

Curriculum Policy Statement

2020/2021

Policy Control Table			
Policy Title:	Curriculum		
Author (Name & Job Title):	Mrs Karen Farmer (Vice-Principal)		
Version Number:	V5		
Date Approved:	7 th December 2020		
Approved By:	Full Governing Body		
Date of Next Review:	September 2021		
Document History:			
Version	Date	Author	Note of revisions
V1	July 2015	KSh	
V2	19 th July 2016	KSh	Bullet point added on page 1
			Faculties added and statement added on page 3
			Paragraph added under 'setting' on page 6
V3	17 th July 2017	KSH	Faculties amended on pg 3 Curriculum diagrams changed, course choices up-dated and IT section re-written. Appendix added
V4	21 st September 2018	KFA	Academic Year amended/added throughout Faculties amended Pg4 Paragraph added under 'Curriculum Offer' Pg4 Sentence added under 'Academy Structure' Pg6 SEN sentence added under 'Year 9, 10 and 11 Curriculum Diagram' Pg6 Subject changed in Year 11 options Pg8
V5	12 th November 2020	KFA	Various changes throughout to reflect current circumstances.



Winifred Holtby Academy



Curriculum Policy Statement 2019/2020

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'

Introduction/Rationale:

The aim of the Academy is to provide excellence for students of all abilities. We aim, therefore, that our curriculum should engage the interest of students of all abilities, with learning matched to, and challenging those abilities.

We believe that the role of the Academy's curriculum is central to promoting positive attitudes to lifelong learning and that it represents a small but important part of an individual's learning and experiences through life.

Raising Aspirations

We aim that the curriculum should be used as a tool to nurture students' aspirations through being relevant both to those aspirations and to local and national need. It should raise students' aspirations, too, by providing very strong and visible progression routes into higher education, further education, apprenticeship training and employment.

The curriculum, therefore, should provide excellence both in academic education and where appropriate in vocational courses in line with current educational thinking.

Aims and objectives

- To enable each student to maximise their academic potential and to have a desire and the ability to continue to learn
- To provide a broad, balanced and challenging curriculum which satisfies the requirements of the

National Curriculum, the 14 -19 curriculum and Religious Education, ensuring that sufficient time is allowed for all aspects of the basic curriculum

- To promote the personal, moral, social, spiritual, healthy and economic development of each individual
- To encourage students to develop a sense of responsibility towards the community
- To foster positive partnerships between home, local businesses and partner educational establishments
- To develop and encourage self-esteem and self-confidence, self-discipline and self-reliance
- To require high standards of behaviour, respect for others and themselves
- To provide a diversity of learning and extracurricular experience that widens our students' outlook
- To make the Academy a secure place in which we all feel valued
- To create a positive learning community for all
- To recognise and celebrate personal and collective achievement

Principles underlying our curriculum

The curriculum at Winifred Holtby Academy is designed to provide all of our students with an education that is: -

- Broad – providing experience in a wide range of subjects
- Balanced – devoting an appropriate amount of time to each subject
- Relevant – building out from the learners experience of their own world towards the wider world they will join when they leave us
- Differentiated – ensuring each learner is provided with the challenge and support to achieve their full potential

We aim to deliver a curriculum which will allow students to:

- Experience a range of teaching styles
- Utilise a range of learning styles and intelligences
- Learn to work systematically, independently and co-operatively
- Learn through practical experience and discovery
- Be provided with challenging work, appropriate to their ability
- Have access to a wide range of activities and resources
- Be introduced to a broad range of subjects and knowledge

Strategy for the delivery of the curriculum

Raising Standards

We aim that the curriculum should be structured, as far as possible, to enable students to develop knowledge, skills and understanding to a sufficiently high standard for them to be confident in their learning and proud of their experience.

Students' acquisition of knowledge, skills and understanding should also be such that they are motivated by

their own mastery of learning.

Standards should be highly regarded by others outside the Academy, for example, by the employers with whom students are placed for work-experience and by members of the public for whom students provide services. We aim, in particular, that students should be very well prepared for the assessment demands placed upon them to gain nationally recognised qualifications.

The implication of this aim is that curriculum choice may sometimes need to be reduced for some students, in order that they can receive sufficient learning time in key subjects.

Literacy and Numeracy

The structure of the curriculum ensures that all students are able, at an early stage, to achieve levels of literacy and numeracy that are high enough for them to be able to access the rest of their curriculum. This is one of the highest priorities for students entering the Academy and is supported through the Learning Support Team who cater for students in Year 7 who enter the Academy with below Secondary ready levels.

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

Computing and ICT

Creative and Performing Arts

Sciences

Design and Technology

Food

History

Geography

Physical Education and Recreational Activities

Social Sciences

Vocational Studies including Business, Health and Social Care and Childcare

Curriculum Offer – Academic Year 2020-21

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 and Economic Education (PSHEE) and 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

And 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 and it is further supported through the tutor programme and assemblies.

Academy 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. Due to the coronavirus pandemic, for 2020 2021 we have adopted a year group approach.

We have a small number of students that have been identified as vulnerable or working at below secondary ready levels at the end of KS2. The cohort will follow a thematic curriculum delivered in the main by a reduced number of teachers. We have classes supported by TA's in KS3 where we have identified additional learning needs.

