



The Khalsa Academy Wolverhampton – A Khalsa Academies Trust School

Curriculum Policy

This policy is applicable to The Khalsa Academy Wolverhampton

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1. Aims and Intention

The curriculum is at the heart of everything we do at The Khalsa Academy Wolverhampton (TKAW). Our curriculum interlinks teaching and learning and assessment to engage all students with love of learning and to develop knowledge, understanding and skills that are required for our learner to be successful anywhere and anytime.

We believe that depth of knowledge is essential in order for independent thinking and creativity to develop. Therefore, we aim to develop each student's knowledge base through careful selection, sequencing and review of the most valuable content.

2. Curriculum Intent

Through a strong culture of excellence and standards, underpinned by Universal Sikh and British values, "Together As One" we will instil a love for learning and nurture all our pupils to:

- Excel academically, personally and spiritually as lifelong learners
- Think critically about the world they live in and contribute responsibly
- Develop their talents and interests through a wide variety of co-curricular opportunities

We are confident that our **Key Stage 3 (Year 7, Year 8, & Year 9)** curriculum offers students a good breadth and depth of knowledge and skills, preparing them well for the next phase of their education. We do not allow the narrowing of the curriculum for any students. Many pupils have a clear idea of the subjects they enjoy the most in Year 9 and we therefore ask our students to select four subjects when moving into Year 10.

Key Stage 4 (Year 10 & Year 11) offers students a range of subjects, from which they are encouraged to study a curriculum focused on progression into education, employment or training. We promote the importance of an academic curriculum, in particular the English Baccalaureate subjects. All pupils are supported to achieve the very best that they can achieve.

Pupils who join our **Sixth Form** benefit from a well-constructed curriculum offer that is matched to local demands. We offer academic, applied general and hybrid pathway in order to provide the best opportunity for our pupils to be successful. Pupils are fully supported in progressing to next phase of education and the uptake of university places is excellent. We believe this is a strong measure of our success.

3. Curriculum Implementation

The Khalsa Academy Wolverhampton operates on two-weeks timetable consisting of 52 sessions of learning.

3.1 Key Stage 3

- All pupils in Key Stage 3 (Year 7 to 9) study broad range of subjects, with majority of hours spent in English, Science and Maths.
- Contents in English are designed to promote high standards of language and literacy by quipping our pupils with a strong command of spoken and written word, and to develop their love of reading for enjoyment.

- Pupils in Mathematics work with teachers to develop Maths mastery, an approach to learning that enables a child to approach an unfamiliar mathematical problem using complex reasoning. This encourages pupils to develop a deep understanding of mathematics.
- Contents covered in Science provides the foundation for understanding the world through the specific disciplines of biology, chemistry and physics. All pupils are taught the essential aspects of the knowledge, methods, processes and uses of science.
- All pupils study History, Geography and Religious education. Our Humanities curriculum drives our universal Sikh and British Values by exploring a range of perspectives and ideas about the world they inhabit as well as understand how to be respectful and tolerate other beliefs and values.
- All pupils will study Physical Education, Computer Science, Music, Drama and actively participate in Arts as well as Design and technology subjects. Our curriculum model allows pupils to nurture their creative talents and to explore their potential.
- In terms of languages, all our pupils learn Panjabi and French from Year 7. We believe that the acquisition of a second, third, or even fourth language enhances pupils' capacity for learning, whilst also providing broader opportunities in the future.
- In our curriculum model we have a bespoke PSHE lesson, where all pupil will study British and Sikh Values as well as develop their understanding of Being Healthy, Being safe and Living in the Wider World. This includes the statutory requirements for Careers and Relationships and Sex Education.
- All students benefit from 30 minutes of form time per day to include assemblies, our reading for pleasure programme and our character education programme.

3.2 Key Stage 4

- All pupils will continue to study English, Mathematics and Science in Year 10 and Year 11. Most pupils will be able to choose from a range of optional subjects, allowing them to select an area of study that reflects their aspirations and enthusiasm.
- Pupils will study the Sciences, either in the form of Combined Science qualification (encompassing Biology, Chemistry, and Physics), or Triple Sciences (treating Biology, Chemistry, and Physics as three separate subjects).
- Pupils will be able to select a Humanities subject, either History or Geography.
- Most pupils will be selecting one language to continue from Key Stage 3 to Key Stage 4.
- The school encourages pupils to follow the English Baccalaureate route of study, ensuring that pupils will study English Language & Literature, Mathematics, Sciences, Geography or History, and a Language. These qualifications are considered essential to provide pupils with greater opportunities in further education and increases the likelihood of pupils continuing with full-time education.
- The school also provides a range of optional subjects (see below) that are designed to provide a broad, balanced, and exciting curriculum offer. Pupils and parents/carers will be able to select subjects, reflecting their ambitions, enthusiasm, and love for subjects.
- In our curriculum model we have a bespoke PSHE lesson, where all pupil will study British and Sikh Values as well as embedding their awareness and knowledge of Being Healthy, Being Safe and Living in the Wider World. There is a statutory requirement for all students to receive a one to one Careers Interview and to receive Relationships and Sex Education.
- All students benefit from 30 minutes of form time per day to include assemblies, our reading for pleasure programme and our character education programme.

