



## Curriculum Policy

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<b>This review:</b> December 2021	<b>Next review:</b> December 2022	<b>Statutory/non:</b> Statutory	<b>Lead:</b> K Boothroyd Deputy Headteacher
<b>Associated documents:</b>			
<a href="#">Special Educational Needs and Disabilities September 2020.docx (nationalacademy.org.uk)</a>			
<a href="#">CEIAG policy 2022.docx (nationalacademy.org.uk)</a>			
<a href="#">SMSC and British Values Policy 2021-22.docx (nationalacademy.org.uk)</a>			
<a href="#">Remote Learning policy (nationalacademy.org.uk)</a>			
<b>Links to:</b>			
<a href="#">SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)</a>			
<a href="#">English Baccalaureate (EBacc) - GOV.UK (www.gov.uk)</a>			

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## 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, balanced and coherent curriculum where knowledge and skills build both on what has been taught and towards expected end points, securing strong outcomes.
- Reflect local context – addressing typical gaps in knowledge and skills and structured to provide support for all students to access the curriculum in order to maximise student’s future opportunities.
- Providing a curriculum that is flexible and responsive to the needs of a range of learners with suitable academic transitions and pathways for all students including EBACC.

- In line with our Christian vision, we believe we have each been given unique talents and abilities and we want everyone in our community to develop these, along with our values, as fully as possible.
- Exposing students to the best that has been thought and said, broadening their horizons and learning beyond the classroom through exposure to different cultures, so students leave school with a sense of wonder, and the desire to go on learning as adults, contributing to the wider community.
- Growing spiritually, morally, socially and culturally, including developing an understanding of British values
- Giving opportunities to develop an understanding of the world we live in and give access to training, work related learning, further education and employment to prepare students for life and work.

## 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, resilience and maturity in order to cope with the pressures of examinations and fully prepare term for transition to Key Stage 4.

### 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. We value choice and personalisation at Key stage 4 and take account of wellbeing and student mental health when considering student options.

### SEND

The curriculum is designed in a logical, sequential way to support all learners, including those who are disadvantaged or have SEND. Unless learners have specific needs, the curriculum is scaffolded through reasonable adjustments including adjusting pedagogy, environment and providing additional aids so that all learners enjoy an offer which is sufficiently broad and deep.

### CEIAG

Careers learning is defined as any planned activity that uses the context of the work to develop in students, knowledge and skills related to the work environment. Students in all years are entitled to careers learning and this is facilitated both in Personal Development lessons and in specific subjects as appropriate.

At KS3 students look at the purpose and end goal of education as stepping point to the adult lives. By year 9 students are engaged in considering how the work of work that they are preparing for has changed and is changing and how their options will relate to this.

At KS4 in year 10 all students are offered the chance of a short work placement as well as either a taster day at HSFC or a college and apprenticeship day based on their MEG predictions. Students in year 10 also have a mock interview day to develop their skill set. In year 11 students receive detailed career guidance from the in-house adviser and are assisted in college/apprenticeship choices.

At KS5 year 12 students again have a week-long work placement as well as university taster days and visits in year 13. Students are again offered expert advice and guidance to ensure that they are equipped for the next important transition in their life.

All students regardless of key stage attend an academy careers fair and are given opportunity to meet with colleges and employers on an ad-hoc basis.

### 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 (Diverse Academies Trust).

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.

### Academic enrichment

All students are expected to take Extended Project Qualification [EPQ], Core maths or further maths as part of their academic enrichment 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 Headteacher Post 16 in consultation the Deputy Headteacher (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
- Student wellbeing and mental health measures

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

### Responsibilities of the Senior Leadership Team

- 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 policies, 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 values curriculum throughout all year groups
- Providing time for collaborative planning and review of the curriculum

### Responsibilities of the Head of Faculty/Assistant Head of Faculty

- Responsible for ensuring core knowledge is identified in each scheme of learning
- Learning outcomes identified to support mastery/fluency
- Responsible for ensuring the Scheme of Learning revisits learning and has common language for learning to support long term memory

- Responsible for ensuring the Scheme of Learning are in place to ensure core knowledge is planned for, retrieved and incorporated incl. interleaving and overlearning.
- 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.
- Responsible for ensuring consistency of delivery and assessment
- Direct faculty development time with a focus on curriculum planning and implementation

### Responsibilities of subject teachers

- 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.

### Reducing workload

The National Church of England Academy places great value on collaborative curriculum planning and therefore in line with the government reduction toolkit and wellbeing charter;

- Fully resourced Schemes of Learning are in place for all subjects
- Collaborative planning and review time built into the calendar
- Individual lesson plans are not required either internally or externally
- We invest in high quality resources identified by HOFs
- We provide an enhanced Teacher Planner to support day to day planning.

## 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		<b>Maths</b>	<b>4</b>		<b>Maths</b>	<b>4</b>
	Science	4		Science	4		<b>Science</b>	<b>4</b>
	Geography	2		Geography	2		Geography	2
	History	2		History	2		History	2
	RE	1		RE	1		RE	1
	Numeracy	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
	<b>Technology</b>	<b>2</b>		<b>Technology</b>	<b>2</b>		<b>Technology</b>	<b>2</b>
	PE	2		PE	2		PE	2/3
	MFL	3		<b>MFL</b>	<b>4</b>		<b>MFL</b>	<b>4/3</b>
	Literacy	1			<b>3+Literacy</b>			
	TOTAL	30		TOTAL	30		TOTAL	30

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

## Appendix 2: 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:

**Supported pathway** - In this pathway, pupils will study the core programme of GCSEs, including Maths, English and Science and Religious Studies and then have 3 further choices from a wide range of GCSE's and BTEC subjects. Pupils on this pathway 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.

**Expected pathway** - In this pathway, pupils will study the core programme of GCSEs, including Maths, English and Science and Religious Studies and then have 3 further choices from a wide range of GCSEs and BTEC subjects. The EBacc measure subjects are strongly recommended. Progression from this route would normally be to A levels, and then to higher education.

**Stretch pathway** - In this pathway, pupils will study the core programme of GCSEs, including Maths, English and Triple Science and Religious Studies and then have 2 further choices from a wide range of GCSEs and BTEC subjects. Pupils follow an enhanced science programme leading designed to challenge them academically. The EBacc measure subjects are recommended.

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

- English language
- English Literature
- Religious studies
- Mathematics
- Personal Development
- Physical Education (non-GCSE)
- Science (Trilogy, dual award)

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

- a humanity (history, geography)
- a modern language (French, German,)

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
- Functional skills

While these pathways are defined and distinguished for the purpose of explaining them to parents and students, they are in fact flexible, and are 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.

### Appendix 3: The curriculum at Key Stage 5 – 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 Headteacher (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 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 at least a grade 8 at GCSE level maths.
- To take a Physics and maths, 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 A level. However, it will always be the case that some students start A level 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 1<sup>st</sup> week in October. After that, changes will be possible only in exceptional circumstances.



Students can choose to study 4 A levels if 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.