

# The South Wolds Academy & Sixth Form



## CURRICULUM POLICY

Reviewed: November 2020  
Next review: November 2021

## **Aims of the Curriculum**

The South Wolds Academy & Sixth Form Curriculum aims to:

- provide every student with the skills knowledge and qualifications to enable them to access the next stage of their education/career
- inspire, challenge, stretch and support students to achieve their potential
- give students the experiences and opportunities to develop as caring, healthy and informed young people in the 21<sup>st</sup> century
- develop in students the resilience and flexibility to be able to adapt to the changing world they will meet
- foster an enjoyment in learning and a commitment to lifelong learning
- promote learning in its broadest sense, across and beyond the taught curriculum
- open students' minds to the broad richness of our cultural heritages

## **Outcomes of the Curriculum**

The South Wolds Academy & Sixth Form Curriculum will:

- lead to qualifications that our students need to pursue their chosen path
- lead to qualifications that are of worth to employers and for entry into Higher Education
- meet the needs of students of all abilities at The SWA
- prepare students to make informed and appropriate choices at the end of KS3, KS4 and KS5
- help students develop lively, enquiring minds, an ability to question and argue rationally and to apply themselves to tasks and physical skills
- be broad, balanced, relevant, differentiated and include personalisation
- adapt to changing requirements and expectations from Government and Higher Education
- fulfil the statutory requirements of the Academy's funding agreement and meet the expectations of regulatory bodies
- exceed national standards in achievement, attainment and progress
- help students develop personal moral values, respect for religious values and tolerance of other beliefs and cultures

## **Roles & Responsibilities**

The Headteacher will:

- ensure that the curriculum policy is implemented and regularly reviewed to ensure it remains relevant, fit for purpose and up to date with national and local initiatives

- make recommendations to governors when changes to the curriculum policy are required
- monitor the implementation of the curriculum policy within the academy and to ensure the policy contributes to high standards, ensuring pupils leave well qualified with qualifications which are relevant to their next stage of their education

The Governing Body will:

- hold the Headteacher to account in the successful implementation of the curriculum policy
- challenge the Headteacher where necessary to ensure the curriculum policy enables the pupils to achieve high outcomes in qualifications which are relevant to their next stage of their education

The Deputy Headteacher – Curriculum & Standards will:

- monitor National developments
- update the curriculum model to meet national requirements and the needs of the students
- have an oversight of curriculum structure across the Academy
- ensure the School Timetable delivers the curriculum
- manage the KS4 and KS5 Option Processes
- advise the Headteacher on staffing requirements to deliver the curriculum

SLT Line Managers will:

- monitor standards within departments
- monitor curriculum delivery within departments

The Senior Leader responsible for KS4 Progress will:

- manage Interventions to support the Year 11 Curriculum
- manage KS4 students with personalised curriculum

Subject leaders will:

- work with the Deputy Headteacher – Curriculum & Standards and SLT Line Managers to establish the aims and intent of their curriculum
- plan the sequencing and implementation of the curriculum within their department
- provide teaching staff with appropriate schemes of work
- monitor standards of teaching and learning
- ensure appropriate assessment is carried out and recorded
- regularly review performance data
- manage interventions to support students within their subjects and liaise with the Pastoral Lead where appropriate
- keep up to date with developments within their subject
- work with the Deputy Headteacher – Curriculum & Standards in timetabling their subjects

- select courses and qualifications to best meet the learning needs of the students
- liaise with their line manager and the Deputy Head Teacher – Curriculum & Standards over proposed changes to curriculum delivery
- work with the Exams Officer and meet deadlines over examination entries
- adapt the curriculum to achieve all learners achieve

The Inclusion Manager will:

- monitor the progress of students on the SEN Register and with behavioural needs
- manage interventions/personalisations to support these students
- manage Alternative Provision in the best interests of the student

Heads of Year will:

- monitor progress of individual students in their year group
- liaise with the Deputy Headteacher and the Senior Leader responsible for KS4 Progress over students requiring personalisation

Teaching and Support Staff will:

- implement the School & Department Policy in their teaching.
- use student data, both external and from their own lessons, to inform their teaching in order to meet the students' needs
- adapt and differentiate teaching to respond to the strengths and needs of all students

### **Monitoring, Evaluation & Review**

The Governing Body will receive an annual report from the Headteacher on the standards achieved by the Academy

The Governing Body will review this policy annually and assess its implementation and effectiveness.

