



**Winifred Holtby**  
Academy

Respect, Ambition, Achievement

# Curriculum Policy Statement 2021/2022

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# Winifred Holtby Academy

## Curriculum Policy Statement 2021/2022

### ***Vision:***

The Academy provides a safe and welcoming environment that supports and encourages an ethos of

**Aspiration. Achievement. Respect.**

We will be the Academy of choice for students, parents, carers and staff through academic excellence. All students will make positive progress which will enable freedom of choice for their progression beyond the Academy. By working in partnership with parents, carers and the wider community we will ensure that students leave Winifred Holtby Academy as independent and resilient individuals.

We are determined to deliver continuous improvement by achieving excellence in all that we do. Our students will be proud of their outcomes, safe and confident in the knowledge that they are equipped with the skills required for life, future learning and employment.

We will embrace diversity through mutual respect for each other and an understanding of our differences. Students are expected to make an active, positive contribution to Academy life and beyond. Winifred Holtby Academy's positive reputation will ensure that we are a valued member of the community we serve.

*'Achieving excellence in all that we do'*

### **Statement of intent**

Winifred Holtby Academy understands that implementing a broad and balanced curriculum is fundamental to providing students with the education they need to succeed in later life. At our academy, we aim to inspire students through our curriculum, and encourage them to seek the paths they desire for their future careers.

Our curriculum is designed with all our students in mind, irrespective of social background, culture, race, gender or sexuality, differences in ability and disabilities. We strive to provide a rich and appropriately challenging learning experience from day one; an experience that is stimulating and engaging, one that provides students with the opportunity to excel, to be successful and be ready and equipped to take on the next stage of their life.

Our curriculum is built on our solid core values but allows a flexibility of approach to ensure that all groups of students can access the most appropriate learning pathways and courses that will prepare them for a future of further learning, training and employment. At Winifred Holtby Academy, every student has a right to access the course or learning pathway that is 'right' for them and to flourish in a culture of high aspirations and achievement.

At the heart of our curriculum is a strong core of traditional and academic subjects. We are very proud of the substantial range of creative, vocational and sporting subjects that add great breadth and depth to our curriculum offer. In addition, a varied programme of extra-curricular opportunities further enhances our curriculum and provide all students with the opportunity to participate, perform and excel, further developing character and employability skills. Our enrichment programme ensures that students have access to appropriate and impartial Careers Education, Information, Advice and Guidance (CEIAG).

Our curriculum actively promotes students' Social, Moral, Spiritual, and Cultural development, our commitment to, and their understanding of, Modern British Values through taught lessons across the curriculum, tutor time, assemblies and our programme of scheduled visits, guest speakers and other activities.

Religious Education is delivered within the Philosophy and Ethics curriculum, providing students with an opportunity to learn about different faiths and cultures and develop their understanding and acceptance of those who may have different views and customs to their own. Within this programme, students have plentiful opportunities to debate and discuss key issues for life in a modern, diverse and changing society. Students are given opportunities to demonstrate skills and attitudes in line with modern citizenship alongside the academy's ethos of promoting respect for each other in a pluralistic society.

### **Core Skills**

A robust screening programme is in place for students joining us in year 7 that allows us to provide relevant support for all students to make appropriate progress. We have adapted our screening programme for 2021 onwards in response to the pandemic and potential lost learning. Students in year 7 and 8 will complete GL progress tests in Maths and Science along with the NGRT (New Group Reading Tests). This will enable us to identify gaps and build in specific programmes of support.

In addition to primary school data we will complete year 7 screening within half term 1.

There is a significant approach to developing reading across the academy for 2021/2022. This is bespoke for learners at all levels from the stalled readers to those students developing their tier 3 specialist vocabulary. Reading development is a key priority for us this year and this is detailed in the academy development plan.

Year	NGRT	Maths Progress test	Science progress test
7	September and May	September 11T May 12	September test 11T
8	September and May	May test 13	May test 13

## **The Curriculum**

The Academy works in close co-operation with partner primary schools within the neighbourhood so that students benefit from planned curriculum continuity and the process of transfer is as smooth and effective as possible.

The academic work of the Academy is organised through Faculty / Subject areas. These are:

English

Modern Foreign Languages

Mathematics

Creative and Performing Arts

Sciences

Design and Technology

History

Geography

Physical Education and Recreational Activities

Social Sciences

Vocational Studies including: Business, Computing and ICT, Childcare, Food/Hospitality and Catering, Health and Social Care, and Psychology

### **Curriculum Offer – Academic Year 2021-22**

The curriculum at Winifred Holtby Academy is designed to meet the statutory requirements of the National Curriculum. In addition to these subjects and RE, we provide opportunities in Art and Design, Business, Childcare, Construction, Drama, Dance, Engineering, Health & Social Care, Psychology, Sociology, Travel & Tourism, Personal, Social, Health, Citizenship and Economic Education (PSHCE) and Careers Education, Information and Guidance

We aim to give our students an education of quality that is diverse, exciting, challenging and meaningful.

