



Our Curriculum Offer Statement: BFC School.

Our Vision:

To support local secondary education with an Alternative Provision for students who want to maintain a full-time curriculum, show a keen interest in sport and physical activity, but who have experienced challenges in mainstream settings. At BFC School, we have a student-centred approach and recognise that every student is an individual. We celebrate this through personalised, inspiring and authentic learning experiences, with a focus on sport and physical activity.

Our Values:

- Bold and creative
- Focused on improvement
- Caring of our Community

Our Pedagogical Approach:

We have designed our curriculum with the intention to offer each student an education, regardless of barriers and challenges experienced in a mainstream setting. Our curriculum ensures coherence and connectivity with academic subjects, physical and sporting activity, promoting intellectual, emotional and personal growth, and is responsive to the needs of our local community. Our curriculum offer ensures concepts are introduced, built on over time, revisited and assessed. This will ultimately enable students to become increasingly knowledgeable and make sense of complex concepts, to support them to successfully progress in long-term education and employment.



Intent, implementation and Impact-

Intent: *The breadth of our curriculum offer is designed with clear intent to:*

- Increase levels of confidence, motivation and engagement with school to help students to make progress in their learning and achieve their potential
- Embed strong foundations and values for student's future achievement and success
- Support and prepare students for reintegration into long-term education
- Support student's social, moral, personal and cultural development and wellbeing

Implementation: *Based on evidence from cognitive science, we implement our curriculum underpinned by the following principles:*

- That learning is most effective with planned, spaced repetition (topics covered in KS3 are revisited regularly throughout year 10 and revised in year 11) alongside Year 11 content.
- That interleaving aids long term retention and transference of information to knowledge over time
- That previously learned content is: frequent and regular; embedded in curriculum content; assessed and monitored regularly; and extended continuously to enhance subject knowledge

We do this by:

- Outlining the topics that will be covered in each Curriculum area at given points in the KS4 learning journey
- Clearly mapping out Curriculum concepts that students should know and understand at given points in the KS4 learning journey
- Expressing criterion for progression within the Curriculum Concepts
- Continuously assessing, monitoring and challenging student progress
- Adopting a cross-curricular approach where applicable
- Offering continuous provision in the form of daily routines to support student's development and wellbeing by embedding Curriculum Concepts in daily life (e.g. respect, relationships, communication.)

Impact: *The effect of our curriculum on our students will result in:*

- Students being on target to reach the expectations of each subject and achieve qualifications where applicable, in different subject areas
- Students sustaining mastery of course content (some students will have a greater depth of understanding and use non-routine, reasoned application of the learnt skills and knowledge)



- Students having choice in their own studies which will maximise enjoyment and engagement with school

Our Curriculum Offer:

<i>Subject/qualification:</i>	<i>Rationale:</i>
GCSE Maths (Edexcel)	Core subject
GCSE English language (AQA) (Eduqas)	Core subject
Functional Skills Maths (NCFE)	Core subject
Functional Skills English (NCFE)	Core subject
Sport and Fitness level 1 (NCFE)	Linked directly to post-16 progression links within BFCCT Specialist area for this provision
Project Based learning (History, Geography, Art and World Religions with a focus on the local area)	Explore elements of humanities in a local community context through a series of projects
Enrichment: Range of sporting activities and educational trips	Encourage development of Curriculum Concepts and development of transferrable skills, promotes positive mental health wellbeing and reflection
Life Skills: NCFE Level 1 / 2 Technical Award in Food and Cookery	Encourage development of Curriculum Concepts and development of transferrable skills for life outside of education and progression pathways
NCFE Level 1 Personal Social Development	Developing self, understanding about healthy living, developing self and learning interview techniques
PSHE (including employability, Work Experience, Citizenship, World Religions and British Values)	Support and guidance for emotional, spiritual, cultural and personal wellbeing and development, and preparation for progression pathways



Our Vision					
Full-time curriculum		Focus on sport and physical activity		Personalised, inspiring and authentic learning experiences	
Our Values					
Bold and Creative		Focused on improvement		Caring of our community	
Our Intent					
Increase confidence, motivation and engagement with school		Embed strong foundations for future success		Support and prepare students for reintegration into long-term education	Support student's social, moral, personal and cultural development and wellbeing
Curriculum Concepts (cross-curricular)					
Compare and contrast	Reflection	Communicate	Critical thinking	Relationships	Diversity
Accuracy	Democracy	Curiosity	Challenge	Risk-taking	Problem solving
Interpret	Explain	Experiment	Invent/design	Organisation	Imagine
Sort	Measure	Explore/enquire	Evaluate	Analyse	Observe
Curriculum Areas					
Maths (GCSE/Functional Skills)		English (GCSE/Functional Skills)		Duke of Edinburgh Award Bronze	
Sport (NCFE and practical)		Humanities (local-based Geography and History)		PSHE (including employability)	
Life skills: Food technology and PSD		Art and design, World Religions		Life Skills: Personal Social Development	