

 <b>Kingsmead</b>	<b>POLICY TITLE:</b>	<b>Curriculum</b>  (including Governors' Curriculum Overview)
<b>Kingsmead Academy</b>  <b>T/A Kingsmead School</b>		
<b>Committee/Person Responsible for Policy:</b>		Curriculum & Achievement sub-committee
<b>Date Approved by Governing Body:</b>		Spring 2017
<b>Date of Last Review:</b>		March 2017
<b>Next Review Due:</b>		Spring 2018
<b>Associated Policies:</b>		Examinations  Teaching & Learning  PSHCE  Relationships & Sex Education  AEN  Careers

**Purpose:** To identify the principles of curriculum design and provide an overview of the curriculum offer to students. This policy should be read in conjunction with the policies above.

Our Principles for curriculum design are rooted in our core values of:

- Care
- Aspiration
- Respect
- Determination

## Care

Every learner in our school community has the right to achieve their very best. All staff strive to teach the skills and knowledge students need to succeed in the future.

## Aspiration

Kingsmead is committed to raising students' aspirations so that every student can work towards achieving their highest possible grades within a broad, balanced and relevant curriculum. Success is celebrated at all levels within our school community.

## Respect

Kingsmead is a supportive environment where colleagues work together to share good practice. Individual need is planned for and effective provision provided to overcome barriers to learning. Variety of approach and content is valued, celebrated and shared.

## Determination

The whole school community is determined to support each other to achieve our best.

## Principles

All students to receive a high-quality, broad and balanced education through a rigorous, relevant, inclusive and coherent curriculum with qualifications that meet Government criteria and the type and range of courses which are appropriate for the individual student.

## Curriculum Aims

The curriculum should enable all young people to become:-

- - 'successful learners' who enjoy learning, make progress and achieve
  - 'confident individuals' who are able to live safe, healthy and fulfilling lives
  - 'responsible citizens' who make a positive contribution to society

## Expectations

Staff will actively promote the core values and seek to secure the curriculum aims above and in particular will:-

- Have high expectations of students
- Employ a variety of appropriate teaching and learning methods and strategies
- Ensure that, wherever possible, students are found means of access to the curriculum and given opportunities to succeed
- Deliver programmes of study which build upon students' previous experiences, providing progression and continuity, and which conform to the statutory requirements
- Provide work and opportunities which meets their students' needs and aspirations, which offers depth and challenge, and which motivates and inspires them
- Involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging students to evaluate their own achievements
- Develop students' skills to become independent learners.

- Encourage, reward and value achievement and attitude to learning, both formally and informally, following guidelines set out in the relevant policies
- Work in partnership with other staff, parents/carers and the wider community to achieve shared goals
- Keep parents/carers regularly and fully informed about the progress and achievements of their child

# THE SCHOOL CURRICULUM

(Including Governors overview from the school website.)

All students receive a high-quality, broad and balanced education through a rigorous, relevant, inclusive and coherent curriculum with qualifications that meet government criteria and the type and range of courses are appropriate for the individual student. The curriculum is delivered through a two-week timetable designed to meet the diverse needs of learners. In line with the National Curriculum, we have numbered our Years 7 – 11. KS3 being Years 7 and 8 and KS4 Years 9, 10 and 11.

## Year 7

The following subjects are studied:-

English (including an Accelerated Reading Course)

Mathematics

Science

French, German & Spanish (as introductory courses)

Geography

History

Religious Education

Physical Education

Information Communication Technology

These subjects are taught within a carousel:-

Art

Catering

Computer Science

Drama

Dance

Music

Resistant Materials

Textiles

All subjects are taught in mixed ability groups with the exception of Mathematics.

### **Year 8**

The same subjects are taught in Year 8 as in Year 7. Year 8 students study one language from the three studied in Year 7 and can opt for a second language in Year 9. Maths is taught in sets. From Year 8 Science is taught in Modules, covering Physics, Chemistry, and Biology.

