



Curriculum Policy

September 2024



Abstract

Our curriculum is based on the principle that all young people are entitled to a broad, balanced education that promotes their spiritual, moral, cultural, mental and physical development to prepare them for the opportunities, demands and responsibilities of adult life in the 21st Century.

This policy describes the structures and strategies that have been developed to support this philosophy.

Aims

“To deliver a curriculum that encourages breadth of study, takes account of government progress measures and guidelines as appropriate but one which has the best outcomes for all our students at its centre”

The curriculum at Madeley School aims to:

- Meet the needs of every student
- Broaden student experiences and develop critical thinking
- Promote personalisation and supports differentiation
- Fully develop the key functional skills of literacy and numeracy for all students
- Prepare all students for their next steps in learning as fully independent learners
- Prepare students for a successful adult working life in a global 21st Century society
- Challenge and stretch all students to achieve and exceed the expected national standards for their achievement and attainment
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- Nurture the talents of every individual and celebrates success
- Value vocational and academic qualifications equally
- Support smooth transition from the primary phase
- Involve parents and carers in its design
- Involve the local community and business partners in its design and delivery
- Ensure that students enjoy learning and become committed to lifelong learning
- Deliberately seeks to provide pupils with opportunities to increase their cultural capital and close gaps

Roles and Responsibilities

- (1) The Principal will ensure that all statutory elements of the curriculum are delivered.
- (2) The Assistant Principal (Director of Curriculum) will ensure that:

- The amount of time provided for teaching the curriculum is adequate and is reviewed annually by the Standards and Outcomes Academy Council Committee.
 - The procedures for assessment meet all legal requirements and students and their parents/carers receive regular information to show how much progress their children are making and what is required to help them improve
 - Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the normal curriculum
 - The Standards and Outcomes Academy Council Committee is fully involved in decision making processes that relate to the breadth and balance of the curriculum
 - Standards and Outcomes Academy Council Committee is advised on statutory curriculum requirements
- (3) The **Academy Council** will ensure through the Standards and Outcomes Academy Council Committee that:
- It considers the advice of the Principal when approving this curriculum policy and when setting whole school performance targets
 - Progress towards annual whole school performance targets is monitored
 - It contributes to decision making about the curriculum
- (4) The **Assistant Principal (Teaching and Learning)** will ensure that:
- They have an oversight of curriculum structure and delivery across Key Stage 3 and Key Stage 4
 - Long term and medium plans are in place for the delivery of subjects across Key Stage 3 and GCSE courses in Key Stage 4
 - Long term and medium plans are monitored and reviewed on a regular basis.
 - Student progress is discussed with Subject Leaders and Pastoral Leaders on a regular basis and that appropriate interventions are put in place for students making less than expected progress
- (5) **Faculty, Subject Leaders** and **Pastoral Leaders** will ensure that:
- Long term and medium plans are in place for all courses
 - Long term and medium plans support progression at least in line with expected national standards and provide opportunities for students to exceed these
 - Consistent long term and medium plans are used by all staff delivering a particular course.
 - Awarding bodies and courses are selected so that they best meet the learning needs of students
 - Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
 - Assessment is appropriate to the course and the students following particular courses.
 - There is a consistency of approach towards assessment that follows the whole school Assessment Policy
 - They keep their Line Manager informed about any changes to curriculum delivery
 - Student assessment data is passed to the Data Manager as specified in the annual assessment calendar
 - Information on entries for external examinations is passed to the Examinations Officer within the deadlines specified by the appropriate awarding bodies
 - Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
 - They share best practice with other colleagues in terms of curriculum design and delivery.
 - They oversee CPDT needs with regard to curriculum planning and delivery within their area of responsibility

(6) **Teaching Staff and Learning Support Staff** will ensure that:

- The School curriculum is implemented in accordance with this policy
- They use assessment to inform their short-term planning in order that lessons meet the needs of every student
- They use assessment to maximise progress by giving high-quality feedback to students about the next steps in their learning
- They keep up to date with developments in their subjects
- Participate in high quality CPDT working with other teachers to develop their skills

(7) **Students** will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within the School and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive co-ordinated academic and pastoral support to enable them to make the appropriate curriculum choices for Key Stage 4
- Receive independent advice and guidance to enable them to make appropriate post-16 choices

(8) **Parents and Carers** will:

- Be consulted about their children's learning and in planning their future education
- Be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives
- Be informed about the curriculum on offer and understand the rationale behind it.

