

CURRICULUM POLICY 2022/23

Statement of Practice



Lees Brook Academy

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Introduction

Lees Brook Academy is dedicated to deliver a high quality of education and curriculum for all of its learners. Our purpose is to give each learner the opportunity to study a broad, balanced and challenging curriculum that supports them to raise their achievement and aspirations.

Statement of Practice Curriculum Policy 2022/23

Curriculum staffing structure and responsibilities

Subject leadership

Teaching staff are arranged into 8 faculties.

Subject areas are allocated to faculties as shown below:

Mathematics	English	Science
Mathematics	English	Science
	Film Studies	Biology
		Chemistry
		Physics

Humanities	Languages	Design Technology
History	French	Technology
Geography	German	ICT
Religious Education		Computer Science
		Food
		Engineering

Expressive Arts	Skills Academy
Art	Catering
Dance	Construction
Drama	Hair & Beauty
Music	Health & Social Care
PE	

Each faculty is led by a Head of Department (HoD). English, Maths, Science, Humanities and Design Technology each have a Lead Teacher who has additional responsibilities to support the HoD.

Subject knowledge

It is the responsibility of the Heads of Department to ensure that the subject knowledge of teaching staff in their faculty is current, relevant and at a sufficient level of depth to be able to meet the learning needs of all ability groups in their classes. Where teachers are asked to teach outside their subject area, appropriate provision should be made by the HoD to ensure that they are properly supported. Systems to evaluate the

quality of education (such as lesson observation, work scrutiny and student voice) should consider the impact of teachers' subject knowledge on the effectiveness of learning and teaching.

The performance management process and CPL time are used to develop subject knowledge, and should respond to changes in curriculum content or identified development needs for individual teachers and/or whole teams.

Curriculum Structure

The curriculum structure varies by year group and is designed and sequenced by the Principal and the Assistant Principal (AP) with responsibility for Curriculum and timetabling to enable all students to have a broad and ambitious curriculum. This allows pupils to be supported in building their knowledge and applying this as skills throughout their journey at Lees Brook.

Curriculum design

All year groups are split into two bands (X Band and Y Band). In each band all students have equal access to all the subjects and the opportunities that arise from them.

Key Stage 3

At Key Stage 3, all students have lessons in the core subjects of English, Mathematics, Science, Modern Foreign Languages (Year 7 German only, Year 8 French and German) and Humanities (Geography, History and RE). Their curriculum is also made up of lessons from Design and Technology, Performing Arts (Dance and Drama), Music, Art, Physical Education and Computing. PSHE which includes citizenship and RSE, is delivered in curriculum time and through 3 form tutor sessions. Careers education is delivered weekly, through a form tutor session and is integrated through the curriculum.

The allocation of periods per subject per fortnight is set out below:

Year 7 and Year 8

Hours	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	En	En	En	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	Sc	Sc	Sc	Sc	Sc	Sc	ML	ML	ML	ML	G	G	Hi	Hi	RS	PSHE
	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
	PE	PE	PE	PE	DT	DT	DT	DT	CO	CO	AR	AR	MU	MU	DA	DR

Technology is delivered as a rotation through the different areas within the subject. All pupils have access to two hours of Physical Education a week.

Year 9

Hours	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	En	En	En	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	Sc	Sc	Sc	Sc	Sc	Sc	DT	DT	DT	DT	CO	CO	PE	PE	RS	PSHE
	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
	Gg	Gg	Gg	Gg	Hi	Hi	Hi	Hi	ML	ML	ML	ML	AR	AR	MU	DR

In Year 9, all students continue to study all national curriculum subjects. EBacc subjects are given more time per fortnight in order to build on the knowledge and skills they require for their next stage in education.

The Options Process

Students begin the process of thinking about their Key Stage 4 curriculum choices during their weekly careers session in Key Stage 3. At the end of Year 8, all students are able to select a number of subjects to experience in order to support them when making their curriculum choices in Year 9 in readiness for Key Stage 4. In the spring of Year 9, students select four subjects in addition to the core curriculum that they will follow in Key Stage 4.

Students will follow a pathway that has been identified appropriate to their ability and aspiration, following a consultation with the student, their parent and a member of SLT. Each option block will have five lessons a fortnight.

Key Stage 4

At Key Stage 4, all pupils follow examination courses. They continue to study the core subjects of English Language, English Literature, Mathematics and Combined Science at GCSE level. In addition, all students have one hour of Physical Education per week. PSHE which includes citizenship and RSE, is delivered through three form tutor sessions per week. Careers education is delivered weekly through a form tutor session and is integrated through the curriculum.

All pupils in Key Stage 4 are given the opportunity to talk to a professional Careers Adviser both within the Trust or from an external provider. All pupils have the opportunity to take up a one week work experience placement with a local employer in Year 10.

Students choose to study further examination courses from a wide range of subjects that include traditional academic subjects, vocational and technical courses as shown below. Courses are reviewed annually and new courses may be added or removed.

Courses available for year 10 2022-23

GCSE courses	GCSE courses	Vocational courses
English Language	Film Studies	Construction
English Literature	Food	Engineering
Mathematics	French	Graphics
Combined Science	Geography	Hair and Beauty
Triple Science (Biology, Chemistry & Physics)	German	iMedia (ICT)
Art – Fine Art	History	Music
Computer Science	Physical Education	Performing Arts - Drama
Dance	Religious Studies	Sport
Design and Technology		

The allocation of periods per subject per fortnight and current curriculum arrangements for each KS4 year group are below:

Year 10

Hours	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	En	En	En	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Option A					PE
	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
	Option B					Option C					Option D					PE

Year 11

Hours	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
	En	En	En	En	En	En	En	En	Option A							PE	PE
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Option B						
	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	
	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Option C						

Key Stage 5 – The Skills Academy

The Skills Academy 6th Form is an inclusive provision for students from 16-19. It offers a wide range of pre-vocational programmes Entry 3 to Level 2 and vocational technical qualifications Level 2 and Level 3. Eligibility is dependent on the programme requested. The requirements for individual qualifications are given below.