During the Spring Term Year 8 consultations take place between parents, students and staff about Key Stage 4 option choices to arrive at a curriculum for the final three years. This takes into account ability, careers interests and the need to follow a broad and balanced range of courses.

### **Years 9, 10 & 11**

The courses studied by all students in Years 9, 10 and 11 are English, Mathematics, Science (Combined, Triple and Entry Level), Religious Education (Years 9 and 10 only) and the majority study one foreign language. Physical Education and Games is also compulsory at Key Stage 4 but is not examined. Within the options structure students elect to study either History or Geography to complete their core curriculum.

In addition, students may choose from the following:-

Art (GCSE)

Agriculture (BTEC)

Business Studies (GCSE)

Computer Science (GCSE)

Catering (GCSE equivalent)

ICT (BTEC)

Child Development (GCSE)

Motor Vehicle (ABC)

Drama (GCSE)

Music (GCSE)

Engineering (BTEC)

Physical Education (GCSE & BTEC)

Geography (GCSE)

Religious Studies (GCSE)

History (GCSE)

Resistant Materials (GCSE)

Triple Science (additional time – GCSE)

2<sup>nd</sup> Language (GCSE)

PSHCE (Personal Relationships, Social Pressures, Healthy Choices, Citizenship, Education for Economic Wellbeing) takes place on a rolling programme of five one-hour lessons each term for each Year Group. (See PSHCE policy)

**Personal Relationships** will cover topics including puberty, sexual relationships, contraception, parenting and bringing up children, bereavement and loss.

**Social Pressures** will cover topics including peer pressure, drugs, alcohol and tobacco use and misuse and lifestyle choices.

**Healthy Choices** will cover topics including healthy body image, emotional and mental health issues, emergency first aid, minimising risk to health (including road safety) and personal identity.

**Citizenship** considers how an individual fits in society on a local, national and international level. Topics covered include Democracy and Justice, Rights and Responsibilities (especially of children) and also British Values.

**Education for Economic Wellbeing** helps students to manage their future finances and careers effectively. Students are supported in making effective transitions to college and positive career choices. They are encouraged to be enterprising, to gain an understanding of the commercial environment and its contribution to national prosperity.

Also included are three collapsed timetable days for careers education to Year 9, 10 & 11 students.

### **RELIGIOUS EDUCATION (Beliefs, Philosophy and Ethics.)**

This course is compulsory for all students in Years 9 and 10.

**A Short Course GCSE in Religious Education.** This course aims to:-

- **develop** students' knowledge and understanding of religions, comparing Christianity and another world faith from: Buddhism, Islam, Judaism, Hinduism and Sikhism. We will also study secular and non-religious ideas
- **facilitate** students' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
- **provide** opportunities for students to engage with questions of belief, value, meaning, purpose, truth, and their impact on human life.
- **challenge** students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society with British values and the wider global community.

### **COLLECTIVE WORSHIP**

All students attend two Assemblies each week, 1 whole school and 1 year group. During the whole school assembly, we attempt to give a broad definition of the meaning of "religious worship" and seek to make a number of these Assemblies "mainly of a Christian nature" as required by the 1988 Act. All parents have the right to withdraw their child from Acts of

Worship in accordance with the regulation of the 1988 Education Act. Parents wishing to do so should contact the Headteacher.

#### **Additional Education Needs:-**

Teachers follow guidelines set out in the AEN Policy.

#### **Gifted & Talented:-**

Teachers follow guidelines set out in the Teaching and Learning Policy.

#### **Equality of opportunity:-**

Teachers follow guidelines set out in the Equality Policy.

#### **Examinations:-** (Please see Examinations Policy.)

It is expected that all students who embark on a course leading to a public examination are entered for that examination. Should they fail to fulfil the examination board's requirements in relation to coursework/controlled assessment, attendance or other criteria, SLT may agree to withdrawal from the examination. For other examination guidance teachers refer to the Examinations Policy.

