

CURRICULUM POLICY



1 STATEMENT OF PRINCIPLE

The curriculum of Harris Aspire comprises a broad and innovative range of learning experiences planned for each student. A personalised curriculum offer, in conjunction with excellent teaching that impacts positively on learning and progress, will enable all our students to respond positively to the opportunities and challenges of a rapidly changing world.

2 AIMS

- To encourage the best possible progress and the highest academic achievement for all, by setting suitable learning challenges and fully recognising the diverse learning needs of each of our students.
- To provide rich and varied contexts for students to acquire, develop and apply a broad range of knowledge, understanding and skills, to encourage a love of learning and a desire for lifelong learning.
- To enable all students to develop their creativity and talents to the full, using our Oracy and Enterprise specialism across the Academy to maximise this potential.
- To personalise our curriculum ensuring it is flexible and appropriate, preparing students for the challenges of a fast changing world, and their futures as successful citizens for the 21st century
- To promote students' self esteem and emotional well being through our curriculum, offering opportunities for students to develop their knowledge, understanding and appreciation of their own and different beliefs and cultures.

3 OBJECTIVES

3.1 For students

To be fully involved in their learning at all stages, by participating in the setting of targets for improvement, completing all tasks set including homework and by engaging with the systems in place for self evaluation and review.

3.2 For Parents and Carers

To become actively involved in working with the Academy to support their child's academic progress, through consistent and regular communication and full involvement in the advice and guidance process at all stages.

3.3 For Teachers

To plan teaching effectively, allowing for the diverse learning needs of each group. Setting clear learning objectives linked to assessment criteria and planning for a range of activities to encourage understanding and increase motivation.

3.4 For Assistant Principals

- To ensure quality schemes of work and resources are in place to support lesson planning and delivery for all learning pathways. This must include the crosscurricular provision in Literacy, Numeracy, ICT, Oracy and Enterprise Specialisms (See cross academy suite of policies)
- To monitor, evaluate and review the quality of the curriculum and its impact on teaching and learning across the subject area, as outlined in the Academy policy, putting in place mechanisms for change where necessary. (See Teaching and Learning policy)
- To monitor the academic progress of students across the curriculum and ensure any potential barriers to learning are recognised and strategies are put in place to remove them, which may involve our curriculum offer. (see assessment policy)

3.5 For the Principal/Head of Academy

- To ensure statutory requirements are met by the curriculum offer and that national changes are monitored and acted on within appropriate timescales
- To be responsible for the management of change in curriculum content over time
- To ensure the procedures for self-evaluation and review are consistent across the Academy and effective in raising achievement through sustained and continuous improvement of teaching and learning.
- To offer a program of professional development that will ensure a quality education for all our students.

3.6 For the Governors

- To annually review and agree the Curriculum Policy.

4 CURRICULUM ORGANISATION

4.1 Students will be taught in 50 minute blocks of time each day with period 7 being used for targeted support for relevant students. The enrichment programme runs into period 7 on Wednesday.

4.2 There will be a planned series of Enrichment activities where students will be organised by subject areas to participate in activities that will enhance the curriculum, giving the

opportunity for a range of different learning experiences, support for the core subjects, intervention, cross curricular projects, coursework.

- 4.3 The curriculum offer will be reviewed annually in line with new statutory requirements and recommendations from external agencies. Decisions will be made based on the needs of our students in each year group, as we recognise that each separate cohort will have different strengths and weaknesses.

KS4/Post 16

Subject	Periods per week
English	6
Maths	6
Science Core	6
Science Additional	4
Enrichment (to include Sport for Y11)	2
Option 1	5
ECDL	18 per course

If students are only with us for a short time or have missed a significant amount of school, they may study less Science, whilst they catch up with their Mathematics and English. Year 11 students who have studied a majority of GCSE courses before joining Aspire will be supported to continue their studies in their home academy where possible.

- 4.4 Literacy provision at the Academy will be a key feature of success

We will ensure that we offer rigorous and innovative support and challenge to guarantee that every student receives a tailored Literacy curriculum to suit their individual needs, be that an intensive synthetic phonics programme or training for a debate on Newsnight. It is our duty, and our student's entitlement, to provide the necessary tools to equip Harris Aspire young people for the next stage in their lifelong learning, whether it be an interview for university, a pitch for a business plan, or devising the text for the front page of a broadsheet newspaper. (See separate policy for WORD curriculum)

- 4.5 The Oracy and Enterprise specialisms will be a driver for our learning to learn curriculum offer

Learning at Harris Aspire is about recognising that a student's learning capabilities can be improved dramatically with an enterprising approach to developing the key capacities of **Resilience, Resourcefulness, Reflectiveness and Reciprocity** all of which significantly affect the ability to learn effectively. The key skills embedded within realising the following 4 Rs will be strategically incorporated within lesson planning and delivery to guarantee students are swiftly

and consistently trained in exploiting these capabilities to maximise progress. (See separate policy for Enterprise specialism)

4.5 The Oracy specialism will be a driver for our “opening doors” curriculum Learning at Harris Aspire is about preparing every student for a successful life, we recognise that communication skills are a key to this success. Excellent Oracy skills will allow doors to open and students to achieve their aims. Hence every teacher will be an expert in improving oracy and communication skills in a variety of innovative ways. This will be supported by a speech and language expert who will work alongside teachers, support staff and students to ensure Oracy is a key factor in improving learning and progress. (See separate policy for Oracy specialism)

4.6 PHSEE and Citizenship will be delivered in a variety of ways

- Within Enrichment activities throughout the year
- Through our Oracy and Enterprise specialisms across the curriculum
- By visiting experts on a range of topics
- During tutor time and assemblies.

