

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 Session Structure

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 60 minutes in length and only one period is allocated after lunch.

To support the delivery of the Academy's comprehensive Personal Development and Enrichment (PDE) programme a 30-minute session is incorporated into the school day.

Period	Time
Registration	8.35 - 8.45
PDE	8.45 - 9.15
Period 1	9.15 - 10.15
Period 2	10.15 - 11.15
Break	11.15 - 11.40
Period 3	11.40 - 12.40
Period 4	12.40 - 13.40
Lunch	13.40 - 14.15
Period 5	14.15 - 15.15

1.2 Curriculum Intent

1.21 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 with the opportunity to achieve the 'English Baccalaureate' (EBacc).
- To provide opportunities for all pupils to develop essential transferable literacy and numeracy skills.
- To provide a broad range of opportunities and experiences through a comprehensive personal development and enrichment programme.
- To provide an appropriate range of opportunities and experiences so pupils are ready for the next stage of education, employment or training.

1.22 Highlights

- A broad and balanced KS3 curriculum linked to indicative competencies.
- A broad and ambitious KS4 curriculum that provides all pupils with the opportunity to achieve the EBacc.
- A transitional KS3-KS4 curriculum in Year 9 to facilitate preparation for GCSE courses.
- A curriculum underpinned by the components of CREATE - Challenge, Regulate, Enhance, Assess, Target and Enrich.
- A curriculum with a clear focus on personal development and enrichment (PDE) i.e. developing pupils' character, confidence, resilience, independence, leadership skills, health and wellbeing and preparation for life, and providing access to a wide and rich set of experiences.

1.3 CREATE Curriculum

The CREATE curriculum is an attempt to bring together the key interrelated aspects of curriculum structure, design and delivery into a single coherent entity.

CREATE focuses on the following key elements:

- Challenge.
- Regulate.
- Enhance.
- Assess.
- Target.
- Enrich.

Element	Description
Challenge	Stretch and extend learning to foster a deeper understanding beyond the content of the National Curriculum and GCSE specifications.
Regulate	Plan, monitor and evaluate specific aspects of learning to foster greater responsibility and independence – DRAFT.
Enhance	Consolidate and develop subject-specific vocabulary and transferable literacy and numeracy skills.
Assess	Undertake regular in-class assessment to monitor strengths and highlight specific areas for improvement.
Target	Consolidate identified strengths and develop and overcome areas for improvement.
Enrich	Enhance physical and emotional wellbeing; develop social, spiritual, moral and cultural capital; and provide opportunities and experiences to successfully transition to the next stage from secondary education.

1.4 Key Stage 3

The Key Stage 3 (KS3) curriculum is delivered in Year 7 and 8 and as part of the transitional KS3-KS4 curriculum in Year 9.

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

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

¹English is allocated the highest amount of curriculum time to support education recovery and access and progress in all other subjects.

²Maths and Science are allocated the second highest amount of curriculum time to allow sufficient time to prepare pupils for KS4.

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

⁴Personal 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 10 and 11 and as part of the transitional KS3-KS4 curriculum in Year 9.

Year	English ¹	Maths ¹	Science ¹	MFL ²	Citizenship (including RE) ³	Option 1 ⁴	Option 2 ⁴	Option 3 ⁴	Recreational PE	PDE ⁵
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

¹GCSE English, Mathematics and Science are compulsory and are allocated the most curriculum time.

²MFL 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.

³GCSE Citizenship is compulsory and is the primary means of promoting SMSC and British Values. It 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.

⁴Pupils opt for three additional subjects – refer to section 1.61.

⁵Personal Development and Enrichment (PDE) – refer to section 1.7.

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.

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

Refer to [Curriculum Pathways Booklet 2022](#)

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; theme 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](#). This is tracked and monitored through PAT Enrichment.

2.0 CREATE Curriculum

Refer to CREATE Curriculum

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.

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

Remote learning is delivered via **MS Teams**.

MS Teams is all-in-one hub for the collaborative classroom. Teams meetings allow teachers to host video and audio calls, share documents, conversations, files and notes, collaborate on virtual whiteboards and issue and mark assignments.

Refer to Remote Learning Policy and Remote Learning FAQ