



Curriculum Intent

At Bowman, our curriculum intent is:

“A tailored curriculum designed to prepare our pupils to be confident and successful individuals who make outstanding progress and are prepared for life after school.”

At Bowman Academy, we recognise that our pupils have a diverse range of needs, starting points, strengths, interests and aspirations. Our curriculum is therefore tailored to the individual needs of our pupils, ensuring that all pupils have access to an ambitious and meaningful curriculum while receiving the adaptations and support they require to succeed.

Our ambition is that every pupil makes meaningful progress from their individual starting point and develops the knowledge, skills and personal qualities required to thrive beyond Bowman.

Through our curriculum, we aim to develop pupils who become Bowman ARCHERS:

- **A – Ambitious:** We encourage pupils to believe in themselves, set goals and aspire to achieve their potential.
- **R – Respectful:** We develop pupils who respect themselves, others and the wider community.
- **C – Curious:** We encourage pupils to ask questions, explore, investigate and develop a love of learning.
- **H – Humble:** We support pupils to recognise the value of others, reflect on their own learning and celebrate the success of those around them.
- **E – Empowered:** We equip pupils with the knowledge, skills and confidence to make positive choices and take increasing responsibility for their lives.
- **R – Resilient:** We develop pupils' ability to overcome challenges, learn from mistakes and persevere when things are difficult.

Our ambition is that every pupil leaves Bowman Academy as a Bowman ARCHER, equipped with the academic, personal and social skills they need to successfully transition into their next stage of education, training or employment.

Curriculum Implementation

At Bowman, we provide our pupils with a tailored curriculum that promotes learning, personal growth and development. It includes the formal requirements of the National Curriculum alongside opportunities for enrichment, personal development and experiences that prepare pupils for life beyond school.

We aim to teach pupils how to grow into positive, responsible and independent individuals who can work and co-operate with others, whilst developing the knowledge and skills required to achieve their potential.

A Curriculum Tailored to Individual Need

At Bowman, we recognise that our pupils have a diverse range of needs, starting points, strengths and aspirations. Our curriculum is therefore tailored to the individual needs of our pupils, ensuring that all pupils have access to an ambitious and meaningful curriculum while receiving the adaptations and support they require to succeed.

The majority of pupils follow our **academic pathway**, accessing a broad and balanced curriculum that develops subject-specific knowledge and skills alongside the foundational skills required for future learning, qualifications and successful transition.

Alongside this, some pupils access our **semi-formal pathway**, which is specifically designed to meet the needs of pupils whose primary need is **Communication and Interaction**. The semi-formal curriculum places greater emphasis on developing communication, interaction, independence, sensory regulation, functional skills and meaningful engagement with learning.

Learning within the semi-formal pathway is highly personalised and may incorporate pupils' individual interests, communication profiles, sensory needs and EHCP outcomes. Opportunities are provided for pupils to develop and apply skills through meaningful, purposeful experiences and across different contexts.

Both pathways share the same ambition: to enable every pupil to make meaningful progress from their individual starting point and develop the knowledge, skills and personal qualities they need to thrive beyond Bowman.

The curriculum is therefore adapted not to reduce ambition, but to ensure that pupils can access learning in a way that is appropriate to their individual needs and future pathways.

While the content, delivery and level of support may differ between pupils and pathways, our ambition for every pupil remains high. All pupils are supported to develop as Bowman ARCHERs – Ambitious, Respectful, Curious, Humble, Empowered and Resilient.

Our Curriculum Offer

At Bowman, we believe that all pupils have the right to access a stimulating, enjoyable and ambitious curriculum which includes:

- Breadth of learning areas and experiences.

- A clear and sequential curriculum that builds knowledge and skills over time.
- Opportunities to respond to feedback regularly through Green Time and responsive teaching.
- Relevance to pupils' experiences, aptitudes, interests and future aspirations.
- Adaptive teaching to ensure all pupils can make progress through a range of high-quality teaching approaches.
- Relevant and timely academic interventions.
- Progress and continuity that is flexible and responsive to individual need, rather than prescribed.
- Opportunities to promote spiritual, moral, social and cultural development.
- Opportunities to promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- Opportunities to develop independence, confidence, resilience and the characteristics of a Bowman ARCHER.

Green Time

Green Time is embedded within our curriculum as a dedicated opportunity for pupils to respond to feedback, address gaps and secure their learning.

