

Hummersknott Academy



16 - Curriculum Policy

Review Date: May 2022

Adopted/V1	V2	V3	V4	V5	V6	V7	V8
Nov 2011	Mar 14	June 15	June 16	June 17	June 18	July 2019	July 2020
V9							
July 2021							

Hummersknott Academy Trust incorporates Hummersknott Academy and Skerne Park Academy and unless otherwise stated this policy applies to all Academies equally. This policy relates to Hummersknott Academy only.

Hummersknott Academy Curriculum Aims to:

- deliver a personalised and flexible curriculum capable of inspiring and challenging all students
- provide broad and balanced learning experiences
- provide continuity and progression between and within key stages
- provide a range of opportunities for students to learn, achieve and realise their full potential
- provide rigorous intellectual challenge and pace to students of all abilities
- promote the learning of language and the experience of diverse cultures
- promote students' wider spiritual, moral, social and cultural development
- ensure students develop high levels of literacy, numeracy and ICT
- develop an enjoyment of learning and a commitment to excellence in all students
- produce well-rounded, balanced individuals who are committed to lifelong learning
- prepare students for the challenges, opportunities, responsibilities and experiences of adult life
- provide a sound base and coherent route to post- 16 studies, Higher Education and employment
- promote a healthy lifestyle, keep students safe and develop awareness of personal and group safeguarding

PURPOSE

This policy sets out how the curriculum aims above will be achieved in Hummersknott Academy.

SCOPE

Organisation of the Curriculum

Key Stage 3

Year 7

All students will follow the same curriculum pattern and will be taught initially in mixed ability groups. Internal testing will provide the basis for setting in Mathematics, and English and MFL, if appropriate. The year will be timetabled in thirds with three groups per third, except in DT where there will be four groups in each third to reduce group sizes in specialist rooms. Where required, a Nurture Group is incorporated into Year 7 to meet the needs of non secondary ready students as they join the Academy.

Year 8

In Year 8 most students will be offered a choice of second language and will add this to their curricular content in Years 8 and 9. Those students who it is felt will benefit from additional literacy/numeracy support will be identified using a combination of internal and national data and pursue a programme of study in this area rather than a second language. The year will be timetabled in halves with five groups in each half as the norm.

Year 9

As students complete their Key Stage 3 studies, they also have the opportunity to think about their educational futures. As part of the discrete Life Skills programme, the extensive range of options to be taken up in Year 10 is fully explored and choices made. Students are given the opportunity to sample some of the GCSE and vocational programmes. Students also begin to specialize in their MFL, supporting them to further develop and master the skills they need to progress to GCSE.

The year will be timetabled in halves with five groups as the norm in each half. DT will be timetabled in six groups per half-year to reduce group sizes.

Key Stage 4

All students follow an examined core curriculum composed of the following subjects (all GCSE unless stated in italics):

English Language

English Literature

Mathematics

Combined Science Trilogy

A Modern Foreign Language - Students with weaker language skills will be advised regarding taking a language and could be offered the choice between i-Media, History or Geography instead.

The following subjects are followed by all but not examined:

PE

RE

Life Skills: Careers, Personal, Social, Health & Economic (PSHE)/Relationship & Sex Education (RSE) & Citizenship (including Fundamental British Values)

Students choose three additional options from the following list (GCSE except where stated):

Art and Design

Business Studies

Computing

Drama

Design Technology

- Systems Electronics
- Food Preparation and Nutrition
- Textiles Graphics
- Resistant Materials

French

Geography

German

Health & Social Care - OCR Cambridge National Level 2

History

Creative i-Media

Music

Music - BTEC Level 2

Photography

Physical Education

BTEC First Award in Sport Level 2

Religious Studies

Triple Science: Biology, Chemistry & Physics

Spanish

Hummersknott Pathways

Students will be advised to take different routes according to their predicted success data.

- Data utilised will include current report and national progression matrixes.
- From this we will select groups of students and offer different “pathway” advice:
 - We will suggest a completely free choice for some
 - For others we will suggest that a maximum of one vocational qualification from the above list is studied

Students requiring extra support will be given access to a bespoke options package which would look to include the study of ASDAN COPE in school and vocational provision based around external 14-19 providers as appropriate. These students will still follow the core curriculum.

English Baccalaureate

It has always been the Academy's policy that all students have access to the English Baccalaureate. It is, however, the duty of the school to inform students, parents and carers of this combination of subjects.

The English Baccalaureate is a measure of school performance. It records the proportion of students who achieve passes at GCSE grade 4, 5 or higher in English, Maths, two Sciences or Computer Science, an MFL and Geography or History.

The Academy's policy is that all students take English Language, English Literature and Combined Science to GCSE. Majority of students are also required to take a MFL to GCSE. A small number have the option to study one if they wish. All students have the option of studying History and/or Geography. Therefore, the Academy's policy is that parents and students are made aware of what the English Baccalaureate is and all students have the option to study the full range of subjects within it. There is, however, no compulsion to do so beyond our existing 'core curriculum'.

Organisation of Options Process

Organisation of the options process will be the responsibility of the Assistant Principal Personalised Learning and Wellbeing and the Administrative Assistant Life Skills.

This will include:

- Development of materials for careers lessons/drop down student days
- Relevant information packs and data for students and parents/carers
- An evening for parents outlining choices to be made and the options process
- Ensuring that parents have access to a counselling meeting with a member of the Senior Leadership Team
- Generating options blocks/managing the students' choices with regard to Bromcom and integration into the new timetable
- Organising re-counselling for students and parents where choices prove impossible to accommodate
- Dealing with enquiries regarding option changes
- Decisions on course viability and staffing in consultation with the Principal and Governors' Curriculum & Standards Committee and in accordance with the guidelines below.

