



HuishEpiscopi

## **ACADEMY PROCEDURE**

### **Curriculum**

16 November 2015



<b>Document title</b>				
<b>CURRICULUM</b>				
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Academy Procedure			Vice Principal	
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November 2018 3 years unless changes required earlier			16 November 2015	
<b>For public access on request</b> <i>Tick as appropriate</i>			<b>Approved by</b>	
Post		Online		The Principal
<b>Notes</b>				

These two aims reinforce each other. The personal development of students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and to achieve.

### **Aim 1**

**The Academy curriculum aims to provide opportunities for all students to learn and to achieve.**

It will build on students' strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively. It will equip them with the essential learning skills of literacy, numeracy and information and communication technology, and promote an enquiring mind and capacity to think rationally. By providing rich and varied contexts for students to acquire, develop and apply a broad range of knowledge, understanding and skills, the curriculum will enable students to think creatively and critically, to solve problems and to make a difference for the better.

### **Aim 2**

**The Academy curriculum aims to promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.**

It will promote equal opportunities and enable students to challenge discrimination and stereotyping. The Academy's curriculum will promote students' self esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, the Academy, work and in the community. It will develop their ability to relate to others and work for the common good. In addition the curriculum will provide opportunities to reflect on what it means to be a British and global citizen. The curriculum will explicitly reinforce what it means to be British by developing the values of tolerance, equality, democracy and freedom of speech. We will encourage students to engage with communities, faiths and customs from beyond their own experience and challenge injustice, inequality and extreme behaviour when they encounter it.

### **Rationale**

- **An entitlement for all students at Huish Episcopi Academy**

The National Curriculum secures for all students, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to a number of areas of learning allowing them to develop knowledge, understanding, skills and attitudes necessary for their self fulfilment and development as active and responsible citizens.

- **High standards**

These standards will be used to set targets for improvements, measure progress towards those targets and monitor and compare performance between individuals, groups and schools.

- **Continuity and coherence**

The curriculum aims to facilitate the transition of students between schools and phases of education and provides a foundation for lifelong learning.

## **Responsibilities**

For each subject and for each Key Stage, programmes of study set out what students will be taught and attainment targets set out the expected standards of students' performance. Students should learn, practice, combine, develop and refine a wide range of skills in their work across the National Curriculum. Some of these skills are subject specific but there are Key Skills essential to effective learning - communication, numeracy, information technology, working with others, improving learning and performance, problem solving and thinking skills.

The National Curriculum programmes of study have a common structure and a common design to which each department has responsibility to conform. The Academy has a responsibility to keep both students and parents informed of these programmes. Close liaison with primary schools and colleges, Parents' Evenings, curriculum booklets and newsletters are part of this process.

## **Resources**

Each department is responsible for resourcing and financing curriculum activities as determined by the departmental capitation.

## **Monitoring**

The Curriculum policy and teaching and learning outcomes will be monitored by the Curriculum or Subject Leader and overseen by the link members of SLT. The role of the Senior Leadership Team, supported by Team Leaders will be to promote good practice and evaluate existing practices while providing opportunities to establish a broad, balanced and meaningful curriculum for all students. The Directors' Teaching and Learning Committee is bound by a Terms of Reference regarding all aspects of the curriculum.

## CURRICULUM

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The Academy curriculum aims to provide opportunities for all students to learn and to achieve. It will equip them with the essential learning skills of literacy, numeracy and information and communication technology and promote an enquiring mind and capacity to think rationally.

The Academy also aims to promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life. Over the year a special programme of personal, social and health education will take place which will deal with such topics as the environment, bullying, sex, drugs, diet, careers and GCSE preferences. In addition students will be given opportunities to reflect on what it means to be a British citizen and consider contemporary issues such as extremism and FGM.

Each year group is divided into two populations (Huish and Episcopi). The aim is generally to create two parallel teaching populations and to allow each subject to set within this population. Therefore, in Mathematics, English and Science, students are taught in four or five sets in each band. In other subjects students are taught in mixed ability groups. Students are moved between sets within these subjects according to their progress and whenever the constraints of the timetable allow.

### Key Stage 3

The subjects studied are: English, Mathematics, Science, History, Geography, Art and Design, French and German, Spanish, Music, Design Technology, Information Technology, Drama, Religious Education and Physical Education.

In Year 7 students are expected to follow the National Curriculum programmes of study. As part of a 50 lesson fortnight, the number of one hour lessons is as follows:

Mathematics	7 lessons
English	6 lessons
Science	6 lessons
Art	2 lessons
Information Technology	4 lessons
Drama	2 lessons
Design and Technology	4 lessons
French	3 lessons
History	4 lessons
Music	2 lessons
Religious Education	2 lessons
Geography	4 lessons
Physical Education	4 lessons

In Year 8 students will continue to follow the National Curriculum programmes of study. History and Geography will be taught for three lessons a fortnight. Students in Year 8 are introduced to a second language in either Spanish or German. Citizenship and Personal, Social and Health Education is given a designated lesson on four occasions each term as well as being taught across the curriculum. In addition there is an opportunity for students to be taught in an 'express' group in order to accelerate their learning. .

## Key Stage 4

In Years 10 and 11 pupils are expected to follow the statutory requirements of the National Curriculum in the following programmes of study, where deemed appropriate;

English Literature and English Language	8 lessons
Mathematics	8 lessons
Science	9 lessons
World Studies	1 lesson
Physical Education	4 lessons

Citizenship and Personal, Social and Health Education is given a designated lesson on four occasions each term as well as being taught across the curriculum.

In addition to the core curriculum students select up to four subjects form a suite of GCSE and vocational qualifications. Students are strongly encouraged to study a broad and balanced curriculum; where appropriate we encourage students to study a Modern Foreign Language or humanities subject. However, we appreciate that a small number of students will struggle to access an academic curriculum and the Academy offers a range of vocational qualifications. All students will be offered a curriculum pathway that is suited to their individual needs whilst at the same time meeting their aspirations.

Accelerated learning opportunities occur in Mathematics (Additional Maths) and Science (Triple GCSE).

## Huish Sixth

Huish Sixth offers a range of full time academic A level and Vocational BTEC qualifications. The majority of students select four qualifications in Year 12 and then specialise in three for Year 13.

The majority of qualifications are delivered in nine hours per fortnight. In addition to planned lessons students are expected to engage in independent study and this will be shown on their timetables.

Students who fail to meet the floor target of C grade passes in English Language and Mathematics GCSE will be expected to retake these qualifications during year 12; lessons and support will be incorporated on their personal timetables.

The taught curriculum is supported by an extensive programme of enrichment and extracurricular activities. The tutor and assembly programme extends many of the themes explored in the pre-16 PHSE programme of study.

Approved by the Principal:  
Review Date (3 years):

16 November 2015  
November 2018 (unless changes required earlier)