Monitoring and Evaluation

The curriculum model is reviewed periodically in light of changes in curriculum demands from government, the schools GCSE exam results and feedback from stake holders; students, parents, teaching staff and Academy Councillors.

The model is reviewed in the autumn term as an agenda item on the Senior Leadership team meeting schedule in readiness for the launch of the Options Programme which runs in early spring.

The Academy Council will receive time appropriate reports from the Principal on:

- The standards reached in each subject compared with national and local benchmarks.
- The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- The number of students for whom the curriculum was disapplied and alternative arrangements made.

The Academy Council will review this policy once a year and assess its implementation and effectiveness.

This policy will be promoted and implemented throughout the School.

The School Day

The school operates a two week timetable consisting of 50 teaching periods. The school day starts at 8:35 am and ends at 3.05 pm and consists of five 60 minute lessons split by break at 11.10 am (20 minutes) and lunch at 13.30 pm (35 minutes).

Student Groupings

As the school continues to grow in number with PAN increase set to 150 from September 2024 the banding model is in a state of transition and several structures will exist in September 2024. When students join Madeley in Year 7 they are placed into 1 of three streamed bands. Banding is determined by their scaled score for Mathematics and Reading but also takes into account feedback from staff from primary schools at transition. Science usually follows Maths groups in the first instance. Pupils are set in each band for Maths and Science. Technology, Art and computing are also taught in these bands but set independently. English History, Geography, Religion and world views , Music, Spanish and Performing arts are taught in five “colour” groups determined by the English team. Pupils are placed in Mixed ability form groups in Year 7 and usually will remain in the same form throughout their time at the school. The Personal Development programme is taught by dedicated PHSE specialists and delivered in the “colour groups” grouping. A similar model runs for Year 8 and Year 9. In Year 9, science is set independently of other subjects to allow specialist teachers to teach within their specialism. In Year 9, Personal Development is delivered by form tutors at fixed times to allow for external speakers to visit. This better supports the options and careers agenda.

Assessment and student movement.

Movement within Bands

We consider it absolutely vital that students are placed correctly in classes within bands to make sure they make the best progress possible. This is most important in those classes that are set on ability i.e. Maths and Science.

Following on from each assessment point departments will meet and review the classes for all pupils. At the meeting each student is discussed individually and subject leaders will reflect on the student's performance in their subject. The following considerations should always be taken into account:

- Reasons for a drop in performance
- Pastoral issues
- Students' targets
- EHCP/SEND identified and reviewed

