

# The South Wolds Academy and Sixth Form



## CURRICULUM POLICY

Reviewed: November 2024  
Next review: November 2027

## **Intent of the Curriculum**

The South Wolds Academy and Sixth Form Curriculum aims to be:

### **Ambitious**

- be broad, balanced and provide every student with opportunities to gain essential knowledge, skills and understanding which will enable them to achieve or surpass their academic and social potential;
- build on prior learning experiences and be coherently planned and sequenced to enable students to gain the knowledge, skills and understanding to fulfil their ambitions.

### **Inclusive**

- be highly aspirational and accessible for all of our students;
- equip our students to access further and higher education, and employment through our provision of a broad range of qualifications and wider learning opportunities, which cater for the strengths of all of our students;
- 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.

### **Inspiring**

- foster an enjoyment of learning and a commitment to lifelong learning;
- inspire, challenge, stretch and support students to achieve their potential;
- promote learning in its broadest sense, across and beyond the taught curriculum;
- open students' minds to the broad richness of our cultural heritages.

## **Impact of the Curriculum**

The South Wolds Academy and 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 further or higher education;
- meet the needs of students of all abilities;

- 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 the DfE 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.

## **Implementation of the Curriculum**

### **Roles and Responsibilities**

The Head Teacher 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 students leave well qualified with qualifications which are relevant to their next stage of their education.

The Governing Body will:

- hold the Head Teacher to account in the successful implementation of the curriculum policy;
- challenge the Head Teacher where necessary to ensure the curriculum policy enables the students to achieve high outcomes in qualifications which are relevant to their next stage of their education.

The Deputy Head Teacher – Curriculum and Standards will:

- monitor curriculum delivery across the Academy through regular curriculum reviews;
- 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 Head Teacher on staffing requirements to deliver the curriculum;
- Lead the Curriculum Steering Group to ensure middle leaders are providing an ambitious, inclusive and inspiring curriculum in individual subject areas.

SLT Line Managers will:

- monitor standards within departments;
- monitor curriculum delivery within departments.

The Assistant Head Teacher – Progress and Intervention

- manage interventions to support the KS3 and KS4 Curriculum;
- manage KS4 students with personalised curriculum.

Subject leaders will:

- work with the Deputy Head Teacher – Curriculum and Standards and SLT Line Managers to establish the 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 Associate Senior Leader – Pastoral where appropriate;
- keep up to date with developments within their subject;
- work with the Deputy Head Teacher – Curriculum and 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 and Standards over proposed changes to curriculum delivery;
- work with the Exams Officer and meet deadlines over examination entries;
- adapt the curriculum to ensure all learners achieve.

The Assistant Head Teacher – Attendance and Inclusion and the SENCO will:

- monitor the progress of students on the SEN Register and with SEMH needs;
- manage interventions/adjustments 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 Head Teacher and Assistant Head Teacher – Progress and Intervention over students requiring personalisation.

Teaching and Support Staff will:

- Utilise adaptive teaching to respond to the strengths and needs of all students;
- use student data, both external and from their own lessons, to inform their teaching in order to meet the students' needs.

### **Monitoring, Evaluation and Review**

The Governing Body will receive an annual report from the Head Teacher on the standards achieved by the Academy.

The Governing Body will review this policy in accordance with the Trust's policies checklist 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. They 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 and 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 set 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 8:50am to 15:20pm and consists of five 60 minute lessons and a 20 minute tutor time. All students have a 35 minute lunch and there is a morning break of 20 minutes.

The academic year runs from June to June. the timetable is promoted so students move up to a new year group in approximately the third week of June. This creates a shorter Year 7 but a longer Year 11 as well as a fresh impetus to teaching and learning for the final weeks of the summer term.

### **Year 7 and 8 Curriculum**

The Year 7 and 8 Curriculum focuses on embedding and developing basic skills and developing strengths. All students study the same subjects. The current allocation of periods per fortnight is:

English 7	Languages 6 (3 for each language)	Geography 3 in Yr 7 and 4 in Yr 8	Design and technology and Computer science 3 on rotation in Year 7, 4 on rotation in year 8	PE 4
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Maths 8		History 3 in Yr7 and 4 in Yr 8	Art, Music and Drama 1 or 2 in Year 7, 4 on rotation in Year 8	PD 2 in Year 7 1 in Year 8
Science 6		EP 2		

### Year 9 Curriculum

The Year 9 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.

There is a major focus on careers education and the options process. Students select 4 subjects for Years 10 and 11 from a range of approximately 17 GCSE and vocational courses, but must include **one** from history, geography, French, Spanish, German, triple science and computer science. The final choice for each individual student is reached by April through a guided choice involving student, parents, pastoral and subject teachers and the Deputy Head Teacher – Curriculum and Standards. The current allocation of periods per fortnight is:

English 7	Languages 6 (3 for each language)	Geography 4	Design and technology and Computer science 3 on rotation	PE 4
Maths 8		History 4	Art, Music, Pd and Drama 1 or 2	
Science 6		EP 2		

### Year 10 and 11 Curriculum

The Year 10 and 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 and Beliefs and Study Skills.

The current allocation of periods per fortnight is:

English 9	PE 2	Option 5	Option 5	Option 5	Option 5
Maths 7 in year 10 and 8 in year 11	Life Skills 2 in year 10, 1 in year 11	History, Geography, French, Spanish, German, Computing Triple science	Art, Business, Computer science, Drama, French, Food Technology, Geography, German, Graphic Design, History, Music, Photography, PE, Product Design, Philosophy and Ethics, Spanish, Textiles, Level 1 Studies, Triple Science		
Science 10					

### Year 12 and 13 Curriculum

The Year 12 and 13 Curriculum focuses exclusively on A Level Qualifications. Students study 3 or 4 A level subjects and a broad Learning and Career Development course in Year 12, before focusing on 3 A level subjects in Year 13. Each subject is allocated 8 hours per fortnight with science subjects allocated 9 periods in Year 12 to enable them to focus on the Practical

Endorsement Award. Students take part in a personal development course for one hour a fortnight covering Careers, Sex Education, Ethics and Beliefs, finance, higher education and Study Skills.

The EPQ and Community Sports Leaders are available as options.