A reserve option will be selected by all students. This will only be used to replace student options which will not fit with the option blocks generated and only in consultation with students/parents. A confirmation slip will be issued to all students to be signed by parents.

Option class sizes/viability

Guidelines are as follows:

Minimum class size for options - 10

Maximum class size for options - 30

Maximum class size (DT) - 25

These are guidelines only and the Vice Principal/Principal may choose to adjust these limits according to individual circumstance.

Religious Education

The school has no religious affiliations. Religious Education will be included in the timetable throughout the school. All students will be expected to attend these lessons unless parents exercise their right to withdraw their child/children from Religious Education under the Education Acts of 1944 and 1988.

The general aim of Religious Education will be to develop respect for religious and moral values, and tolerance of other ethnic groups, religions and ways of life. Students will study the central beliefs of Christianity and opportunities will also be provided for them to learn about and discuss other aspects of Religious Education such as world religions, ethical issues and the place of religion, values and beliefs in modern society.

Information and Communication Technology

We believe that the development of and capability in the use of ICT is an essential requirement for all students. As such, all students should have an entitlement to the use of ICT.

ICT is taught as a discrete subject in Years 7, 8 and 9. Students have the option of studying either Creative i-Media or Computing at KS4.

Languages

The school believes very firmly that a commitment to language learning forms a key part in preparing our students for life in modern society. Students at Hummersknott should not merely expect to learn languages but also to experience aspects of all the cultures associated with those languages.

Life Skills – Careers, PSHE/RSE and Citizenship

We aim to develop students' knowledge, values, personal and social skills across the whole curriculum, helping them to benefit from their school experience and prepare them to take their place as responsible citizens in society. Many aspects of school life contribute to personal and social development.

Life Skills days each term enable wider development of key themes for all year groups.

In Years 9, 10 and 11 students have discrete Life Skills lessons incorporating aspects of Careers, PSHE/RSE and Citizenship/British Values delivered by the Senior Leadership Team.

In Years 7 and 8 Life Skills (Careers, PSHE and Citizenship/British Values) is delivered through drop down days and in taught sessions within Form Mentor time. Life Skills for Years 7 to 11 is also taught as sessions within Form Mentor time. Discrete Careers, PSHE and Citizenship/British Values lessons are taught in Years 9, 10 and 11 including careers advice, guidance and interviews.

Schemes of Work and Lesson Planning

All departments are required to have schemes of work for all of their courses/qualifications related, as appropriate, to the National Curriculum and/or examination board requirements.

Schemes of work should follow the school guidelines as set out in the Staff Handbook and should be monitored by the Subject and Faculty Leaders.

Lesson planning should follow school guidelines set out in the Staff Handbook and should be monitored by the Subject and Faculty Leaders.

Marking and Presentation

All assessment and marking of work should be carried out in accordance with the Marking and Presentation Policy.

Homework

We recognise the importance of students learning at home. We believe it helps them to consolidate and extend school learning as well as helping to involve families.

Our Homework Policy outlines the arrangements that we make to plan regular and appropriate homework at each stage of our school. We evaluate the effectiveness of our homework by the impact that it is having on students' learning.

Post-16 providers

The school will seek all available opportunities to improve links to post-16 education and training, raising awareness of providers for students, parents and staff.

Key local providers will be invited to all curriculum-based school events and will be encouraged to contribute to the careers education programme where appropriate.

Curriculum Responsibilities

Management of the curriculum will be the responsibility of the Vice Principal, the Principal and the Assistant Principal Personalised Learning and Wellbeing

The Governors' Curriculum and Standards Committee will meet regularly to **monitor, review and plan the curriculum** in conjunction with the Assistant Principal-Curriculum, the Vice Principal and Principal.

Heads of Faculty and Subject Leaders will be responsible for **planning and managing the delivery of the curriculum** to meet the stated curriculum aims within the agreed time allocations.

Responsibilities for **co-ordinating schemes of work, lesson planning, organisation of resources**, etc. will be decided within each Faculty/Department and responsibility points will be allocated for this. Academy policies and exemplar documents will be used.

Life Skills days, form activities and Life Skills lessons will be planned and coordinated by the Subject Leader Careers, the Subject Leader Personal Well-Being and the Subject Leader Citizenship/British Values.

Curriculum organisation, time allocations, staff loadings and timetables will be the responsibility of the Assistant Principal-Curriculum, Principal and the Cover Manager and will be reviewed through the Senior Leadership Team and Heads of Faculty/Subject Leaders groups, in consultation with the Governors' Curriculum Committee.

Withdrawal of Qualifications

Hummersknot Academy is committed to completing delivery of all advertised programmes as per our published prospectus. Students can expect to be given the opportunity to complete programmes of study for which they have registered.

In the unlikely event that Hummersknot Academy discontinues any course, all reasonable measures will be put in place to provide a suitable alternative and every effort will be made to minimise any resulting disruption.

If a member of staff delivering the programme were to leave, a supply teacher would be employed and trained internally to ensure continuity of delivery.

If the course were withdrawn, then a suitable alternative would be found prior to the course ending.

Learners and other interested parties would be contacted in writing to inform them and to pledge support in helping them to adjust to the necessary changes.

This policy links with values 4 - Taking Responsibility, 1 - Academic Excellence and 2 - Outstanding Provision, of Hammersknott Academy Trust's Vision and Values.

RESPONSIBILITY

This policy will be reviewed and updated where necessary by the Vice Principal Teaching and Learning and approved for adoption the Curriculum and Standards Committee.

PUBLICISING THE POLICY

A copy of this policy will be available on the Academy's website and the X Drive. Staff will be advised of amendments to this policy via the Staff Bulletin and are expected to familiarise themselves with the content.

POLICY STATUS

This is a non-statutory policy.