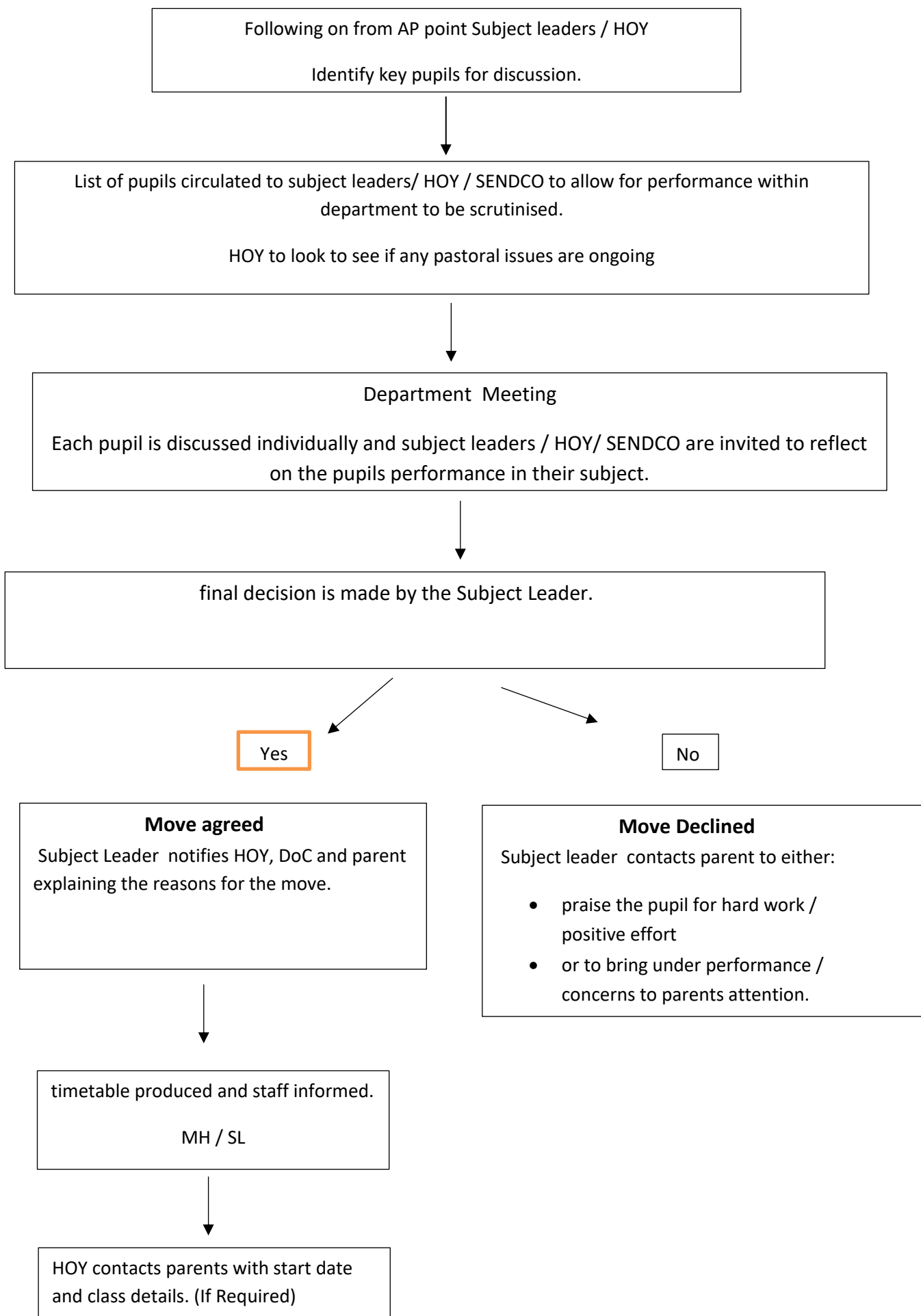
After careful consideration a final decision is made by the subject leader as to whether a pupil should remain where they are move up or down classes within their band.

Following a decision to move a student, subject leads will determine the new classes and then contact will be sent home to inform parents of the reason for the move by the Head of subject.

If a decision is made to not move a student contact with parents may be made to praise the student for hardwork / positive effort or to bring under performance / concerns to parents' attention.

The flow chart below highlights the actions and those responsible.

Student Movement Protocol (within bands)



Movement between bands

In some instances, it may be decided that a band move is required to best support a pupil for pastoral reasons. This may be actioned by the HOY in consultation with FLs and SLs. The HoY must complete a Fast Unplanned Curriculum Transfer form and start a consultation with subject leaders. The HoY remains responsible for driving the consultation forward and for contacting parents/carers.

After each assessment point departments will meet and review the classes for all pupils. At the meeting each student is discussed individually, and subject leaders will reflect on the student's performance in their subject. The following considerations should always be taken into account:

- Reasons for a drop in performance
- Pastoral issues
- Student's targets
- EHCP/SEND identified and reviewed

After careful consideration a final decision is made by an appropriate member of the Senior Leadership team as to whether a pupil should remain where they are or be put forward to be considered for a band move.