Green Time is aligned with our Marking and Feedback Policy and provides pupils with purposeful opportunities to act on feedback and improve their work. The focus is on moving learning forward rather than simply correcting errors.

A particular focus of Green Time is the development and consolidation of basic and foundational skills, including reading, writing, spelling, handwriting, vocabulary, number fluency, calculation and other essential knowledge and skills that underpin future learning. Green Time therefore provides a structured opportunity for pupils to revisit, practise and secure the essential skills they need to become increasingly independent learners.

KS4 Implementation

At Key Stage 4, pupils will work towards academic outcomes that are relevant to their individual pathway, with an increasing focus on future ambitions and successful transition. All pupils access our core subjects of English, Maths and Science at GCSE and/or Functional Skills level, alongside foundation subjects including Computing, PSHE/RSE and Physical Education.

The curriculum offers a range of options to provide breadth across the Key Stage 4 curriculum. In line with the National Curriculum, our options include subjects from the Arts, Humanities and Technology, providing pupils with opportunities to develop knowledge, skills and interests relevant to their future pathways.

Pupils select an option subject block and follow a two-year programme of study leading to external examinations, assessments or portfolio submission.

All pupils at Bowman Academy will have the opportunity to achieve accredited qualifications at the end of Key Stage 4, supporting successful transition into Post-16 education, training or employment.

Emotional Regulation and Wellbeing

Pupils' emotional regulation and wellbeing play a key role in ensuring they are prepared for life after school.

The curriculum provides dedicated opportunities for pupils to develop their understanding of emotions, regulation strategies and mental wellbeing. This includes activities such as Zones of Regulation and mindfulness, alongside the relational and trauma-informed approaches embedded throughout school life.

These opportunities support pupils to develop the self-awareness, resilience and strategies required to manage challenges and make positive choices.

Enrichment and Forest School

At Bowman, we understand the value of outdoor learning and enrichment in preparing pupils for life beyond school.

Our enrichment programme provides opportunities for pupils to learn outside the classroom and develop confidence, creativity, independence and leadership.

Activities may include local nature walks, rock climbing, canoeing and other experiences.

Our woodland area provides pupils with access to Forest School sessions, supporting the development of resilience, problem-solving, teamwork, creativity and confidence.

Therapies

Alongside our curriculum offer, we recognise the importance of providing pupils with access to a range of therapeutic support to meet their individual needs and enable successful curriculum access.

Therapy sessions take place throughout the school day and contribute to the enhanced provision required to support pupils' emotional wellbeing, development and engagement in learning.

Therapies may include:

- Counselling
- Art Therapy
- LEGO-based Therapy
- Music Therapy
- Art Therapy

Curriculum Impact

The impact of our curriculum is measured through a combination of academic progress, personal development, engagement, behaviour, wellbeing and successful transition.

Our Aims and How We Measure Impact

Aim

How we measure impact

Pupils engage consistently in learning.

Learning walks, lesson visits, pupil voice, attendance information and wider quality assurance processes.

All pupils make progress from their individual starting points.

Analysis of assessment data and progress throughout the year, baseline assessments, IEP targets, work scrutiny and quality assurance processes.

Pupils develop their social, emotional and mental health.

Pupil voice, behaviour data, SPOT assessments and evidence of pupils' developing emotional regulation and independence.

Pupils develop secure foundational skills.

Assessment information, work scrutiny, reading and phonics data, spelling and writing assessments, maths assessment and evidence of pupils applying foundational skills across the curriculum.

Pupils access a broad, balanced and appropriate curriculum.

Curriculum map quality assurance, learning walks, lesson visits, work analysis, pupil voice and curriculum reviews.

Pupils are prepared for the next phase of their education and for our KS4 curriculum.

Analysis of assessment data, baseline assessments, predicted outcomes, progress during learning walks, work scrutiny and achievement of IEP targets.

Pupils make positive choices about their future and next steps.

Gatsby Benchmark completion, careers education, careers advice, post-16 applications and successful transitions into education, employment or training.

Pupils achieve appropriate qualifications in English and Maths.

Analysis of examination and assessment outcomes, including GCSE and Functional Skills results.

Pupils develop the characteristics of a Bowman ARCHER.

Pupil voice, observations of behaviour and learning, pastoral and curriculum evidence, celebration of achievements and evidence of pupils demonstrating ambition, respect, curiosity, humility, empowerment and resilience.