our policy and required practice in this regard permeates all areas of our work and our young people's educational experience.

Knowledge, understanding and skills' development

We believe our young people's personal development, well-being and behaviour are inextricably intertwined with their ability to learn and achieve. We do not have a 'pastoral' and 'academic' divide. We adopt an holistic approach.

Our curriculum offer and our approach to enabling learning reflects this. We are clear that oracy, literacy and numeracy skills are vital to success. We have developed the 'Talk 4 Writing' approach to ensure that there exists a common experience for our young people across subject areas. Across, the whole of the curriculum, students need to be able to read, write, speak and listen effectively if they are to succeed. Students also need to be confident in the use of numbers, measures and problem solving. All subject areas have sign posted how they promote and develop these core oracy, literacy and numeracy skills.

When these skills are developed effectively at the start of secondary school, then students are better able to respond well to the growing demands and complexity of learning at Key Stage 4 and Key Stage 5. Within our school we are aware that many young people join us not at age-related levels of competency in these areas. We thus undertake to support them via their experiences in the classroom and additional support programmes facilitated either within departments or via the Achievement Team and SEND provision.

We are also determined to enable our young people to develop their meta-cognitive skills. We want them to become self-aware learners, able to think about their learning and how they can secure progress. We are resolved to ensuring that they become more resilient and are able to operate effectively as independent learners. Student ownership of their learning is a key goal, as is teachers adopting the roles of facilitators and enablers. Our school improvement plan (Progress Plan) has, over time, focused on securing these significant goals and continues to do so.

Assessment

Assessment is vital in ensuring that we, and our young people, know their strengths, improvement needs and the progress they are making. We have a comprehensive Assessment Policy which details the whole school approach and which also provides information about how this is adapted to make it most relevant and effective in terms of specific subject areas.

Assessment is integral to our approach to teaching and learning. It enables teachers to plan effectively to enable further learning and for leaders to have information on student attainment and progress which is also shared with parents, governors and trustees. It also enables analysis of the effectiveness of the professional practice which is taking place and whether the curriculum is fit for purpose.

Key Stage 3 – Year 7 & 8

At Key Stage 3 we are absolutely committed to all students pursuing the national curriculum and thus having a very broad and balanced subject and learning experience. There are exceptional circumstances where, if it best serves the needs of a young person, they may not pursue a Modern Foreign Language. This would be only when a child's literacy is so weak that they experience significant difficulty and require extra literacy/sometimes numeracy support and 'catch-up' provision which is of such an extent that additional curriculum time is required. Generally however, we want all students to have opportunity to explore their talents and aptitudes so that they have a rich experience, are inspired and are enabled to make informed choices at Key Stage 4.

Key Stage 4 – Years 9 to 11

To ensure engagement and achievement whilst determined to sustain a very broad and balanced offer, we moved to a three year KS4.

This development was part of our transition work from a very narrow KS4 curriculum offer to ensure that all students have access to our Ebacc curriculum and a full 'Progress 8' curriculum. Securing examination success in this broad range of subjects will ensure future opportunity. We are determined that our curriculum offer, leading to positive outcomes, will contribute towards addressing social inequality issues and break cycles of deprivation. We believe that education and educational success is life transformational and this belief drives our practice, developments and provision.

Key Stage 5

We want the vast majority of our Key Stage 4 students to be positioned to secure a place in our Sixth Form. Our Sixth Form offers predominantly Level 3 qualifications – A level and BTEC – with students therefore positioned to progress to University or Higher Level Apprenticeships. We have one Level 2

programme secure in the knowledge that the local Further Education College is best positioned to offer the varied range of vocational courses which lead to specialist employment opportunities. All of our Sixth Form students are encouraged to aim high. We ensure that students have the goal of realising aspirational targets and we encourage them to feel confident about competing for entry into Russell Group Universities and high quality apprenticeship pathways. Belief in self is strongly promoted. Hosting a large range of external speakers in school and opportunities to visit universities and business organisations reinforces this strong message.

Details about what is studied at all key stages can be found on our school's website. A summary overview of subjects offered and curriculum maps detailing what topics are studied at which stage in the academic year are to be found in the 'Curriculum' section of the website.

Careers Education and Independent Advice and Evidence

On our website we have more detail about our Careers' offer. The intention of our Careers Education is to ensure that our young people are inspired and motivated, that they are well-informed and that they understand the options they have. We want all our young people to understand how they can realise their career aspirations and ambitions. We want no limits placed on their aspirations. We want them to have a realistic understanding of what fulfilling these aspirations entails.

Our Careers and IAG is delivered via:

- our PSHCE Programme;
- tutor Time;
- visiting speakers;
- advisors and other professional and externally sourced Careers Advisors;
- participation in learning work Programmes;
- participation in local business events and activities;
- attending Careers Fairs and University Open Days;
- participation in National competitions;
- having a dedicated member of staff who is Director of Careers, IAG and Enterprise Learning;

We are determined not only to ensure that aspirations are high and realised but also all our young people have clear progression routes post KS4 and KS5. No Beechwood young person should end up 'NEET' – ie Not in Education, Employment or Training.

Curriculum Enrichment

The curriculum and school experience is enhanced and enriched in a number of ways. The goal of our enrichment offer is to enthuse, engage and inspire. The offer is intended to complement both our Mission as a school and the learning which takes place in the more formal curriculum.

There are a range of subject linked opportunities and cross curricular opportunities. Many educational and visits and social events also take place throughout the year. Most activities are optional although we strongly encourage students to participate.

Our intention is to expand engagement so that all the young people of Beechwood engage in this curriculum enrichment and the extra-curricular offer.

Notable Curriculum Enrichment Opportunities are:

- The Duke of Edinburgh Award Scheme
- The Magistrates' Mock Trial Competition
- The National Citizenship Service
- The Maths Challenge.
- Sports' Leaders Programme.
- Lower School Leaders.
- Year 11 Prefects
- Sixth Leaders
- Reciprocal Readers
- Sound Training
- Mosaic Enterprise Challenge
- Study Club
- Youth Speaks Public Speaking Competition
- LGBTQ+ Project Rainbow and Ambassador Training
- Eco Prefects
- Advanced Learning Centre Supporters
- Chess Club
- Slough Youth Parliament
- Daily Breakfast Club
- Lunchtime Film Club
- Beechwood School Council
- A wide range of sporting activities and Sports' Teams

To conclude, we challenge our young people to;

'Be the best'

We tell them they must:

'Try their best, to do their best, to be the very best they can be'.

Our curriculum is intended to challenge them, support them and consequently provide them with the opportunity to have the very best school experience possible which, in turn, will motivate them to do their best and achieve the best possible outcomes. We believe the young people of Beechwood deserve this and are entitled to this.