



# NATIONAL CHURCH OF ENGLAND ACADEMY

## Curriculum Policy

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### Process & Updates:

Policy / Policy updates Presented by:	Assistant Principal K. Boothroyd	Presented September 2017
Presented to:	Standards and Outcomes	
Approved / Ratified:	Academy Board	

Policy / Policy updates:  
Next review date:

September 2017  
September 2018

## What are our aims?

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As a Christian school, our aim is to provide a curriculum which is broad, balanced, and intellectually fulfilling; which allows our pupils to develop as individuals; and gives them the skills to leave school with a sense of wonder, and the desire to go on learning as adults.

The curriculum will prepare pupils by helping them to understand the world in which they live, and give them the skills to contribute to society economically and as citizens. It should enable pupils to progress academically, and seek to meet their needs as individual learners as fully as possible.

## What are our objectives?

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- To develop a curriculum which is flexible and responsive to the needs of a range of learners.
- To develop a curriculum which prepares pupils for the responsibilities of membership of a democracy.
- To give pupils opportunities to develop an understanding of the world we live in, including the responsibilities of being part of a democracy, British values and SMSC along with work related learning. To enable pupils to have access to training, further education and employment.
- To give pupils the skills to become autonomous learners.
- To meet statutory requirements in all key stages.
- To raise standards at all levels, and especially in public examinations at the end of key stages three, four and five.

## Statement of intent

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### **In the short term, we will**

- Review progress in all key stages to ensure challenge and progression.
- continue to develop opportunities for vocational learning at key stage four
- Ensure all students have a suitable academic pathway available to them.
- Fully embed the 4 pathways curriculum at KS4.
- Ensure that appropriate alternative curriculum provision is available for who needs it. Ensure a literacy support option is available for the most academically vulnerable at KS4 Use CLFP to analyse curricular provision.

### **In the longer term, we will**

- Review provision at key stage 5, with a particular focus of widening provision whilst still providing value for money.
- Further develop collaborative links with Holgate and QEA at KS5.
- Develop collaborative approaches to the curriculum with other academies in DALP

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		<b>English</b>	<b>4</b>
	<b>Maths</b>	<b>4</b>		<b>Maths</b>	<b>4</b>		<b>Maths</b>	<b>4</b>
	Science	3		<b>Science</b>	<b>4</b>		<b>Science</b>	<b>4</b>
	Geography	2		Geography	2		<b>Geography</b>	<b>2</b>
	History	2		History	2		<b>History</b>	<b>2</b>
	RE	1		RE	1		<b>RE</b>	<b>1</b>
	IT	1		IT	1		IT	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>
	<b>PE</b>	<b>3</b>		<b>PE</b>	<b>2</b>		<b>PE</b>	<b>2</b>
	MFL	3		<b>MFL</b>	<b>4</b> <b>3+Literacy</b>		<b>MFL</b>	<b>4</b> <b>3+Literacy/Pe</b>
	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 follows the National Curriculum in terms of subjects taught and guided learning hours
- The curriculum offer aims to build on key stage 2 provision and prepare students for progression through to key stage 4 in a range of areas.
- The curriculum aims to deepen knowledge and widen skills.
- Students are encouraged to take an increasing responsibility for their own learning, incorporating regular peer and self assessment, student responses to marking and regular homework.
- The key stage 3 curriculum is soundly based on core subjects but develops a broad and balanced curriculum through the wide subject offer to all students.
- Every effort is made to personalise the curriculum to ensure it addresses all individual's needs including the offer of a Nurture setting during year 7.

## The curriculum at Key Stage 4: curriculum 'pathways'

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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 and literacy. Pupils on pathway one will typically take 9 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 10 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 10 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, Spanish)
- 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, Core science, Additional Science and Triple science. Advice will be given to students as to which course is most suitable to follow during the year 9 curriculum options process.

### Languages

We are committed to encouraging pupils to study a foreign language, for educational and cultural reasons. We aim to ensure that at least 50% of all KS4 students study at least 1 language.

## **Work Related Learning**

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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.

## **The curriculum at Key Stage 5**

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There are over twenty subjects on offer at the National Sixth Form based at HSFC.. The range of subjects has been expanded over several years by increased collaboration with Holgate Academy, QEA and by the use of Distance Learning provision. The Holgate collaboration has allowed increased access to some vocational based level 3 courses.

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.

All year 11 students are interviewed by a senior member of staff during September and October. This interview ascertains individual needs and post 16 aspirations.

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.

### 1. Entry to AS Level

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

- 5 x5 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 the Assistant Principal (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.

### 2. 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 Assistant Principal (Curriculum)

Students are informed of these rules at induction.

### 5. 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 1<sup>st</sup> 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.

### 7. Exams

During January mock exams students will be allowed to miss morning school if they have an exam in the afternoon. If the exam is in the morning, they will be expected to attend school in the afternoon. Those students who are undertaking resits should be encouraged to start preparing for them from October half term. Study leave will be organised for summer examinations.

### 8. Date for starting A2 courses

Members of year 12 are expected to return to school after the last AS exam in June, on a date set by the school, if they wish to continue into year 13 and complete A2. After year 12 students have returned to school, teaching for the A2 units will begin.

### 9. 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.

#### 10. Entry to A2 level

The benchmark requirement for starting A2 courses is a grade ? or above in at least two of the three subjects being continued. The reason for this requirement is that A2 courses are at a significantly higher standard than AS level, and therefore to be sure of achieving at least a pass grade (E) for the A level a student needs to have acquired better than grade E in the first half of the course.

#### 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 policies, curriculum staffing and learning and teaching (designated roles outlined in the staffing structure)

#### 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. They are responsible for line managing the CLT and PAS Faculty leaders within their faculty.
- 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.