

# Curriculum Policy



*Believe, Succeed, Together*

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## 1.0 Curriculum Structure

The Academy follows the curriculum guidance outlined in the Single Academy Model Mainstream Funding Agreement.

The curriculum design relates specifically to the Academy's aims as detailed in section 3.0 of the ADP.

### 1.1 Form Time

Form time is 15 minutes per day from 8.35 – 8.50 a.m. Registration occurs during this time and pupils are expected to undertake literacy, numeracy and/or theme-based activities.\*

For each year group, one form period a week is allocated to an assembly.

### 1.2 Teaching Periods

The Academy operates a one-week timetable covering 25 periods a week.

To maximise the amount and quality of learning time, each teaching period is 65 minutes in length and only one period is allocated after lunch.

Period	Time
Morning Registration	8.35-8.50
P1	8.50-9.55
P2	9.55-11.00
Break	11.00-11.20
P3	11.20-12.25
P4	12.25-13.30
Lunch	13.30-14.10
P5	14.10-15.15

\*Year 7 Catch-up-Premium pupils work with teaching staff and LSAs until they reach the Expected Standard in English and Mathematics. Sessions run from **8.25 – 8.50 a.m.**

### 1.3 Curriculum Intent

#### 1.31 Aims

In Education, the 'curriculum' is broadly defined as the '*totality of pupil experiences that occur in the educational process*'.

The intent of the curriculum is synonymous with many of the Academy's core aims:

- To provide a broad and balanced curriculum that is accessible to all pupils.
- To provide opportunities for all pupils to develop a high level of literacy and numeracy required for success in adult life.
- To broaden pupils' horizons through a range of spiritual, moral, social and cultural opportunities.
- To ensure that all pupils can thrive and develop as healthy individuals.
- To ensure that all pupils understand how to stay safe.
- To develop a strength of character, and resilience that will help pupils to overcome the challenges they are likely to encounter in adult life.
- To provide an appropriate range of opportunities and experiences to allow pupils to succeed in the next stage in their education, training or employment.

#### 1.32 Highlights

- A broad and balanced KS3 curriculum designed to develop competencies to prepare pupils for KS4.
- A broad and ambitious KS4 curriculum that provides **all** pupils with the opportunity to achieve the EBacc.
- An extended KS4 programme to allow pupils to develop a deeper understanding of subject specific knowledge and skills.
- A curriculum underpinned by a mastery approach.
- An extensive Personal Development and Enrichment (PDE) curriculum, designed to develop pupils' character, confidence, resilience, independence, leadership skills, health and wellbeing and preparation for life, and provide access to a wide and rich set of experiences.

### 1.4 Key Stage 3

The Key Stage 3 curriculum is delivered in Year 7 and Year 8.

The subjects and number of lessons per week are shown below.

Year	English <sup>1</sup>	Maths <sup>1</sup>	Science <sup>1</sup>	MFL <sup>2</sup>	PE <sup>3</sup>	Geography	History	Computing	DT	Food Technology	Music	Business	Drama	Art	Citizenship and RE	PDE <sup>4</sup>
7	3	3	3	2	2	1	1	1	1	1	1	1	1	1	1	2
8	3	3	3	2	2	1	1	1	1	1	1	1	1	1	1	2

<sup>1</sup>English, Maths and Science are allocated the highest amount of curriculum time to prepare pupils for KS4.

<sup>2</sup>MFL is allocated the third highest amount of curriculum time to prepare pupils for KS4.

<sup>3</sup>PE is allocated double the curriculum time (compared to other Foundation subjects) to facilitate physical wellbeing.

<sup>4</sup>Personal Development and Enrichment (PDE) is allocated double the curriculum time (compared to Foundation subjects) to ensure comprehensive coverage of PHSE and RSHE, development of self and enrichment activities.

### 1.5 Key Stage 4

The Key Stage 4 curriculum is delivered in Year 9, 10 and 11.

Year	English <sup>1</sup>	Maths <sup>1</sup>	Science <sup>1</sup>	MFL <sup>2</sup>	Citizenship (including RE) <sup>3</sup>	Option 1 <sup>4</sup>	Option 2 <sup>4</sup>	Option 3 <sup>4</sup>	Recreational PE	PDE <sup>5</sup>
9	4	4	4	2	2	2	2	2	1	2
10	4	4	4	2	2	2	2	2	1	2
11	4	4	4	2	2	2	2	2	1	2

<sup>1</sup>GCSE English, Mathematics and Science are compulsory and are allocated the most curriculum time.

<sup>2</sup>MFL is compulsory, however, between 5-10% of pupils may have modified timetables which include additional English and Mathematics and/or work skills courses/work experience placements.