The curriculum in KS3 is centred around our learner profile and we have designed it so that it develops learners who are: -

- Motivated to succeed with high aspirations
- Vocabulary rich
- Independent and resilient
- Well prepared for learning
- Keen to learn new skills and have an enquiring mind
- Excellent problem solvers
- Self-motivated

We aim to develop the students so they have excellent study habits and effective revision skills.

Activities are tracked across all subject areas where these skills are developed and there is a big emphasis through the PSHCE programme, which is further supported via the tutor programme and assemblies.

### **Curriculum structure:**

Students are taught in one of two learning programmes which are of equal ability. Tutor groups are mixed ability with each tutor group being part of one of the five houses within the Academy. Our pastoral support is operated on a year group basis.

We have a small number of students that have been identified as vulnerable or working well below secondary ready levels at the end of KS2. (Year 3 equivalent) This cohort will follow a curriculum delivered by a reduced number of teachers in our HUB provision. We have supported classes in KS3 where we have identified additional learning needs. The TA remains with the group and provides additional support to the children and their families beyond the school day.

The Key stage 4 cohorts will follow a programme leading to national accreditation in English, Mathematics, Science, optional Geography, History and MFL plus 4 option choices. Students in the HUB follow a bespoke curriculum leading to accredited outcomes appropriate to future pathways, whilst emphasising life skills. 6. New for 2021 2022 is a Level 1 programme to support our students who need this to support future access

to level 2 programmes. This cohort will follow a core curriculum of English, Maths and Science and this will be accredited at an appropriate level. This maybe entry level or level 1 and will be bespoke for the individual. Other qualifications will be determined on a student by student basis to ensure every child leaves us with opportunities for progression.

We have a 3 year KS3 programme of study and a 2 year KS4 programme. The recent move to a 3 year KS3 will mean that year 9 students will have a curriculum that includes all EBACC subjects, RE and PSHCE, in addition to this they will follow a broad programme of elective subjects on a rotation (details below). Students in Year 9 will make their KS4 options choices in the spring term.

Numbers in the tables below represent hours per week. The Academy operates a 5 x 1 hour lessons per day, 25 period weeks.

### Year 7 Curriculum Diagram

English	Maths	Science	History	Geography	RE	MFL	ICT	PE	Food	DT / Art	Drama / Music	PSHCE
4	4	3	2	2	1	2	1	2	1	1	1	1

### Year 8 Curriculum Diagram

English	Maths	Science	History	Geography	RE	MFL	ICT	PE	Food / Art	DT	Drama / Music	PSHCE
4	4	3	2	2	1	2	1	2	1	1	1	1

### Year 9 Curriculum Diagram

English	Maths	Science	History	Geography	RE	MFL	PE	PSHCE	Rotation 1	Rotation 2
4	4	4	2	2	1	2	1	1	2	2

Across the 2 rotation blocks Y9 student curriculum will include a minimum of 1 Art based subject (Art/Graphics, Music, Drama or Dance), 1 Technical skills subject (Construction, Engineering, Computer Science/DIT, Business, or Food/Hospitality and Catering) and 1 Social/Person based subject (Childcare, Health and Social Care, Psychology, Sociology, Travel and Tourism, or Sport), plus 3 'free choice' subjects.

### Year 10 and 11 Curriculum Diagram

English	Maths	Science	Option 1	Option 2	Option 3	Option 4	PE	Phil and Ethics/ PSHCE
5	5	5	2	2	2	2	1	1

Key Stage 4 option choices			
Subject	Course Style	Subject	Course Style
Art	BTEC Tech Award	Graphics	BTEC Tech Award
Business & Enterprise	BTEC Tech Award	History	GCSE Edexcel
Childcare	CACHE Tech Award	Health & Social Care	BTEC Tech Award
Computing	GCSE OCR	ICT (Digital IT)	BTEC Tech Award
Construction	BTEC First	Music	BTEC Tech Award
Dance	BTEC Tech Award	Philosophy & Ethics	GCSE Edexcel
Drama	BTEC Tech Award	PE	OCR National
Engineering	BTEC Tech Award	Psychology	GCSE Edexcel
Food (Hospitality and Catering)	Vocational Award	Spanish	GCSE AQA
French	GCSE AQA	Sociology	GCSE AQA
Geography	GCSE AQA	Travel & Tourism	BTEC Tech Award