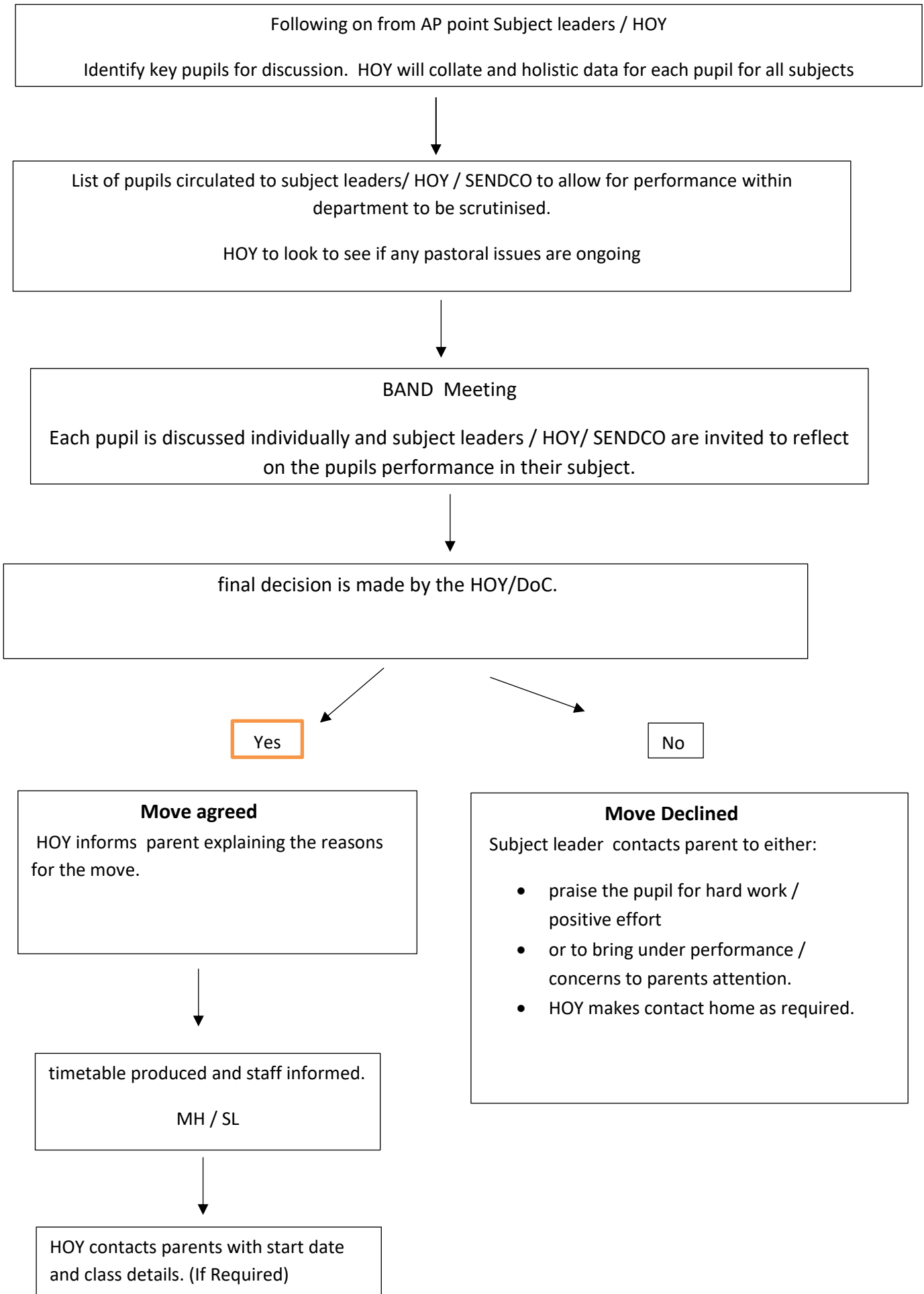
HOY will collate a list of pupils to be considered for a band move and a Banding Meeting set up to include the DoC and FLs to discuss the merits for each pupils to move. At the meeting FLs will raise each pupil to be considered and data shared across all subject affected by the band move to ensure it is wholly in the best interests of the pupil for the move to take place.

Following a decision to move a student, subject leads will determine the new classes and then contact will be sent home to inform parents of the reason for the move by the Head of Year. The head of year will take this role as a band move will illicit movement in more than one subject.

If a decision is made to not move a student contact with parents may be made to praise the student for hardwork / positive effort or to bring under performance / concerns to parents' attention.

The flow chart below highlights the actions and those responsible.

