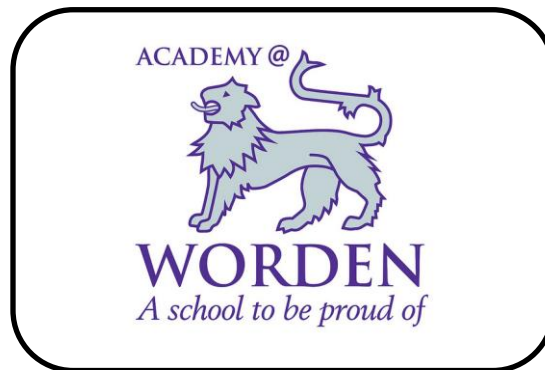


# Academy @ Worden



## Curriculum Policy

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## **Intentions**

We are proud of our happy, purposeful and thriving school which provides excellent opportunities for all its pupils to succeed. The Academy has an outstanding reputation for high academic achievement and educational standards. Learning is the central focus of all that is done at Worden and we are committed to developing the whole child and providing opportunities that are essential for personal, intellectual, emotional and social growth.

Worden is a dynamic and constantly improving school, where all members of our community are encouraged to work in an atmosphere of mutual respect. This is an integral part of our school ethos, which supports friendship and co-operation. The positive relationships we build with parents are a real strength of our school and the support they give us contributes significantly to our success.

In order to help our pupils develop we believe it is for our pupils to explore all their talents and experience a wide range of opportunities. To this end we look to ensure our curriculum is broad, balanced, relevant, and personalised.

## **Curriculum principles**

- Clear curriculum progress over 5 years.
- Pupils study a broad and balanced curriculum and receive detailed careers guidance to ensure that they have the skills, resilience and knowledge in order to progress to the next stages of their education at post 16 and beyond.
- There should be depth before breadth. Maximise learning time in all subjects.
- Focus is given to English and Mathematics to ensure that students have the essential skills needed for life and to access the full curriculum. This is achieved through White Rose Mathematics, Accelerated Reader, expanded vocabulary through reading, use of tier 2 & 3 words and explicit English language and literature teaching.
- Cohort curriculum personalisation through options.
- The curriculum is underpinned by subject experts that receive in house and external training. Staff CPD is linked to the SIP, focused around pedagogical research and tailored to the individuals, cohort and school needs as appropriate. As part of this CPD, staff develop their pedagogy through the reading and discussion and then implementation of research.
- Successful students not only achieve well, but participate well in school activities. Physical and mental health is a key part of our Physical Education and pastoral education offer.

## Implementation

The school's curriculum follows statutory requirements and the requirements of the National Curriculum.

The school timetable is based around a 25 period week with lessons weighted towards the morning sessions to help improve and facilitate learning (four lessons in the morning and one after lunch).

All pupils in the school study English, maths, science, PE, RE, PSHE in both Key Stages. However the structure of each year's curriculum is as follows:

Periods	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
7	Maths			English				Reading	Science				MFL			RSHE/RE		History	Geography		PE		Food DT Art		PA Music Computing		Computing																							
8	Maths			English				Reading	Science				MFL			RSHE/RE		History	Geography		PE		Food DT Art		PA Music Computing		Computing																							
9	Maths			English				Science				MFL			RSHE/RE		History	Geography		PE		Food DT Art		PA Music Computing		Computing																								
10	Maths			English				Science				PSHE/RE		PE	Option 1				Option 2				Option 3																											
11	Maths			English				Science				PSHE/RE		PE	Option 1				Option 2				Option 3																											

### Key Stage 3 – Year 7, 8 & 9

Since September 2021 both x and y bands follow the same traditional curriculum model at KS3 where they are taught discrete subjects of English, mathematics, science, technology, art, performing arts, computing, history, geography, RE, PSE and Modern Foreign Languages.

Technology subjects and art are taught in a carousel meaning that each group will experience a particular aspect of technology and art for a period of time (usually half termly) before moving on to another. This carousel approach enables the pupils to be taught in smaller classes, in some cases have double periods and experience every aspect of the technology subjects over the year.

### Key Stage 4

#### Year 10 and 11

Year 10 and 11 pupils follow a curriculum that allows them to select certain subjects through the options process where they opt for up to four further GCSE/vocational courses. Pupils are also taught discrete subjects of English, mathematics, science, core PE, RE and PSHE.

#### Homework and assessment

Homework is set in accordance to the schools teaching and learning policy. All homework is planned and sequenced in line with the individual subject curriculum plans.

Assessment is undertaken in accordance with the schools teaching and learning and examination policies. All assessments are planned and sequenced in line with the individual subject curriculum plans.

### **Options process**

The options process is bespoke to each year group in KS4 depending on the interests and choices of the pupils in any particular year. In addition, the options process follows a pathway approach which enables pupils to study the most appropriate courses whilst supporting their development along the way. This means that the higher starters (on entry to school in year 7) can choose to study a wider range and greater number of more academically demanding subjects if they wish.