3.2 Key Stage 5

- We are privileged to be able to offer pupils a route into post-16 education via our Sixth Form.
- The majority of subjects studied at Key Stage 4 provide a direct route into our suite of post-16 courses.
- Pupils joining our Sixth Form can expect to select from a broad subject offer from the Sciences, Computing, English, Mathematics, Humanities, Social Sciences and Creative subjects. We have

designed our offer to ensure a rigorous, exciting, and competitive suite of qualifications that will support learners with ambitious plans.

- All students benefit from 30 minutes of form time per day to include assemblies, our reading for pleasure programme and our character education programme.

Curriculum Impact

- External examination results at both GCSE and A Level, including the numbers gaining top grades in a wide variety of subjects
- The range and variety of extra-curricular and enrichment activities and students' participation in them
- The retention of students from Year 11 into the Sixth Form
- The numbers of students applying to join the School in Year 7 and Year 12
- The proportion of students who are able to choose the courses they want to at GCSE and at A Level
- The destinations of our leavers at Year 11 and Year 13
- Annual reviews of the PSHE and assembly programme

Leadership of the Curriculum

- Specified members of the Leadership Team have responsibility for oversight of the curriculum and general organisation including overall strategic leadership, quality assurance, determining desirability and viability of courses, arranging advice and guidance, placing students and organising the timetable.
- Heads of Subject have responsibility for strategic leadership and direction of their specific subject. Responsibilities include the organisation and regular review of schemes of work, monitoring and evaluating the work of the subject area, providing efficient resource management for the area and ensuring that the subject curriculum meets the needs of all pupils.
- Each Head of Faculty is line managed by a member of the Leadership Team.

Monitoring the Effectiveness of the curriculum

- The Vice Principal i/c curriculum and outcomes is responsible for monitoring how the curriculum is implemented across the school.
- The link Leadership Team member is responsible for monitoring the effectiveness of the curriculum in the subjects which they oversee.
- Monitoring of the curriculum and its effectiveness on pupil learning takes place throughout the year using a variety of tools such as lesson observations, analysis of internal and external progress data and work scrutiny.
- The school have Quality Assurance cycle to monitor the implementation of the curriculum.
- The Standards Committee of the Governing Body oversees the effectiveness of the curriculum.

Appendix A – Subject Taught

Key Stage 3 – Year 7, Year 8 and Year 9

At Key Stage 3 the curriculum is currently organised as follows:

Subject	Fortnightly lesson in Year 7	Fortnightly lesson in Year 8	Fortnightly lesson in Year 9
Maths	8	8	8
English	8	8	8
Science	8	8	8
Physical Education	2	2	2
Art	2	2	2
Design Technology	2	2	2
Textiles	1	1	1
Computer Science	2	2	2
Drama	2	2	2
Music	2	2	2
Modern Foreign Language	3	3	3
Geography	3	3	3
History	3	3	3
Religious Education	2	2	2
PSHE	1	1	1
Personal Development	2	2	2

Appendix B – Subject Taught

Key Stage 4 – Year 10 and Year 11

At Key Stage 4 the curriculum is currently organised as follows:

Subject	Fortnightly lesson in Year 10	Fortnightly lesson in Year 11
Maths	9	9
English	9	9
Science	10	10
Physical Education	2	2
Personal Development	2	2
Option Block A*	5	5
Option Block B*	5	5
Option Block C*	5	5
Option Block D*	5	5

Options available at Key Stage 4:

GCSE Geography, GCSE History, GCSE Religious Studies, GCSE Fenech, GCSE Panjabi, GCSE Art, GCSE Business Studies, GCSE Computer Science, GCSE Drama, GCSE Design and Technology, BTEC Enterprise, BTEC Health and Social Care, BTEC Sports, Vocational Hospitality and Catering, Cambridge National Creative iMedia

*option subjects offered are reviewed annually. All options are subject to availability of specialist teaching staff and capacity restrictions.

Appendix C – Subject Taught

Key Stage 5 – Year 12 and Year 13

The subjects offered at Key Stage 5 are selected with the view to supporting pupils moving from Key Stage 4 (Year 10 and Year 11) to post-16 study. They are also selected to address national shortages in employment sectors, and to provide a competitive curriculum for pupils seeking to be competitive within prospective employers and higher education providers, such as universities.

A level qualifications

The A levels qualifications that are on offer at TKAW:

Biology	Chemistry	Physics
Maths	English Literature	Computer Science
Psychology	Sociology	Law
Design and Technology	Geography	History
Business Studies		

Vocational Level 3 qualifications

The level 3 qualifications that are on offer at TKAW:

Digital Media	BTEC Level 3 Business	BTEC Level 3 Health and Social Care
BTEC Level 3 Sports		

Level 2: Mathematics or English

Students that require improving their Level 2 Mathematics and/or Level 2 English are given the opportunity to re-sit their GCSE exam in their first Year of Sixth Form.

Additional qualifications:

All pupils are given the opportunity to study an EPQ qualification. Majority of our students will have added qualifications based or enrichment activities to their programme of study over the two years of their sixth form experience. All students complete a week's work experience placement in their first year of Key Stage 5 study.