



NATIONAL CHURCH OF ENGLAND ACADEMY

Curriculum policy

Process & Updates:

Policy / Policy updates Presented by:	Vice Principal K. Boothroyd	Presented June 2020
Presented to:	Standards and Outcomes	
Approved / Ratified:	Academy Board	

Policy / Policy updates: June 2020
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What are our aims?

Aims

I have come in order that you might have life – life in all its fullness. John: 10 v10

As a Church Academy our purpose is to educate the whole child by providing a rich curriculum which is broad, balanced and intellectually fulfilling; providing our students with a sense of awe and wonder and a thirst for learning.

Our curriculum develops characteristics that enable students to achieve academically and personally - aspiration, resilience, independence, self-motivation, engagement and confidence.

Our curriculum is underpinned by our ARCH values of Achievement, Respect, Charity, Humility, with the keystone of Jesus, and supported by wisdom and service.

Statement of Intent

Through our curriculum offer we aim to develop responsible, active members of society who can experience and appreciate life in all its fullness by;

- Providing an intellectually fulfilling, broad and balanced curriculum which is planned and well sequenced with clear threshold concepts.
- Giving opportunities to develop an understanding of the world we live in and give access to training, work related learning, further education and employment.
- Reflect local context – addressing typical gaps in knowledge and skills and structured to provide appropriate alternative curriculum provision for those who need it.
- Providing a curriculum that is flexible and responsive to the needs of a range of learners with suitable academic pathways for all students.
- As Christians, we believe we have each been given unique talents and abilities and we want everyone in our community to develop these as fully as possible.
- Broadening student horizons and learning beyond the classroom through exposure to different cultures and experiences developing cultural capital
- Exposing students to the best that has been thought and said and therefore they leave school with a sense of wonder, and the desire to go on learning as adults, contributing to the wider community.

Implementation

Key Stage 3

We offer a three year Key Stage 3 to ensure that students experience a broad and balanced curriculum, developing the knowledge, skills and understanding they need to achieve their potential. This allows students the freedom to explore all aspects of the curriculum, such as the arts, developing the social and cultural capital that enriches their lives. Teachers can be bold and courageous in providing an enriched experience before students streamline their experience into areas of choice, enjoyment and potential. Key Stage 3 gives students time to grow as people, building confidence and maturity in order to cope with the pressures of examinations.

EBACC Position Statement

The vast majority of students at the Academy are able to opt for subjects gaining them the Ebacc if they wish to do so. We offer clear and tailored guidance to all students based on a GCSE options 'pathways' system in which a humanities subject and a modern foreign language are advised for the majority of students. The curriculum incorporates flexibility to allow for all students to take this route if appropriate for their future. However, students are not forced to take the Ebacc as we value choice and personalisation at Key Stage 4.

Work Related Learning

Work related learning is defined as a planned activity that uses the context of work to develop knowledge skills and understanding useful in work. At KS4 all pathway 1 students will engage with a work-related learning activity in year 10. In addition, all KS4 students will have careers education and will participate in mock interviews. At KS5 all year 12 students will be given the opportunity to participate in a week of work experience.

Key Stage 5

There are over twenty subjects on offer at the National Sixth Form based at HSFC in collaboration with Holgate Academy and QEA.

Our aim is to encourage as many National students as possible to remain in education post 16, either here or elsewhere. If they are deemed to be capable of studying successfully at A level, they are encouraged to stay at the National Sixth Form at HSFC. . If it is felt that A levels would be unsuitable, they are encouraged to apply for vocational course at local colleges, and supported through the process.

EPQ

All students are expected to take Extended Project Qualification [EPQ] during their KS5 period at the National Academy.

Responsibility for the decision about whether a student will be asked to leave a course or the Sixth Form will rest with the Assistant Principal Post 16 in consultation the Vice Principal (Curriculum)

Impact and Evaluation

The impact of the curriculum is monitored and evaluated on an on-going basis, and at key points in the year. A broad range of indicators are used, reflecting the holistic aims of the curriculum. These include:

- Student outcomes in formal examinations
- Predicted student achievement throughout the year
- Student attitudes and values
- Student engagement in charity, educational visits and extra-curricular activities
- Student appreciation and understanding of diversity
- Opportunities for, and participation in, student leadership
- Successful student transition
- Student relationships and collaboration

SLT, HoFs, teachers and support staff are all responsible for gathering this evidence and informing the evaluation process.

