

Curriculum Policy

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SLT Liaison: A Shaw

Wardle Academy Policy



1. RATIONALE

At Wardle Academy our motto is *Aspire, Believe and Achieve*. To this end, we endeavour to offer a curriculum which, at its core is balanced and broadly based, but which also meets the needs of our learners and prepares them for adult and working life. We recognise that the world of work for our youngest students will be very different to the working world of today. Acknowledging this pace of change highlights our commitment to flexibility in a curriculum which:

- Has students at its heart, putting their interests above those of the institution.
- Is fit for purpose, offering differentiation and personalisation.
- Prepares our students for a successful adult and working life in a 21st century global society.
- Is committed to continuous improvement.
- Values technical, vocational and academic routes equally.
- Nurtures the talents of all and celebrates success.
- Promotes the spiritual, moral, cultural, mental and physical development of students at our school.

As an Academy, we are not required to follow the statutory 'national curriculum', however this does form the basis of our learning programme, here at Wardle Academy.

2. CURRICULUM AIMS

The curriculum should inspire and challenge all learners and prepare them for the future. The academy's aim is to develop a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens. Specifically, the curriculum should help young people to:

- Achieve high standards and make good/excellent progress.
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- Develop high quality, personal, learning and thinking skills (plts) and become independent learners.
- Have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to learning, to 19 and beyond.
- Value their learning outside of the curriculum and relate to the taught curriculum.

3. ROLES AND RESPONSIBILITIES

The Headteacher will ensure that:

- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors annually.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from parts of the curriculum.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.

The Senior Leadership Team will ensure that:

- They have an oversight of curriculum structure and delivery.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses.
- Levels of attainment and rates of progression are discussed with Department Heads on a regular basis and that actions are taken, where necessary, to improve these.

Heads of department will ensure that:

- Long and medium term planning is in place for all courses. Such schemes of learning will contain detail on learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of learning encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Assessment is appropriate to the course and demonstrates consistency across the department.
- They keep up to date with the latest opportunities within their subject area, and keep the AHT Curriculum informed of proposed changes to curriculum content / delivery.
- All relevant information / data is shared in line with the assessment / data calendar and that all deadlines are met.
- 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 oversee CPD needs with regards to curriculum planning and delivery within their area of responsibility.

Teaching staff will ensure that:

- The academy curriculum is implemented in accordance with this policy.
- They keep up to date with developments in their subjects.
- They have access to, and will be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- They share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- They participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- They work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

- Strive to maximise their success through engagement with the curriculum.
- Have their individual needs addressed 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 support to enable them to make the appropriate curriculum choices at key stage 4.

Parents and carers will:

- Be consulted about their children's learning and involved in the options / Pathway process at KS4.
- 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.
- Have access to information about the curriculum on offer and understand the rationale behind it.

Annex

4. THE KEY STAGE 4 OFFER

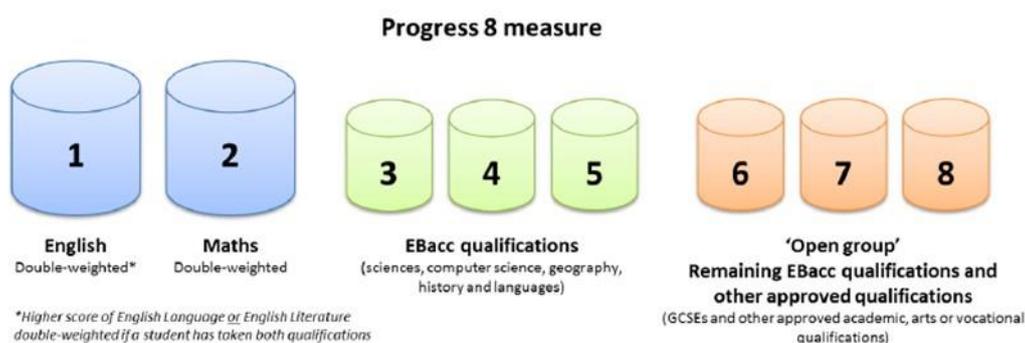
During Key Stage 4, most pupils work towards national qualifications. Our core subjects are compulsory and our commitment to maximising progression opportunities for our learners will see most students continue to take subjects in line with the English Baccalaureate.

Core subjects:

- English
- Maths
- Science
- Baccalaureate subjects:
 - History
 - Geography
 - Languages
 - Computer Science

Further information can be found in our latest KS4 'Pathways' booklet.

5. PROGRESS 8



The introduction of the Progress 8/Attainment 8 measure, sees schools moving to a more academic curriculum and whilst the majority of students at Wardle Academy will be capable of, and therefore guided towards, a curriculum which maximises a P8/A8 score, the school will always look at the individual need of a learner and where appropriate / possible, offer an alternative pathway.

6. SETTING AT WARDLE ACADEMY

The way we group students within the pastoral and academic structures at Wardle Academy is vital. Ensuring students are placed in appropriate groups is something which can help to support students achieve their very best and make excellent progress. The policy below outlines our thoughts around ability grouping and gives information regarding how groups are constructed, arranged and when movement between groups can occur.