#### **Early Entry:-**

Short course GCSE in Religious Education in Year 10.

#### **Teaching groups:-**

**KS3** – Ability setting in Maths, all other subjects are taught in mixed ability groups.

Carousel teaching arrangements (Art, Textiles. Resistant Materials, Drama, Music, Cooking & Nutrition and Computer Science)

Pupil Premium and Intervention strategy: Literacy & Numeracy through additional group teaching and Accelerated Reading Programme. Personalised curriculum offered when and where appropriate

**KS4** – Ability setting in Mathematics & Science, all other subjects are in mixed ability groups or dependent on choices made by students within the options structure.

Pupil Premium and Intervention strategy: Literacy & Numeracy through additional group teaching. Personalised curriculum offered when and where appropriate including subject back-up.

**Class sizes:-**

The school aims to have teaching groups of 30 students or less with practical subjects limited where possible to 24 students or less. Where this position is threatened KS4 group sizes will take priority.

**Impartial - Information, Advice & Guidance:-** (See Policy)

All students follow a comprehensive and sequential Careers Programme fully supported by local schools, colleges, businesses and employers.

**Visits and Trips:-**

Visits and trips to a wide range of countries, educational establishments, businesses and other places of educational interest will be supported and promoted within all curriculum areas within budgetary and time limits.

**Schemes of work and lesson planning:-**

Each department is required to have schemes of work related, where appropriate to the national curriculum and or examination board requirements. Schemes of work set out how the content of the course is structured, so that student's skills, knowledge and understanding are developed progressively, and how the teaching is organised. These schemes of work are supported by assessment strategies and methods for ensuring standardisation of expectation and assessment.

**The learning environment:-**

The school promotes a lively, purposeful and structured learning environment ensuring high standards and good working practices. Displays of students' work, stimulus materials and appropriate resources are very important in setting standards and raising expectations. All departments are expected to provide good displays in their areas and contribute to displays in public areas of the school.

**Information and communication technology:-**

We believe that the development of capability in the use of ICT is an essential requirement of students' education and they have an entitlement to IT resources and teaching of the highest quality.

**Work related curriculum:-**

An effective work related programme lies at the centre of the necessary experience of all students. The programme seeks to raise aspirations and help all students achieve their potential.

Through this structured and progressive programme of learning, students will develop an understanding of the demands and challenges of the workplace, the rewards and satisfaction work can bring, the rights and responsibilities of employees and employers and sources of impartial information, advice and guidance.

### **Maintaining an 'outstanding' curriculum.**

All departments are constantly reviewing what is taught and how it is taught at both key stages and students, staff, governors and parents will all contribute to the process of change.

### **Monitoring, review and evaluation**

The **Senior Leadership Team** meets regularly to consider matters relating to the curriculum and assessment:-

- Planning
- Monitoring and reviewing
- Responding to school and external developments
- Sharing experience and practice

The group is serviced by the Deputy Head with responsibility for the curriculum.

The **Governors Curriculum, Learning and School Performance Committee** meet half-termly.

Its terms of reference in respect of the curriculum are to:-

- Ensure statutory requirements are met
- Monitor and review the progress of school priorities in the SEF and OFSTED action plan by receiving reports from curriculum areas as and when appropriate
- Agree and set the annual statutory and non-statutory student performance targets and monitor and review progress
- Receive and respond to suggested policy changes regarding the curriculum
- Receive reports from the Senior Leadership Team
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The committee reports to, and makes recommendations to the full governing body.

### **Governor's links to departments:-**

Link governors are identified for AEN and Gifted and Talented.

### **Curriculum complaints procedure:-**

The 1988 Education reform Act requires the governing body to have in place procedures for the consideration of complaints that the school is failing to meet its statutory obligations in relation to the national curriculum and various other matters. Full details of the curriculum complaints procedure are obtainable from the school office.