Senior Leadership responsibilities

- The Senior Leadership team will designate a member of SLT to lead and manage the Heads of Faculties
- The Senior Leadership Team are responsible for leading and managing curriculum polices, curriculum staffing and learning and teaching (designated roles outlined in the staffing structure)
- Use CLFP to analyse curricular provision
- Ensure reading sits at the heart of the curriculum and is seen as the responsibility for all
- Develop collaborative approaches to the curriculum
- Develop leaders evaluative understanding of curriculum at all levels to ensure appropriate next steps can be taken in improving curriculum quality.
- Develop a character curriculum throughout all year groups

Head of Faculty responsibilities

- Heads of Faculties are responsible for the courses and curriculum programmes offered in their areas
- Heads of Faculty are responsible for ensuring continuity and progression using a five year curriculum approach Heads of Faculty will report to a designated member of the Senior Leadership Team and to all senior leaders at ELG summits.

- The Heads of Faculties meet according to the calendar and they are responsible for subsequent faculty meetings. All meetings should have a clear agenda, action points identified and minutes taken. Any follow up action points are to be discussed at Senior Leadership line management meetings.

Subject Teacher responsibilities

- The curriculum should be structured and delivered in a manner which motivates students and engenders positive attitudes towards the academy.
- Set goals to stretch and challenge all students
- Establish a safe and stimulating environment
- Implementing the curriculum in each classroom in line with the T&L model.

Appendix 1 - Implementation

The timetable

- The academy operates a 30 period week
- Single lessons are 50 minutes long with some double lessons offered, as required by subjects
- The curriculum is organised to enable the students to have a well-balanced day in terms of teaching subjects
- Teaching subjects are mixed ability, single gender or banded according to subject requirements.

Summary of the curriculum at Key Stage 3

Year 7	Subjects	Periods per week	Year 8	Subjects	Periods per week	Year 9	Subjects	Periods per week
	English	4		English	4		English	4
	Maths	4		Maths	4		Maths	4
	Science	4		Science	4		Science	4
	Geography	2		Geography	2		Geography	2
	History	2		History	2		History	2
	RE	1		RE	1		RE	1
	Computer Science	1		Computer Science	1		Computer Science	1
	Personal Development	1		Personal Development	1		Personal Development	1
	Art	1		Art	1		Art	1
	Drama	1		Drama	1		Drama	1
	Music	1		Music	1		Music	1
	Technology	2		Technology	2		Technology	2
	PE	2		PE	2		PE	2/3
	MFL	3		MFL	4		MFL	4/3
	Literacy	1						
	TOTAL	30		TOTAL	30		TOTAL	30

Subjects highlighted in bold in the table identify those subjects that could set if appropriate.

The curriculum at Key Stage 4: curriculum 'pathways'

The Key Stage Four curriculum programme is soundly based on core subjects but offers a broad and balanced curriculum through a wide offer of options subjects. The programme is divided into four 'pathways'. These pathways are designed to ensure that the curriculum offered to pupils is appropriate to their needs and abilities. Pupils are advised on which pathway is suitable for them, and parents informed of the school's advice. The four pathways are:

Pathway one – work related learning

This programme is designed for pupils who would benefit from a more practical and work-related approach to study. An emphasis is placed upon key skills which are of interest to potential employers, particularly numeracy, literacy and life skills (ASDAN). Pupils on pathway one will typically take 8 subjects to GCSE / level 2 BTEC.

Pathway two – academic/vocational

In this pathway, pupils will study the core programme of GCSEs, including Maths, English and Science, and then have 4 further choices from a wide range of GCSE's and BTEC subjects. Pupils selected for pathway two will have access to a wide range of post 16 opportunities; including work based training and vocational courses in further education. Because a full range of courses is covered, it will be possible to progress from this pathway to A levels, depending on performance at GCSE.

Pathway three – academic

Pupils selected for pathway three follow an enhanced programme leading to 9 GCSEs, designed to challenge them academically. The E-bacc measure subjects are recommended. . Progression from this route would normally be to A levels, and then to higher education.

Pathway four – academic plus

Pupils selected for pathway four follow an enhanced programme leading to 9 or more GCSEs, designed to challenge them academically. They have an opportunity to study triple science and then have a further three option choices from a wide range of GCSEs. The E-bacc measure subjects are recommended.

All pupils (pathways one, two, three and four) study these subjects as their 'core' programme:

1. English language
2. English Literature
3. Ethics (RS)
4. Mathematics
5. Personal Development
6. Physical Education (non-GCSE)
7. Science

In addition pupils (pathways one, two and three) will choose between one of the following EBACC subjects:

1. a humanity (history, geography)
2. a modern language (French, German,)
3. computer science

In addition to the core and EBACC subjects and depending upon which pathway they are selected to follow, pupils have choices between:

- a humanity (history, geography, RS - Philosophy)
- a modern language (French, German,)
- several types of Design Technology
- a variety of vocational courses
- Art
- Business Studies
- Drama
- IT
- Music
- PE
- Computer Science

While these four pathways are defined and distinguished for the purpose of explaining them to parents and students, they are in fact flexible, and can be modified to suit the needs of individual pupils.

