

TBA Curriculum Overview 2021-2022



		WORK LEARN ENJOY SUCCEED GO														
INTENT	Core Values	Resilience		Empathy		Self – Awareness		Passion		Engagement		Communication		Teamwork		
	Vision	All aspects of the Learning Journey at The Boulevard Academy are considered with students’ enjoyment and engagement in mind. The curriculum is designed to ensure that all students, through active learning, study an ambitious and broad curriculum for as long as possible. Through the wider curriculum, we will provide opportunities for students to prepare them for life in modern Britain, so that they can be aspirational, successful, independent and well - rounded citizens.														
	TBA Principles	Educating the life skills to succeed and exceed expectations.				Every child is valued and encouraged to be the best they can be.				Providing the best opportunities and support is at the heart of everything we do.						
IMPLEMENTATION	ACADEMIC CURRICULUM	What good Teaching and Learning looks like?	1 Students ask questions and are clearly engaged in their learning	2 Mutual respect and positive relationships between students and teachers	Students answer questions and are not fearful of making mistakes	4 Learning habits and routines are evident and constantly modelled	5 Opportunities are provided for collaboration and cooperation	6 Praise and sanction are consistent, fair and communicated effectively	7 Inquiry based learning leads to resilient and independent students	8 Students are challenged appropriately and students relish the challenge	9 Learning is personalised and suitable to the needs of students	10 Misconceptions are addressed and students make use of the feedback	11 Self and peer assessment is used to inform future learning	12 Classroom climates are calm so that high quality learning can take place		
		Learning to Learn	Self-Regulated Learners			Activating Prior Knowledge		Modelling	Verbalising thinking		Challenge		Independent Learning skills			
	PLTS	Independent enquirers			Creative thinkers		Reflective learners		Team workers		Effective participators		Self-managers			
	Gateway year	Year 9 – GATEWAY Year – a personalised learning experience to allow for the curriculum to stay broad and balanced for all students for as long as they require. This will allow those that are ready, the opportunity to begin the GCSE earlier whilst allowing others the time to build and develop the necessary skills for GCSE success .														
	WIDER CURRICULUM	Breadth and Balance	English	Maths	Science	Computing & iMedia	Art	Drama	Modern languages	Geography	History	Music	PE	RE	Business Studies	
			Relationships and Sex Education			PSHE	British Values		Literacy	Numeracy		Working Scientifically		Communication and Language		
		Memorable Moments	Cross- Curricular Themes/ Drop Down Days		WOW! Days		Pupil Voice		Learning Outdoors		visits, visitors and events to increase cultural capital		Parent and community partnership:		Collaboration across year groups and phases.	
The Whole Child		Fulsome		Equitable		Celebration		Intervention		Ecological awareness		Disability awareness		Global, National and Local issues and contexts		
Safeguarding	Drug education	Economic Wellbeing	Sex Education		E-Safety		Anti-Bullying	Anti-Racism	Protection from extremism	Health & First Aid	Protective Behaviours		Keeping safe	Coercive Behaviour		
IMPACT	Outcomes	Emotional Impact: Children are happy, safe and healthy. Pupils enjoy school and parents would recommend us to others				Social Impact: Our vision and core values are demonstrated in both learning and behaviour around the Academy. Children are equipped to make the right choices.				Progress Impact: Children consistently achieve highly including both disadvantaged and SEND. Children make at least expected progress and are in line with or better than National expectations						
	Evaluation	IDSR	Progress Meetings across the Year	SEF	Work scrutiny to show the learning Journey	Listening to a range of students read	Monitoring of the Environment	Discussions with pupils regarding their learning and what they have remembered			External validations of judgements through School improvement peer reviews					