

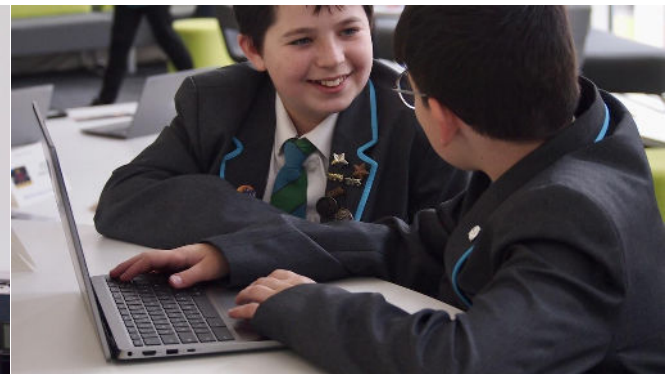


ASPIRATIONS



**LIVINGSTONE
ACADEMY
BOURNEMOUTH**

an Aspirations Academy



Our Guiding Principles...

As an Aspirations Academy, our 3 Guiding Principles of **Self-worth, Engagement and Purpose** are at the **heart of everything we do.**

SELF WORTH



BELONGING

We feel like we are part of the school community while being recognised and appreciated for our uniqueness. We also experience Self-Worth when someone in our lives believes in us.

HEROES

People we can look up to, respect, and learn from.

SENSE OF ACCOMPLISHMENT

We must be recognised as much for our effort, perseverance, and citizenship as we are for high grades and good test scores. As we build Self-Worth, we are more likely to persevere through difficult tasks and be inspired to take the steps needed to reach our goals.

ENGAGEMENT



FUN & EXCITEMENT

Becoming so involved that we lose track of time. At the end of a lesson or task, we wonder, "Where did that time go?"

CURIOSITY & CREATIVITY

Live in how we learn, fostering inquisitiveness and a desire for new discoveries.

SPIRIT OF ADVENTURE

We are not afraid to try new things, or to take on healthy challenges, whether we might succeed or fail. With Engagement, learning becomes important in and of itself.

PURPOSE



LEADERSHIP & RESPONSIBILITY

In our lives. We must learn to make decisions and understand the consequences of our choices.

CONFIDENCE TO TAKE ACTION

toward a meaningful, productive, and rewarding future. We believe in ourselves and are motivated to reach our dreams.



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PURPOSE



Livingstone Academy..

At Livingstone Academy, we are an academy that not only provides an **excellent education and high academic achievement**, but goes the extra mile to **best prepare** our students for **success** in an **ever-changing world**.



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PURPOSE



Success in an ever-changing World...

In an **ever-changing World**, who knows what jobs will and will not exist in the future! To best prepare our students for **success**, we must ensure that they are **equipped** with these valuable **skills** that will serve them well wherever their lives take them.

Our curriculum and pedagogies ensure that our students experience **opportunities** to develop and **practice these skills by applying** their learning in **authentic** and **engaging** ways.

Collaboration

Communication

Critical Thinking

Digital creativity

Adaptability and thinking
on our feet

Initiative and problem
solving

Emotional intelligence

Confidence and
independence

Creativity



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PURPOSE



Our Curriculum Drivers...

- 1. The development of knowledge.**
 - a. Our students must be curious and challenged to know more and remember more.
- 2. The regular application of knowledge.**
 - a. Our students must be actively engaged in their learning and regularly apply what they know.
- 3. The development of Power Skills.**
 - a. Our students must regularly encounter challenging and authentic scenarios or problems and asked to communicate, collaborate, create, think critically and solve problems.
- 4. The development of digital creativity.**
 - a. Our students must develop the ability to create with technology and digital platforms, rather than simply consume what already exists.



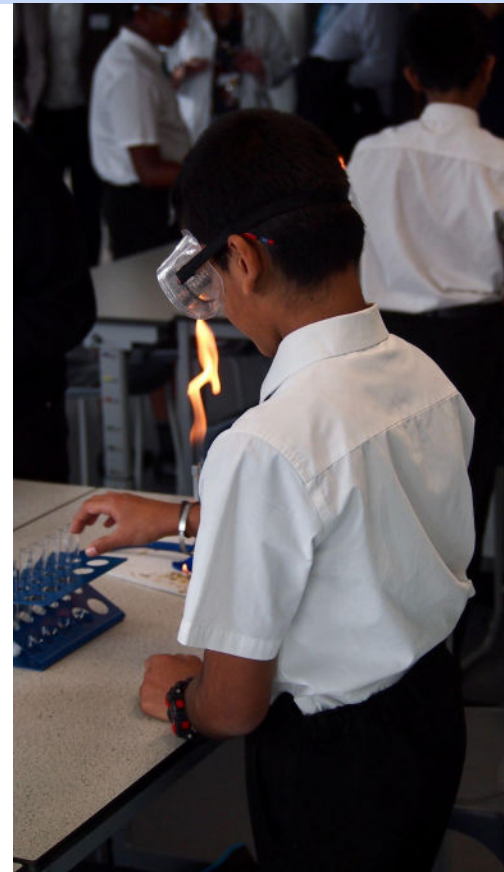
Our students will:

- **Stand out** among their peers.
- Be knowledgeable and **articulate communicators**, who can work successfully in **collaboration** and **independently**.
- Be **creative** and **critical** thinkers who, when faced with a problem, have the **confidence** and **skill** to tackle it.