4.7 ICT is delivered across the curriculum by each subject area. It is the responsibility of the Assistant Principals to make sure this entitlement is met through the contracted units. (See separate policy for ICT across the Academy)

4.8 Sex and Drugs education is delivered in a variety of ways:

- Science.
- PHSEE programmes.
- Supported by external agencies.

(See separate policies for Drugs Education and Sex and Relationships)

5 GROUPING OF STUDENTS

At Key Stage 4/Post 16

5.1 Students will be set by ability in English, Mathematics and Science,

5.2 Option groups will be mixed ability, where the opportunity arises Assistant Principals can organise setting by ability.

5.3 Although assessment data is primarily used to decide on the most appropriate grouping, a set of principles has been agreed in order to support the principle of inclusion:

- Students with English as a second language may be placed in higher ability groups than data may indicate
- Students receiving support from SEN may be better placed in slightly higher ability groups as they will be helped to access the level of work set
- Students with particular behavioural difficulties may need to be separated from each other, or if underachieving may be well placed in a higher set in order to set more challenging learning targets
- No student should change groups more than once in any academic year
- Any set changes should be agreed with the Principal and parents/carers should be informed

5.4 Casual admissions will be assessed for English, Mathematics and Science 1 week before they are put on roll. The Assistant Principal for English, Mathematics and Science are responsible for setting and marking the assessments. Students will then be placed in appropriate groups for their ability, taking particular care where students have English as an additional language.

6 TRANSITION ACROSS KEY STAGES

6.1 KS4

GCSEs and Vocational courses form the basis of the curriculum at Key Stage 4. Good advice and guidance on option choices is crucial at this stage. In the summer term of year 10 part of the academic mentoring programme will be addressing “choices and pathways”. Additionally, the Academy staff will interview students where possible and parents/carers will have the opportunity to receive up to date advice and guidance in order to support their son/daughter at this stage. Assistant Principals will support students in making their choices and will use Academy data and other information from projects such as G&T and SSS to help advise on the most appropriate choices. Students are allowed to choose from the option blocks set up and where possible all students are given their first choice.

6.2 Post 16

The post 16 curriculum at Harris Aspire is very specific it offers an opportunity to study English, Maths and Science at GCSE level, in order to improve disappointing grades achieved at KS4 in these important core subjects. These maybe students who have spent a long time out of the education system, they may have recently moved to England from abroad or they may have spent time in a pupil referral unit or alternative provision where they were not offered courses that allowed them to reach their full potential. The aim maybe to reach the required grades to access level 3 courses as a pathway to university, or it may be to reach the required good pass in Maths English and Science to access an apprenticeship scheme or particular college course. Students transferring from KS4 to Post 16, and will be offered an interview to help choose subjects for further study. They will also receive guidance and support from the careers service and from their tutors. A range of Vocational courses are also offered at levels one and two, with

clear pathways for progression onto level 2 and 3 courses at college or an apprenticeship programme.

7 SCHEMES OF WORK

- 7.1 It is very important that through our curriculum, students receive high quality teaching and learning experiences in all areas. A fundamental requirement is that each department must have in place a detailed scheme of work, which addresses knowledge, skills and understanding as well as clear opportunities for support, stretch and challenge for all ability levels.
- 7.2 Staff will ensure that the design and delivery of our curriculum provides that a balanced presentation of opposing views takes place wherever political issues are brought to the attention of students; and in no case should partisan political views be promoted in the teaching of any subject.
- 7.3 Schemes of work should be related to clear assessment criteria in line with the National Curriculum levels of attainment. Regular testing and assessment opportunities, against these criteria, should also be mapped out as part of the schemes of work.
- 7.4 Subject areas will also have a 6 week overview as part of their scheme of work. These must clearly identify the cross curricular skills of Literacy, Numeracy, ICT, PHSEE, Citizenship, WRL, Business & Enterprise, particularly where they are part of the Academy statutory provision.
- 7.5 A copy of each subject area's schemes of work should be available at the start of each year. This will include an overview of year which includes the framework for assessment, 6 x 6 weekly plans showing cross curricular coverage and key learning objectives for each unit, as well as detailed schemes of work. These can be seen under the curriculum tab.

8 MONITORING EVALUATION AND REVIEW

Monitoring the quality of lessons is the responsibility of the Assistant Principals. Each Subject area should have an annual monitoring evaluation and review calendar which they have agreed with the Principal. This should be looked at in relation to the whole Academy systems for Monitoring evaluation and review.

9 CROSS CURRICULAR

It is recognised that to access the curriculum, students need a basic level of key skills. Therefore it is the responsibility of all teachers to ensure that all their students have opportunities to develop skills in Literacy, Numeracy, specialisms and ICT, that will enhance their progress.

10 AFTER HOURS STUDY SUPPORT

The Academy has a planned program of out of hours learning, the details of these plans will be circulated to staff and parents or carers at the start of each academic year. They will be coordinated by the assistant head in charge of study support and will include:

- Homework clubs
- Holiday revision and catch up sessions for Year 11 and Post 16
- Booster sessions for English, Mathematics and Science
- Various extra study sessions for targeted students through departments
- SEN support for students with coursework, homework or classwork

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