



**HuishEpiscopi**

## **ACADEMY PROCEDURE**

### **Curriculum**

April 2018



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<b>Notes</b>				

## Contents

1. Aims.....	3
2. Legislation and guidance .....	3
3. Roles and responsibilities .....	3
4. Organisation and planning .....	4
5. Inclusion.....	5
6. Monitoring arrangements .....	6
7. Links with other policies .....	6

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## 1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all students
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students' spiritual, moral, social and cultural development
- Support students' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

## 2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#), which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

It complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

### 3.1 The Academy board

The governing board will monitor the effectiveness of this policy and hold the principal to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to dis-apply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- All students are provided with independent, impartial careers guidance, and that this is appropriately resourced

### **3.2 Principal**

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Academy board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Academy board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

### **3.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## **4. Organization and planning**

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 and relationships, 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. The curriculum will also provide opportunities for students build positive learning dispositions and behaviors and to adopt a Growth Mindset.

Each year group is divided into two populations (Huish and Episcopi). This creates two parallel teaching populations. Students are arranged within these populations to meet the needs and expectations of individual subject areas. Some subjects are taught in sets whereas others 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**

During Key Stage 3 students follow the National Curriculum programmes of study arranged into a mastery curriculum model.

The subjects studied are English, Mathematics, Science, History, Geography, Art and Design, Modern Foreign Languages, Music, Design Technology, Information Technology, Drama, Religious Education and Physical Education.

## **Key Stage 4**

In Years 10 and 11 pupils are expected to follow the statutory requirements of the National Curriculum, where deemed appropriate.

In addition to the core curriculum students select up to four subjects from 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 and complete the English Baccalaureate qualification. 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 three qualifications.

Individual qualifications are delivered through a combination of taught lessons and independent study. Students are expected to complete two hours of independent study for every hour spent in the classroom.

Students who fail to meet the floor target of grade 4 passes in English 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.

## **5. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## 6. Monitoring arrangements

The Academy Board monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Asking relevant questions at Teaching and Learning committee meetings
- Asking relevant questions and the Directors Monitoring and Intervention group (MIG)
- Making departmental visits

The Principal and other senior leaders monitor the way the curriculum is delivered throughout the academy through:

- Ensuring that a regular programme of team review activities takes place
- Asking relevant questions at line management meetings
- Analysing data to reveal underlying patterns and trends in student progress across the entire curriculum

Curriculum Team Leaders monitor the way their subject is taught throughout the school by:

- Carrying out a planned programme of monitoring activities; learning walks, lesson observations, work scrutiny and student voice
- Analysing data to reveal underlying patterns and trends in student progress across their subject

Curriculum Team Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every three years by the Vice Principal. At every review, the policy will be shared with the full governing board.

## 7. Links with other policies

This policy links to the following policies and procedures:

- Accessibility Plan
- Behaviour for learning policy
- Directors visits policy
- SEND policy
- Single equality scheme

Approved by the Principal:

April 2018

Date of review (3 years):

April 2021 (unless changes required earlier)