Aims:

To ensure students receive the best possible learning opportunities in an environment where they can be challenged to achieve their very best.

To ensure teaching staff are able to plan the best possible learning experiences for all students regardless of their ability or prior experiences.

Tutor grouping:

Tutor groups at Wardle Academy are mixed ability. They are constructed carefully to ensure a balance across each Form group. This arrangement is then used as the basis of how we timetable our curriculum. When Year 7 enter the school we create two year group 'halves':

- Form groups C,E,L,P,W make one half of the year (identified as p on the timetable).
- Whilst forms B,R,A,S,D represent the other half of the year (q on the timetable).

Teaching in these tutor groups may occur at times but, at Wardle Academy we have a strategy for grouping which acknowledges that students should be taught in ability groups in certain areas, whilst some subjects are best taught with mixed ability grouping. The school has drawn upon guidance from the EEF Teaching and Learning Toolkit to ensure that setting strategies are undertaken effectively so to maximise pupil progress and attainment.

Teaching groups:

There are four types of teaching group at Wardle Academy.

	Description	Subjects include
1	Set on ability in a specific subject area. <i>Students are grouped purely on their competence within a single subject.</i>	<ul style="list-style-type: none"> • Maths • English • Science
2	Set across subject areas. (KS3) <i>Students are set provisionally on overall ability as identified through KS2 scores, weighted towards literacy (oracy, writing and reading), as a measure of how well an individual can access the curriculum.</i>	<ul style="list-style-type: none"> • History • Geography • Languages • Computing
3	Not set in ability groups. <i>KS3 is typically scheduled as a collection of form classes in the timetable which may in some cases be split into different teaching groups for preferred class size or carousel type activities.</i>	<ul style="list-style-type: none"> • Design Technology • Sport / PE
4	Option groups. <i>At KS4 student choices are blocked on the timetable creating hybrid mixed ability classes. If there is more than one(of the same) class in an option block, then these are usually set on aptitude for that specific subject.</i>	<ul style="list-style-type: none"> • Business Studies • Health and Social Care • Food and Nutrition

Ability grouping protocol:

Where ability groups are constructed we will use the following information:

1. Performance data including SAT results, Cognitive Attainment Test results, etc.
2. Performance data from in-school assessments.
3. Professional judgement.
4. Recommendations from primary colleagues.

Procedures and timings for set changes:

During the course of the year, learners are assessed by their subject teachers. These assessments, often called key assessment tasks, help teachers make judgements about progress being made. They are also used to help make decisions about changes in ability groupings. At Wardle Academy there are three main opportunities for changes in sets during the academic year. If a teacher feels that a student should move groups, then they should first of all discuss it with their Head of Department. In the case of Maths, English and Science, the HOD has the autonomy to manage a change on the provision that class sizes have an upper limit of 32 students.

In other subject areas, if the Head of Department wishes to make a change it is likely this will impact on other subjects, therefore they should make a case during one of the three review periods and discuss the possibility for movement with Mr Shaw (AHT - Curriculum Lead) who is the member of staff who can coordinate and sanction the appropriate changes to student timetables and class lists.

NOTE: There must also be discussion and agreement between subjects if they are blocked together before any moves can be made.

Times when changes to sets will be considered:

1. At the end of the Autumn Term (December for January)
2. At the end of the Spring Term (March for April)
3. At the end of the Summer Term (July for September)

In exceptional circumstances changes can be made at other points during the year. These must be discussed with Mr Shaw, Assistant Headteacher.

Timetable allocation:

KS3 students have a 25-hour teaching week, whilst KS4 currently operate a 26-hour teaching week, in order to facilitate additional choice with options. (Monday is a 6 period day for years 10 and 11). Each lesson at the academy is 1 hour in length and is allocated as per the following tables:

KS3

Subject	Periods per Week
English (inc 6 weeks of Drama during year)	4
Maths	4
Science	3
Physical Education	2
Technology	2
History	2
Geography	2
Respect	1
MFL	2
Computing	1
Music	1
Art	1
Total	25

KS4: (Y10 example main pathway)

Subject	Periods per Week
English	5
Maths	4
Science	5
Physical Education	1
Respect	2
Option A	3
Option B	3
Option C	3
Total	26

KS4: (Y11 example Alt Provision)

Subject	Periods per Week
English	4
Maths	4
Science	4
Physical Education	3
Respect	3
IT	3
Work Related (off site)	5
Total	26

Class sizes:

Class sizes will vary between subjects as some, such as Design Technology are limited by health and safety guidance. Here you will see a maximum of 24 students in a class. Elsewhere in school the majority of standard classrooms cater for 30, with a few capable of maximum 32. It would be normal for subjects to fill top set classes to capacity, to afford smaller groups of students in lower ability classes, who benefit from increased teacher ratio. Our max policy size is therefore 32. Our smallest class size is currently 10 (Alternative Provision group in year 10). Subject to review, funds, and teacher availability.

Given that there are 1200 students max in school and 50 lessons take place each hour, the average class size will work out at 24 students.