Student Movement Protocol (between bands)



Subjects Curriculum Time Allocations

(a) Lower School

Currently lower school students (Years 7 to 9) have the following number of periods per subject per fortnight (differences in lower band allocations are described above):

Subject	Year 7	Year 8	Year 9
English	8	8	8
Maths	7	7	7
Science	5	6	6
Art	2	2	2
Computing	2	2	3
Drama	2	2	2
Geography	3	3	3
History	3	3	3
Music	2	2	2
PE	4	4	4
Personal Development	2	2	2
Religion and world views	2	2	1
Spanish	5	4	4
Technology	3	3	3

Options Process

The Options process, which will be reviewed in the Autumn Term of 2024, runs from January to Easter in year 9. Currently pupils choose three Option subjects by one of three pathways that they follow alongside the core programme.

Green Pathway – This is the most academically rigorous English Baccalaureate or EBacc pathway. This pathway is suggested for all students in the top classes in year 9. Students must choose a Modern Foreign Language and either Geography or History plus two further option choices.

Blue Pathway – On this pathway students must choose to follow either Geography, History computer Science or Spanish, to ensure they fill the EBacc bucket of the progress 8 measure. Students must then choose two further option choices..

Bespoke Blue Pathway – This pathway is for those students for whom the demands of 3 option GCSE subjects on top of the core subjects will be too great. On this pathway students must choose to follow either Geography or History to ensure they fill the EBacc bucket of the progress 8 measure. Students may then choose other GCSEs as per the blue pathway or offered a bespoke alternative dependent on individual need.

(b) Upper School

Year 10

In Year 10 all students study English (Language and Literature separate awards), Mathematics, Physical Education, Personal Development, Science triple award in set 1 (and sometimes set 2) and double award for all other sets. When appropriate we run Btec Science and or entry level Science in the lower band alongside or as an alternative Science pathway.

In addition to core subjects Year 10 students study 3 option subjects by three option pathways. The subjects currently available are Art & Design, photography, Computing, Drama, Food Nutrition and Preparation, Spanish, Geography, History, Music, Physical Education, and Technology, Btec Health & Social Care and Btec Enterprise.

Personal development is taught in drop down days at KS4.

This structure will be in place from September 2023.

Currently Year 10 students have the following number of periods per subject per fortnight

Core Subjects	Learning Hours
English	9
Maths	9
Science	12
PE	2
Options	Learning Hours
Option A	6
Option B	6
Option C	6

Option A	Option B	Option C
Geography	Btec Enterprise	Art & Design
History	Drama	Computing
Spanish	Food	BTec Health & Social Care
Technology	Geography	iMedia
Computing	History	PE
	Photography	Spanish
	Technology	Technology

The Graphic on the right above shows the current options subjects available in each group. All subjects are GCSE or GCSE Equivalent.

Year 11

In Year 11 all students study English (Language and Literature separate awards), Mathematics, Physical Education, Personal Development, Science triple award in set 1 (and sometimes set 2) and double award for all other sets. When appropriate we run entry level in the lower band alongside or as an alternative Science pathway.

In addition to core subjects Year 10 students study 3 option subjects by three option pathways. The subjects currently available are Art & Design, photography, Computing, Drama, Food Nutrition and Preparation, Spanish, Geography, History, Music, Physical Education, and Technology, Btec Health & Social Care.

Currently Year 11 students have the following number of periods per subject per fortnight:

Core Subjects	Learning Hours
English	9
Maths	9
Science	12
PE	2
Options	Learning Hours
Option A	6
Option B	6
Option C	6