English	GCSE English Language	GCSE AQA
	GCSE English Literature	GCSE AQA

Maths	GCSE Maths Edexcel
	GCSE Further Maths AQA

## Setting

All years are blocked in to two equal learning programmes (W and H). Within each learning programme students are taught in set groups from 1 to 5. The vocational subject including PE are taught in smaller groups with curriculum enhancement. These groups are still broadly set by ability. Year 10 and 11 options are taught in mixed ability groups dependent on intake, unless an option is large enough to have more than one subject grouping, in which case the classes are arranged by ability.

## Early Entry for examinations:

Students would normally be expected to complete their Key Stage 4 courses at the end of Year 11.

## Personal, Social Health and Careers Education (PSHCE)

Academy policies linked to PSHCE include: Careers & Work Related Learning; Anti- Bullying; Relationship & Sex Education Policy; Child Sexual Exploitation; Drugs & Alcohol; LGBTQ+; and SMSC policies.

The Academy's policy is to deliver PSHCE both through timetabled PSHCE lessons and the main curriculum subjects. Areas with responsibilities for the delivery of PSHCE specify within their schemes of work what is being delivered, and how it is being delivered. The PSHCE programme incorporates strand of learning relating to :

## Drugs Education

Drug awareness is delivered within PSHCE lessons. It is further developed by the use of outside providers who support the Academy. Also see 'Drugs, Alcohol & Tobacco' in Health Education.

## Health Education

Health education is regarded as an important element of the whole student's education. All education for health begins in the home, the Academy sees its task to support and promote the patterns and practices that promote healthy living. Work related to health is undertaken in a variety of subjects. Mental wellbeing is incorporated across the curriculum with, for example KS3 'Maths in the Environment' learning on 'credit' addressing stress related issues. MFL teach students how to express feeling related to themselves, their families and other relationships. Internet safety and harm is highlighted through a range of subjects including Business; Childcare – safeguarding children from harm online; Health and Social Care; and Psychology, along with PSHCE and ICT's key focuses on online relationships, bullying, safety, reporting and related laws. Students from the Hub also complete the ICT Users Award. Safety education is implicit in most subjects, but particularly emphasised in P.E., Technology and Science, alongside staying safe and 'risk' in PSHCE. Physical Health & Fitness education, with topics related to what constitutes a healthy lifestyle are primarily covered via PE, Food, Childcare and Health and Social Care exploring exercise along with healthy eating components linked to food and nutrition and poor diet and related health risks, for example. Further links are made within Science, with learning related to deficiency diseases and non-communicable diseases linked with malnutrition and obesity taking place, as well as, causes and treatment of cardiovascular disease and science linked to stem cells. Health and safety is included explicitly in DT, P.E. and Food lessons in KS3 and plays an integral role in all the Vocational Courses at Key Stage 4.

Education links in relation to Health Prevention are taught with personal hygiene covered factually in Science and discussed in P.E. PSHCE addresses the importance of sleep for good health and the facts and science relating to immunisation and vaccination are specifically studied with KS4 Science lessons. Learning related to Drugs, Alcohol & tobacco is evident in a wide range of subject areas including PSHCE - the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. History - The physical risks associated with alcohol and awareness of the dangers of drugs which are prescribed but still present serious health risks - Taught in GCSE Medicine Through Time unit; Science -the components of cigarettes at KS3 and how the major components negatively affect our health – particularly nicotine, smoke, carbon monoxide and tar. Basic First Aid is learnt within the PSHCE programme and P.E instruct on how to administer CPR.15. Changing Adolescent Body, including puberty and menstruation cycle education is incorporated into PSHCE; P.E;

Science and Health & Social Care. Links with our business partner- NHS, will also facilitate further learning opportunities for students across both key stages.

- For further comprehensive details of Health Education see – Curriculum Mapping Health Education document.

### **Relationship and Sex Education**

Learning across all key stages is age appropriate and informed from the DfE's five elements of Relationship & Sex Education, namely, families; Respectful relationships including friendships; online and media; being safe; intimate and sexual relationships, including sexual health. The main learning provision is via a dedicated PSHCE team and also an external provider, Cornerhouse, (students in Years 8 -11). Elements of RSE are also taught through Science, other curriculum areas, including, ICT and P.E as well as, through assemblies and advice is available from the School Nursing Service. Young people need the information and skills to enable them to take responsibility for their own behaviour. Factual information about the physical aspect of sex is important. Equally though, opportunities to discuss and consider the quality of relationships, family life, values and standards are vital. The significance of consent and personal responsibility is stressed throughout. Fuller details of our Relationship and Sex Education programme can be found in the Academy's Relationship & Sex Education Policy.