### **Teaching Groups, Class sizes and Grouping by Ability**

In Year 7, students are placed in tutor groups of approximately 26 The work in mixed ability groups through to the end of Year 9 for all subjects other than Maths, English and Science where students are grouped by ability to allow for appropriate challenge and support. All students study two modern languages throughout years 7-9. In Design & Technology, students are grouped into smaller classes for the practical subject.

A small number of students are identified on transition from KS2 as having particular needs with literacy. These students follow a literacy programme.

Where students are setted in ability groups, class sizes will vary, but are usually smaller for the students requiring additional support.

At KS4, students are taught in ability groups for English, Maths and Trilogy Science , and in mixed ability groups defined by their option choices for other subjects.

## The School Day and Year

The school day runs from 8:50 to 15:20 and consists of five 60 minute lessons. All students have a 40 minute lunch and there is a morning break of 20 minutes. (The lunch break is 30 minutes and morning break is 15 minutes during COVID restrictions.)

The academic year runs from June to June. Students move up to a new year group and begin a new timetable on approximately the third week of June. This creates a shorter year 7 but a longer Y11 as well as a fresh impetus to teaching and learning for the final weeks of the summer term.

## Year 7 and 8 Curriculum

The Y7 & 8 Curriculum focuses on embedding and developing basic skills and developing strengths. All students study the same subjects. Students may opt to study 'Fristory' – where History lessons are taught in French to immerse the students in the French Language. The current allocation of periods per fortnight is:

English 7	Languages 8	Geography 3	Technology & Computing 3 on rotation in year 7, 4 on rotation in year 8	PE 4
Maths 8		History 3	Art, Music & Drama 2 in year 7, 1 in year 8	PD 2
Science 6		EP 2		

## Year 9 Curriculum

The Y9 Curriculum is a transition from KS3 to KS4. Core subjects begin GCSE programmes of study. Students continue with other subjects and follow a transitional course while selecting 4 option subjects to study to GCSE.

From October through to Christmas there is a major focus on careers education and the options process. Students select 4 subjects from a range of approximately 17 GCSE and vocational courses, but must include **one** from History, Geography, French, Spanish, German and Computing. The final choice for each individual student is reached by April through a guided choice involving student, parents, pastoral and subject teachers and the Curriculum Manager. The current allocation of periods per fortnight is:

English 7	Languages 8	Geography 3	Technology & Computing 3 on rotation	PE 4
Maths 8		History 3	Art, Music & Drama 2	
Science 6		EP 2		

## Year 10 and 11 Curriculum

The Y10 & 11 Curriculum provides students with the core subjects they need for a broad and balanced curriculum coupled with the opportunity to specialise in areas of interest and aptitude. A number of students may follow more personalised courses to address particular needs.

All students study English Language and English Literature, and all three sciences – taking either Trilogy Science or three separate Science GCSEs. Students take part in a Life Skills course covering Careers, Sex Education, Ethics & Beliefs and Study Skills.

The current allocation of periods per fortnight is:

English 9 in year 10, 10 in year 11	PE 2	Option 5	Option 5	Option 5	Option 5
Maths 7	Life Skills 2 in year 10, 1 in year 11	History, Geography, French, Spanish, German, Computing	Art, Business, Computing, Drama, French, Geography, German, Graphic Design, History, Music, Photography, PE, Product Design, Philosophy & Ethics, Spanish, Textiles, Level 1 Studies		
Science 10					

### Year 12 and 13 Curriculum

The Y12 & 13 Curriculum focuses exclusively on A Level Qualifications. Students study 3 or 4 A level subjects and a broad Learning & Career Development course in Y12, before focusing on 3 A level subjects in Y13. Each subject is allocated 7 or 8 hours per fortnight with science subjects allocated 9 in year 12 to enable them to focus on the Practical Endorsement Award. The EPQ and Community Sports Leaders are available as options.

Policy reviewed by: C Shardlow (Deputy Headteacher – Curriculum & Outcomes)

Review date: Autumn 2020

Next review due: Autumn 2021