The Key stage 4 cohorts will follow a programme leading to national accreditation in English, Mathematics and Science, with optional foundation subjects, whilst emphasising life skills and the progression to education and training post 16.

We have a 2 year KS3 programme of study and a 3 year KS4 programme. Our students have previously chosen their options in Year 8. This will change for the current year 8 cohort and they will follow a 3 year KS3 programme of study.

Year 7 Curriculum Diagram

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

English	Maths	Science	History	Geography	RE	MFL	ICT	PE	FOOD	DT / ART	DRAMA / MUSIC	IAG
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	IAG
4	4	3	2	2	1	2	1	2	1	1	1	1

Year 9, 10 and 11 Curriculum Diagram

English	Maths	Science	Option 1	Option 2	Option 3	Option 4	PE	Social Sciences
5	5	5	2	2	2	2	1	1

Key Stage 4 option choices

Subject	Course Style	Subject	Course Style
Art	Tech Award	Graphics	Tech Award
Business & Enterprise	Tech Award	History	GCSE Edexcel
Childcare	CACHE	Health & Social Care	Tech Award
Computing	GCSE OCR	ICT	Tech Award
Construction	BTEC	Music	Tech Award
Dance	Tech Award	Philosophy & Ethics	GCSE Edexcel
Drama	Tech Award	PE	OCR National
Engineering	Tech Award	Psychology	GCSE AQA
Food (hospitality and catering)	Vocational GCSE	Spanish	GCSE AQA
French	GCSE AQA	Sociology	GCSE AQA

Geography	GCSE AQA		Travel & Tourism	Tech Award	
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English	GCSE English Language	GCSE AQA
	GCSE English Literature	GCSE AQA

Maths	GCSE Maths Edexcel
	GCSE Further Maths AQA

Combined Science Triple Science	GCSE Edexcel
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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. Year 9, 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 as setted 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 Economic Education (PSHEE)

All the Academy's PSHEE policies have been inspected and approved as part of the Healthy Schools Award. The Academy's policy is to deliver PSHEE both through the main curriculum subjects and in IAG lessons. Areas with responsibilities for the delivery of PSHEE specify within their schemes of work what is being delivered, and how it is being delivered.

Academy policy places particular emphasis on PSHEE, Careers Guidance and Enterprise Education, Economic Awareness and Personal Finance, Health Education, Sex Education and Religious Education.

Drugs Education

Drug awareness is delivered within IAG lessons. It is further developed by the use of outside providers who support the Academy.

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. Substance use and abuse is covered factually in Science, and behaviourally in Drama. Safety education is implicit in most subjects, but particularly emphasised in P.E., Technology and Science. Health related exercise and food and nutrition are covered in PE and Technology. Education in relation to personal hygiene is covered factually in science and discussed in P.E. Health and safety plays an integral role in all the Vocational Courses at Key Stage 4.

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. Moral and spiritual dimensions are developed in our students through Philosophy and Ethics lessons, Academy Assemblies and the values that determine the way our Academy operates as a community. Fuller details can be found in the Academy's Social, Moral, Cultural and Spiritual Education policy.

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 Philosophy and Ethics weekly lesson, whilst aspects of the social, moral, spiritual and culture curriculum are delivered throughout all aspects of the Academy and monitored regularly by the Assistant Principal with Cross Curricular responsibility.

Careers and Work Related Education

There is a carefully structured careers education programme involving not only considerable Academy based resources such as computer assisted learning, but also close links with the Connexions Service. The programme is integrated into IAG lessons. Due to current circumstances our students currently do not undertake Work Experience. However, as the Academy full appreciates the value of Work Related Learning and Financial Awareness, we are extending our industrial and business links to involve more contextual problem solving and simulation activities accompanied by guest speakers and visits to local employers.

Sex and Relationship Education

Sex and Relationship Education takes place within the wider sphere of Health Education. 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 personal responsibility is stressed throughout. The Academy participates in the APAUSE programme, in both Key Stages 3 and 4, which is supported by outside Health professionals and Peer workers. Fuller details of sex education can be found in the Academy's Sex Education Policy.

Personalised Learning

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, exceptional ability, physical or sensory difficulties or a specific learning difficulties.

The Personalised Learning support team work with subject staff and tutors to find ways to ensure that these students achieve their potential in all subject areas. The majority of learning support takes place within the classroom, but occasionally individuals and groups may be withdrawn from lessons for intervention support or support from agencies beyond the Academy. Some students in Year 7 and 8 with additional needs are supported in a theme based group. These are small groups who have up to 50% of their curriculum delivered by the tutor and supported by attached support workers from the Personalised Learning Team. These students have a variety of identified additional needs which present barriers to accessing and progressing through the curriculum.

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 post16. The structure of the curriculum ensures that all students are able to progress at a rate that is in line with their ability.

Since the achievement of the equivalent of 5 and above grades at GCSE, in English and Mathematics and the Progress 8 measure are a national measure that will be very significant in determining the life chances of students then this is the benchmark to which we aspire, however good or better progress from an individual's starting point is the major target for all students. Target levels for students are set to allow them to demonstrate progress at least in line with National expectations.

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 new Digital Applications qualification which has now replaced ICT that yr11 are currently studying. 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

Apart from lesson 6 opportunities all other extra- curricular events are suspended currently due to the coronavirus pandemic.