### **Careers and Work Related Education**

There is a carefully structured careers education programme, designed to meet the Careers Strategy (2017) and statutory guidance, which is underpinned through the Gatsby Benchmarks. The programme is integrated into PSHCE lessons. The WHA Learner Profile is also integrated within the PSHCE programme, and is aimed at fostering employability skills. Close links with the Connexions Service and guidance therein, alongside information from Further Education, apprenticeship and other providers, support the fulfilment of LOMO applications for Year 11 students post 16 destinations. Some of our Year 10 students currently undertake Work Experience and our virtual work experience opportunities are developing. Our partnership with the HOP (Humber Outreach Programme) Officer allows for delivery and support a portfolio of activities and events designed to encourage and support our young people from underrepresented groups (years 9-11) to aim for Higher Education pathways. Close links with the University of Hull have fostered the Brilliant Club, a scholars programme initiative, for identified students from years 7, 8 and 9. 2022 will also witness further connections with the university via the introduction of the Strike programme, for selected cohorts of students from years 7 to 11. The programme builds on our students existing knowledge of Higher Education and provides them with the tools to make confident choices about their future and is supported by university student ambassadors. As the Academy fully appreciates the value of Careers and Work Related Learning, we are continually extending our industrial and business links to involve more contextual problem solving and simulation activities accompanied by guest speakers and visits to local employers.

### **Religious and Spiritual Education**

Children's education is incomplete without opportunities to consider fundamental questions of human existence and the answers offered by people at different times and in different places. Religious Education at Winifred Holtby Academy is delivered in accordance with the principles of the Local Agreed Syllabus and the non-statutory national framework for Religious Education. Throughout the Academy, RE is delivered as a discrete weekly Philosophy and Ethics lesson in Key Stage 3, and an optional GCSE course at Key Stage 4. Our Key Stage 4 PSHCE course also allows for some relevant moral and ethical issues to be explored.

Our Philosophy and Ethics programme provides our students with opportunities to explore the beliefs and practices of people from a range of faiths and no faith, comparing and contrasting them with their own. Through our carefully designed curriculum, we provide our students a structured and safe space for reflection, discussion, dialogue and debate. Where relevant, our lessons allow for a timely and sensitive response to unforeseen events of a religious, moral or philosophical nature (whether local, national or global).

Alongside Religious Education's contribution to students' mental, cognitive and linguistic development, moral and spiritual dimensions are also developed in our students through our Academy Assemblies, tutor

programme and the values that determine the way our Academy operates as a community; these are monitored regularly by the Assistant Principal with Cross Curricular responsibility. Further details can be found in the Academy's Social, Moral, Cultural and Spiritual Education policy.

### **Interventions**

We recognise that all students are individuals and have their own needs. Some students require support in addition to that provided for everyone. Their needs may arise from, missed learning opportunities, exceptional ability, physical or sensory difficulties or specific learning difficulties.

A range of support is on offer from academic mentors, SEN TA's, academy teaching staff, intervention officers and inclusion officers. Heads of faculty direct the subject specific support and the TA's are directed by the SEN team. The majority of learning support takes place within the classroom, but occasionally individuals and groups may be withdrawn from lessons for specific interventions or support from agencies beyond the Academy.

Students who are at risk of failure to access education, either through poor attendance or behaviour are further supported by the staff at The Link. Here the students receive personalised learning programmes that are based on individual needs and are designed to re-engage the student with learning. A support worker will then assist in re-integrating the student back into main stream learning.

All students in the Academy follow programmes which give the opportunity to achieve 8 or 9 Nationally accredited outcomes before progression post-16. The structure of the curriculum ensures that all students are able to progress at a rate that is in line with their ability.

### **Information Communication Technology**

Computing and Information Communication Technology are taught within the ICT and Computing Faculty. Key Stage 4 students may select to follow the GCSE in Computing or the BTEC Tech Award in Digital Information Technology. The KS3 curriculum has developed rapidly to include both Computational Thinking and procedures whilst developing digital literacy. The department has strong relationships with external providers who help to excite and enrich the learning.

### **Extra-Curricular Programme**

We are aiming to relaunch our extra curricular programme for the academic year 2021 2022. Faculties will publish their own offer once this is confirmed.