Entry / Level 1 course entry requirements

There are no specific entry requirements for these programmes. Places are awarded on the completion of an interview.

Level 2 course entry requirements

Subject	Entry requirements
Hairdressing	Working towards grade 4 Maths, 4 English Language, L1 Hairdressing / beauty *
Beauty Therapy	Working towards grade 4 Maths, 4 English Language, L1 Hairdressing / beauty *
Health and Social Care	Working towards grade 4 Maths, 4 English Language, L1 Health and Social care *
Hospitality and Catering	Working towards grade 4 Maths, 4 English Language, L1 Catering *
Construction	Working towards grade 4 Maths, 4 English Language, L1 Construction*

Level 3 course entry requirements

Subject	Entry requirements
Hairdressing	4+ Maths, 4+ English Language, L2 Hairdressing *
Beauty Therapy	4+ Maths, 4+ English Language, L2 Beauty Therapy *

*If students do not achieve the levels above they will be subject to an interview and practical assessment to determine suitability.

Students who achieve below grade 4 at GCSE English and/or GCSE Maths are required to continue studying these courses until a grade 4 is achieved. Provision is made to facilitate this; students receive six lessons per

fortnight for both GCSE Maths and GCSE English. Students who achieve grade 4 and above are not required to continue studying Maths and English, however, these students will be requested to complete their qualification programme hours by undertaking work experience in their chosen vocational area.

Students who are working below the attainment needed to achieve a GCSE Maths and/or GCSE English grade will study a Functional Skills qualification or Entry Level qualification in Maths and/or English for six hours per fortnight per subject.

All students are provided with the pastoral care and support required to successfully complete their Key Stage 5 studies. Assistance is offered with apprenticeship and employment applicants or any other appropriate progression pathways.

Examination boards and specifications at Key Stage 4 and post-16

The choice of examination board and specification is the responsibility of the Principal, taking advice from the respective Head of Department. The decision to adopt a board / specification is taken in the best interests of the Academy's student cohort.

The examination boards and specifications currently in use for Key Stage 4 pupils at Lees Brook Academy can be found on the Key Stage 4 curriculum maps for each subject, links to these can be found on the school website.

The examination boards and specifications currently in use for Key Stage 5 pupils at Lees Brook Academy are:

Subject	Award	Level	Specification	Board
Beauty Therapy	Technical Level	2	Beauty Therapy Diploma	VTCT
Hairdressing	Technical Level	2	Hairdressing Diploma	VTCT
Beauty Therapy	Technical	3	Beauty Therapy (Massage) Diploma	VTCT
Hairdressing	Technical Level	3	Hairdressing Diploma	VTCT
Construction	Award	1/2		WJEC
Vocational taster	Extended Award Certificate in catering and hospitality Certificate in Employability Skills	1	Aim Vocational	AIM awards
Employability skills		Entry Level 3		AIM awards

Sequencing

Heads of department for each faculty are responsible for reviewing and developing their curriculum in order to make sure it is clear what the end points are for pupils and whether these are being achieved. Heads of Department, along with the Lead Teachers (where appropriate) are responsible for planning appropriate

sequences of learning within the faculties and this is evidence within their curriculum maps and medium term plans. These are reviewed annually.

Heads of Department, Lead Teachers and SLT links are responsible for monitoring that teachers are sequencing individual lessons to support learners build their knowledge and skills.

Cross-curricular planning

Where appropriate curriculum teams should work with each other to ensure coherent delivery of cross-curricular themes and it is the responsibility of Heads of Department to provide opportunities for this to be planned into their curriculum maps and schemes of work.

Personal Development Curriculum

The Vice Principal works with the Heads of Year, teaching staff and Form tutors to plan the delivery of the personal development curriculum. This covers the PSHE lessons, assemblies, and tutor group periods. Heads of Department are responsible for ensuring that when the opportunity arises elements of the personal development curriculum are included into their own faculty schemes of work or enrichment programmes.

Points of transition

Primary – secondary transition

Our strong transition programme for Year 6 pupils includes:

- Regular contact with our partner primary schools, both at Lees Brook and in the partner primary schools.
- Involvement in the city-wide information event regarding transition.
- Three Induction Days when Year 6 pupils come to Lees Brook and take part in lessons with their new tutor group.

Heads of Department and Lead Teachers are responsible for ensuring that they have an awareness of what pupils have learned at Key Stage 2 and use this to plan their curriculum for Year 7.

KS3 – KS4 transition

Throughout Key Stage 3, students receive appropriate careers education, advice, guidance and opportunities to make informed choices about the options they would like to take in Key Stage 4. An options information evening is held for pupils and parents in which class teachers and members of SLT are available to consult with.

Lees Brook endeavours to provide all students with their first choices of options subjects, however there may be occasions when students choose a combination that does not fit within the curriculum structure. In this instance the issue and possible solutions will be discussed by a member of SLT with the pupil and parents. The school also reserves the right to cancel a course if there are not sufficient pupil numbers or staffing to make a viable class.

Transition to post-16

All Key Stage 4 students have an extensive programme of careers education, advice and guidance throughout their time at Lees Brook as part of a commitment to implement the Gatsby Benchmarks.

All Key Stage 4 students are given opportunities within Lees Brook to attend a careers fair and Post 16 information evenings. All students are made aware of the opportunities and open days/evenings available at all local post 16 providers and given support in the application process through their tutor groups.

All Year 12 students attend an induction day before the Year 13 students return to The Skills Academy.