Science

Science offers a Double science award (Trilogy) and Triple science award (Separate sciences). Advice will be given to students as to which course is most suitable to follow during the year 9 curriculum options process.

The curriculum at Key Stage 4: curriculum entry criteria

Subsequently all students who apply to The National Sixth Form are given an opportunity to discuss their application, in a one to one interview, with a senior member of staff. All staff who conduct these discussions are asked to follow the same guidelines, updated annually by the Assistant Principal (Post 16), to ensure consistency of advice. The discussion focuses upon:

- Present standard of work at GCSE level
- Career aspirations
- Subject choices and their implications
- Provision offered by The National School Sixth Form.
- Support the student feels is needed to progress onto Post 16 studies.

A discussion of this kind lasts approximately 20 minutes. The purpose of these discussions is to ensure that students are given a structured opportunity to consider their future direction properly, and choose courses which are appropriate to their interests, abilities, and career aspirations. A subsidiary purpose is to raise their academic aspirations.

Further Information, Advice and Guidance events are held each year and provide other opportunities for Senior Staff to meet with prospective post 16 students. These interviews / discussions are designed to ensure that all students are fully supported throughout the transition process and allows individual support to be introduced wherever needed.

Entry to Year 12

The basic requirement to start a four AS level/three A level course is:

- 5 x 5 grades relevant subjects.
- Individual entry criteria are shared for each subject. There may be exceptions to this rule, and the final decision should be at the discretion of the HOF in consultation with SLT (Post 16 or Curriculum).
- To take Further Maths, students are expected to have a grade 8 at GCSE level maths.
- To take a science subject, students must have passed Maths GCSE at grade 6 or better.

Changing subjects

Ideally, students will be guided into making the correct choice of subjects at AS level. However, it will always be the case that some students start AS courses and then decide that they wish to change. In these cases, students are required to follow a procedure, which is designed to ensure that any decisions are made after careful consideration, and not as the result of a whim.

- a. A student approaches his/her tutor, to express concerns about a particular subject. We should acknowledge the concerns, and not just ignore them. Then, the student is instructed to discuss the concerns with the relevant subject teacher. Often, this will be sufficient to resolve problems, especially in the early stages of the term.
- b. The student has seen the teacher, and tried to resolve the problems; however, he/she is still not settled, and sees the tutor again. At this stage, the tutor should approach the subject teacher, and discuss the situation in more detail, e.g. what are the student's likely chances of success? Armed with the resulting information, the tutor should then meet the student and discuss the implications of changing subjects - e.g. career doors closed, extra work in taking up another subject, etc.
- c. If, after this discussion, the student still wishes to change subjects, he/she should be sent to see the Assistant Principal (Post 16) who will consult the Assistant Principal (Curriculum). It may be that the change is not possible either because of group size, or timetable constraints. This is the stage at which the student is instructed to discuss the proposed change with parents.
- d. The final stage is for the student to see the relevant teachers - of the subject being dropped, and also the subject being taken up. Timetable set lists are amended.
- e. It is possible to change from one subject to another until the end of the 1st week in October. After that, changes will be possible only in exceptional circumstances. It will remain possible, however, to drop a fourth AS subject at a later stage if this is deemed appropriate by senior post 16 staff.

Dropping the fourth subject

Those year 12 students, who know confidently which subject they intend to drop, and have discussed their intentions with the senior post 16 staff, will be allowed to continue with three subjects only from their return in June/July. Those who are unsure will be expected to continue to study all subjects until the end of the summer term to keep their options open. Students who drop

a subject without good reason and without discussing the decision with senior post 16 staff beforehand will not be allowed to pick it up again. A member of staff will be available from the date of publication of the AS results to discuss which subjects should be dropped in the light of the results, and the possible career implications.

Students will be discouraged from continuing with all four subjects at A2, and will not be allowed to do so unless they can demonstrate

- a. the ability to cope with the extra work involved; and
- b. that it will not jeopardise their longer-term interests.

Entry to A2 level

The benchmark requirement for starting A2 courses is a grade E or above in at least two of the three subjects being continued. However, in light of the introduction of linear A level courses this grade will come from internal or external examinations, dependent on pathway to exams.