<sup>3</sup>GCSE Citizenship is compulsory and is the primary means of promoting SMSC and British Values. It is taught alongside the statutory provisions of RE so the Academy is compliant in terms of sections 69 and 71 and schedule 19 of the School Standards and Framework Act 1998.

<sup>4</sup>Pupils opt for three additional subjects – refer to section 1.51.

<sup>5</sup>Personal Development and Enrichment (PDE) – refer to section 1.6.

### 1.51 Option Subjects

All pupils are expected to follow three subjects which constitute the Personalised Pathway of their curriculum entitlement. The subjects are arranged into three blocks which, along with the Core Pathway, cover the four statutory entitlement areas outlined in the National Curriculum.

<b>Block 1</b>	<b>Block 2</b>	<b>Block 3</b>
<b>Humanities</b>	<b>Design and Technology</b>	<b>Arts</b>
Geography	Graphic Products	Art
History	Food Preparation	Drama
	Business Studies	Music
	ICT (Technical Award)	P.E
	Statistics	R.E
	Computer Science	Sociology

Refer to [Curriculum Pathways Booklet 2020](#)

## **1.6 Personal Development and Enrichment**

The Academy provides an extensive Personal Development and Enrichment (PDE) curriculum, designed to develop pupils' character, confidence, resilience, independence, health and wellbeing, leadership skills, preparation for life, and provide access to a wide and rich set of experiences.

PDE is organised into three broad areas:

- PSHE and RSHE.
- Development of Self.
- Enrichment.

### **1.61 PSHE and RSHE**

To ensure comprehensive coverage and aid curriculum planning, the Academy uses the [Programme of Study \(KS3-KS4\)](#) produced by the PSHE Association, the national body for PSHE and RSHE education, which includes the compulsory elements as stipulated in the [DfE guidance - Relationships Education, Relationships and Sex Education and Health Education \(RSHE\)](#)

The knowledge, skills and attributes are delivered through discreet timetabled lessons; timetabled subjects e.g. PSHE/RSHE, Science, Citizenship, RE, P.E and Computing; Development of Self lessons; 'Drop down' sessions; and presentations/workshops from businesses, industry leaders, health professionals and guest/motivational speakers.

### **1.62 Development of Self**

The Development of Self Programme is designed to provide pupils with substantive opportunities to develop their sense of identity, purpose, character, essential life skills that prepare them for their future, and collectively aim to create a well-rounded individual able to function effectively and contribute positively to society.

### **1.63 Enrichment**

The Academy operates a wide range of extra-curricular activities and educational visits which **all** pupils are encouraged to avail - [Extra-Curricular Activities and Educational Visits](#) and [Extracurricular Timetable 2019-2020](#). The Academy also operates an 'Enrichment Week' in July, where pupils have the opportunity to explore and partake in a wide range of events and activities.

## **2.0 Mastery Curriculum**

Refer to [Mastery Curriculum Policy](#).

## **3.0 Teaching and Learning**

Refer to [Teaching and Learning Policy](#).

## **4.0 Marking and Assessment**

Refer to [Marking and Assessment Policy](#).

## **5.0 Homework**

Refer to [Homework Policy](#).

## **6.0 PSHE and RSHE**

Refer to [PSHE and RSHE Policy](#).

## **7.0 Literacy and Numeracy**

Refer to [Literacy Policy](#) and [Numeracy Policy](#).



## **8.0 SMSC and British Values**

At KS3, all pupils study Citizenship and R.E (1 hour a week).

At KS4, all pupils study GCSE Citizenship which is taught alongside the statutory provisions of R.E so the Academy is compliant in terms of sections 69 and 71 and schedule 19 of the School Standards and Framework Act 1998.

Across KS3 and KS4, the Academy offers a bespoke PDE curriculum – refer to section 1.6.

## **9.0 Collective Worship**

Refer to [Collective Worship Policy](#).

Refer to [SMSC Assemblies Programme 2019-2020](#)

Any parent who objects to their child attending an act or acts of collective worship may request that they are withdrawn under the [Education Act 1996 Part V, Chapter 3, Section 389](#) or the [School Standards and Framework Act 1998 Part II, Chapter 6, Section 71](#).

## **10.0 Careers Education, Information, Advice and Guidance (CEIAG)**

All pupils from Year 8, receive independent CEIAG from Connexions.

CEIAG is delivered through the Personal Development and Enrichment (PDE) Programme.

## **11.0 Celebrating Success**

Refer to [Celebrating Success Policy](#).

## **12.0 Remote Learning**

In the event of the Academy closing due to matters beyond its control e.g. a pandemic, educational provision will flip to the bespoke online timetable and live and recorded Zoom webinar lessons - [remote.eastwoodacademy.co.uk](https://remote.eastwoodacademy.co.uk)