All pupils follow the core curriculum of mathematics, English Language, English Literature, science (combined) or separate sciences (biology, chemistry, physics) and core PE. In addition, all pupils have an entitlement of RE/PSHE/WRL and IAG.

All pupils have one choice from three option blocks. These option blocks are derived by initial option trawls in school in order to devise a best fit model for the majority of pupils.

Note: option subjects that attract a small number of pupils may not be viable to be timetabled in the final option block allocation.

The option blocks enable pupils to study the English baccalaureate through several combinations, whether it's, separate science/combined science/computer science, a humanities subject and a Modern Foreign Language. Although, most pupils only have to compulsorily choose one of the English baccalaureate options in addition to the core subjects of English, mathematics and combined science.

### **Options currently on offer are:**

- Statistics
- Sociology
- Food Nutrition
- French/Spanish – taught in alternate years
- History
- Geography
- RE
- PE
- ICT
- Computing
- Art
- Drama

- Design Technology
- Separate Sciences (biology, chemistry, physics)
- Construction in the built environment (Preston College)

### **Alternative providers**

The school employs the services of LCC PRU Shaftesbury High School in order to provide respite for KS3 pupils. This along with the Managed Transfer process is used to support the pupils in finding an appropriate curriculum.

When on offer, the school also employs the services of Preston's College to deliver vocational courses to KS4 pupils. There is currently a cohort of 19 pupils that study a L2 BTEC in Construction in the Built Environment and this course replaces an option choice in the timetable.

### **Religious Education**

Religious Education is available to all pupils. Parents have the right to withdraw their children from religious education.

**Collective Worship** – The school has a programme of collective worship involving some whole-school assemblies and year group assemblies.

### **Provision for RE/PSHE**

All pupils are given provision of PSHE through bespoke lessons in Key Stage 3 and Key Stage 4 supported by super learning days. In addition, RE and PSHE is taught as a discrete subject in years 7-11. Careers is primarily taught through PSHE and a cross curricular approach. IAG is facilitated through the key stage 4 PSHE/IAG program that incorporates the services of a highly qualified advisor.

### **Sex Education**

The school provides sex education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognize the value of family life.

A full statement of the school's Sex Education Policy is available to parents. It has been drawn up in consultation with staff, pupils and parents, and takes into account the views of representatives from the community. It has regard for the government's guidance in *Sex and Relationship Education Guidance*.

In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils but parents may withdraw their children from any other

part of the sex education provided without giving reasons up until their child is within three terms of the age of 16 upon which date, it becomes the child's personal choice.

### **Political Education**

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

The school's curriculum promotes British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

### **PE and Sport**

All pupils are expected to take part in the school's Physical Education and Sport programme. Pupils can only be excused from PE and Sport lessons for medical reasons for which a medical note will suffice, or other reasons agreed with the school. Even if pupils are excused from PE, they are expected to change in to their PE kit and participate in the lessons in some other manner.

### **Extra-Curricular Activities**

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All pupils have the opportunity to take part in the programme.

### **Literacy and Numeracy**

The mathematics department deliver Mathematic Mastery in KS3 and a blended approach in KS4. This approach focuses on securing the conceptual understanding of maths through the pictorial, concrete and abstract as opposed to the procedural understanding of maths. All pupils in KS3 follow the Accelerated Reader programme through both discrete lessons and English lessons. In addition, all KS3 pupils undertake R@W (Reading at Worden) through Learning Quarter.

### **Pastoral Education**

The pastoral education offered by school in all key stages is centered around nurture, behavior for learning and resilience. Pupils have access to a pupil mentor and an armed forces mentor (when one is allocated by the authority). In addition, pupils access services from the school nurse. The Progress Managers, Pastoral Support Assistant and Attendance Officer offer daily and ongoing

support through access to the Hub and the Diamonds Room at breaktimes, lunchtime and throughout the day if needed.

### **Special Educational Needs**

Special Educational needs are catered for on an individual basis with teaching assistants supporting in identified lessons. Access Arrangements are used to support pupils in fully accessing the GCSE examinations in line with the requirements of the Equality Act 2010 and the JCQ regulations. Access arrangements are co-ordinated in conjunction with the SENDCO and the in house fully qualified psychometric test user and administrator.

### **Equal Opportunities**

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

Disabilities – in accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

### **Concerns and Complaints**

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's form tutor and in the second instance with the Head of Faculty or pastoral team.

In the third instance parents should address their concerns to the Deputy Headteacher.

If the issue is not resolved, parents should make an official complaint in writing to the Headteacher.

### **Monitoring and Review**

This policy will be monitored by the SLT member with responsibility for curriculum who will report to the Head on its implementation on a regular basis. The Head will report to the governing body's Curriculum Committee on the progress of the policy and will recommend any changes.