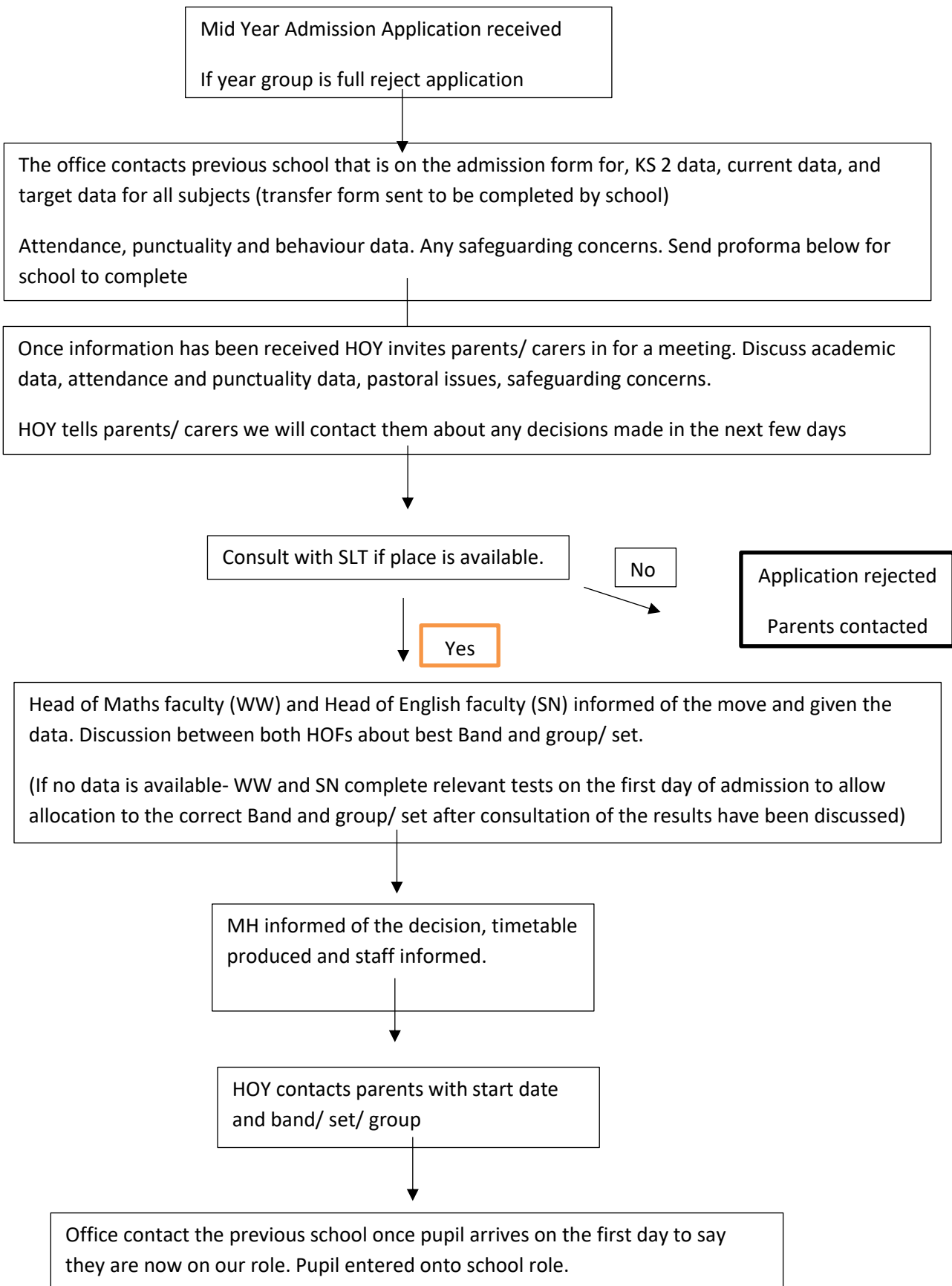
Option A	Option B	Option C
Geography	Art & Design	Art & Design
History	BTec Health & Social Care	Computing
Art & Design	I Media	Geography
Music	Food Nutrition & Preparation	History
Photography	History	Technology
Technology	Geography	Spanish
PE	Technology	
	Spanish	

The Graphic on the right above shows the current options subjects available in each group. All subjects are GCSE except the Btec courses and the Cambridge National PE.

Appendix - Mid Term Admissions

We are frequently asked to accommodate new students who arrive after the school years has started. These are referred to as mid – year admissions. The flow chart below outlines the protocols in school for when these applications arrive. Appendix 1 shows the Mid-Year Admissions Application Form.

Mid Year Admissions Protocol



Policy Review:

Signed by: (Principal) Signed by: (Chair of
Academy Council)

Date: Next Review Date: **September 2025**