Our core values and the options process.

- We want our pupils to make choices based on their engagement and purpose.
- We want our pupils to be successful and have the option to select the learning of which they believe they can be most engaged and successful.
- We want our pupils to keep as many doors open as they can moving in to Key Stage 5 and beyond.
- We want our pupils to develop the knowledge, skills and character to stand out among their peers.



Core subjects

[English Language](#)

[Maths](#)

[English Literature](#)

[Science Trilogy \(Biology, Chemistry, Physics\)](#)

Core PE (Not a GCSE)

Personal Development and Wellbeing (Not a GCSE)

Humanities (select one or the other)

[Geography](#)

[History](#)

Open Subjects (select 2 from the following)

[Art](#)

[Hospitality & Catering](#)

[ICT](#)

[Health & Social Care](#)

[Computer Science](#)

[Music Technology](#)

[Creative iMedia](#)

[Drama](#)

[Design Technology: Textiles](#)

[Photography](#)

[Geography](#)

[Spanish](#)

[History](#)

[Sport](#)

[Higher Project Qualification](#)

To identify, design and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives



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PURPOSE



English Baccalaureate (EBacc)

The EBacc is a set of subjects at GCSE that keeps young people's options open for further study and future careers.

The EBacc consists of:

- English language and literature
- maths
- the sciences
- geography or history
- a language

Secondary schools are measured on the number of pupils that take GCSEs in these subjects. Schools are also measured on how well their pupils do in these subjects. Completing the EBacc has no positive or negative impact on the individual pupil as they move into KS5.

At Livingstone Academy, although we feel that all of these subjects are valuable, we do not feel that children should be made to complete the EBacc if it means they have to sacrifice a passion. We want students to have options and complete the EBacc, if they wish to.

Higher Project Qualification (<https://filestore.aqa.org.uk/subjects/AQA-W-7992-SP-19.PDF>)

The Level 2 Higher Project will develop and extend from one or more of the student's study areas and/or from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the student(s) and agreed as appropriate by the school.

Students are required, with appropriate supervision, to:

- choose an area of interest
- draft a title and aims of the project for formal approval by the centre
- plan, research and carry out the project
- deliver a presentation to a non specialist audience
- provide evidence of all stages of project development and production for assessment.

1.3 What are the Learning Outcomes of the Level 2 Higher Project Qualification?

The student will:

- identify, design and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives
- obtain, critically select and use information from a range of sources. Analyse data, apply it relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic
- select and use a range of skills, solve problems, take decisions critically, creatively and flexibly, to achieve planned outcomes
- evaluate outcomes both in relation to agreed objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format.

Options Evening: 14.03.2024

During this evening, you will have an opportunity to explore the subject stall and speak with the subject leads for this qualification. There will also be a Principal's talk to support and guide students and their families with this process.

Option Choices Form: 27.03.2024 - 21.04.2024

On 27th March 2024, your family will be emailed a google form.

You must follow the instructions on the form in order to select your options. You will have until 21st April to complete this.

Confirmation of subjects: 03.06.2024

You and your family will receive confirmation of your final subjects on the 3rd June 2024.

Guided by Self Worth to make these decisions, you must know and value who you are, your beliefs and values, and the qualities you possess: your attributes, your uniqueness, but also the common interests you share with others.

Which areas of the curriculum do you feel you most belong?

Where do your heroes exist?

Where do you often experience a sense of accomplishment?



Guided by Engagement, you must consider which areas of the curriculum spark your curiosity.

When we are truly engaged, we want to know more and seek out challenges, are deeply invested in the learning process and therefore do not give up easily when faced with difficulty.

Which areas of the curriculum interest you enough to not give up when the going gets tough (or less interesting)?

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Guided by Purpose, consider the direction in which you are travelling.

It is important to note here that it is not necessary to know what you want to do specifically at this point.

Nonetheless, you do know enough about yourself and what is important to you to have a general idea of the direction you wish to travel, so that you can begin to take positive steps down your chosen path.

What is your purpose? Where are you heading?





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