



## Policy Title: Curriculum Policy

Drafted by:	G Morris/C.Barker/D Adams
Date of approval by Governing Body:	13.05.19
Review Date:	Annually
Responsible for Day to Day Management:	G Morris/C.Barker/D Adams
Responsible for Review:	G Morris/C.Barker/D Adams

### EQUALITY CHECKED

This policy/procedure seeks to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.
- Meet requirements under the Equality Duty.
- Set Equality objectives which are specific and measurable.



## RATIONALE:

Schools within the United Endeavour Trust are committed to providing all students with an appropriate curriculum which encompasses a balance between the national demands and the abilities of the individual student. The curriculum must display breadth, balance, relevance, differentiation, progression and continuity. Teachers and departments / faculties should work together to create a curriculum which builds and creates a strong sense of progress from the education gained at Primary School and to lead on to a Post 16 provision. The curriculum of the school must be continuously evolving, forward looking and under constant review. The school will ensure that its statutory duties regarding the curriculum are carried out.

## CURRICULUM ORGANISATION

Overall curriculum responsibility is held between the Vice Principal Curriculum at CHA / Assistant Principal Curriculum at NA. These post holders will regularly challenge the Heads of Department / Faculty and support them in providing the most appropriate curriculum for the students in all year groups. It is important to recognise that some aspects of the curriculum cannot be covered adequately by 'discrete' subject areas. These aspects necessitate a 'whole curriculum' approach where departments / faculties in the school work closely together to achieve overall aims (see separately under Literacy, Numeracy, Careers Education, Information and Guidance (CEIAG) and Citizenship Policies).

### Curriculum in Year 7 (Sept 2019) consists of the following:

Subject	Clayton Hall Academy Number of lessons (Percentage of timetable)	Newcastle Academy Number of lessons (Percentage of timetable)	Sir Thomas Boughy Academy Number of lessons (Percentage of timetable)
English	7 (14)	7 (14)	8 (16)
Maths	7 (14)	7 (14)	8(16)
Science	6 (12)	7 (14)	7 (14)
ICT	2 (4)	2 (4)	2(4)
PE	4 (8)	4 (8)	3 (6)
Geography	4 (8)	3 (6)	4 (8)
History	4 (8)	3 (6)	4 (8)
RE	3 (6)	1 (2)	2 (4)
PSHE	1	1 (2)	
MFL	Two of French / German / Spanish 4 (8)	French 3 (6)	3 (6)
Literacy	0	0	
Technology	3 (6)	2 (4)	3 (6)
Music	2 (4)	2 (4)	2 (4)
Art	2 (4)	2 (4)	2 (4)
Drama	1 (2)	2 (4)	
Character Curriculum	Not Applicable	4 (8)	2 (4)

#### • At Clayton Hall Academy:

- PSHE is covered in fortnightly lessons with form tutors and other events
- There is a small group of students who do not study a language in Year 7. They receive extra English / Literacy support.
- Students use Accelerated Reader to enhance and develop literacy skills.
- Once a fortnight, English lessons are timetabled in the Academy Library and the focus is reading.
- English and Maths are set by ability, all other subjects are taught in mixed ability groups although SEN students are placed together in order to facilitate extra support in the classroom.
- The main change planned for Sept 2019 is Year 7 students specialising in a language from Year 7 with the intention of improving student progress

- **At Newcastle Academy:**
  - PSHE is covered in fortnightly lessons with form tutors and other events
  - Students use Accelerated Reader to enhance and develop literacy skills.
  - Once a fortnight, Literacy lessons are timetabled in the Academy Library and the focus is reading.
  - English and Maths and Science are set by ability, all other subjects are taught in mixed ability groups although the majority of SEN students are placed together in order to facilitate extra support in the classroom.
- **At Sir Thomas Boughey Academy: –**
  - PSHE is covered during 30 minute form time twice a week.
  - Students use Accelerated Reader to enhance and develop literacy skills.
  - Once a fortnight, Literacy lessons are timetabled in the Academy Library and the focus is reading.
  - English and Maths are set by ability, all other subjects are taught in mixed ability groups although the majority of SEN students are placed together in order to facilitate extra support in the classroom.

**Curriculum in Year 8 (Sept 2019) consists of the following:**

<b>Subject</b>	<b>Clayton Hall Academy</b> Number of lessons (Percentage of timetable)	<b>Newcastle Academy</b> Number of lessons (Percentage of timetable)	<b>Sir Thomas Boughey Academy</b> Number of lessons (Percentage of timetable)
English	7 (14)	7 (14)	8 (16)
Maths	7 (14)	7 (14)	8(16)
Science	6 (12)	7 (14)	7 (14)
ICT	2 (4)	2 (4)	2(4)
PE	4 (8)	4 (8)	3 (6)
Geography	4 (8)	3 (6)	4 (8)
History	4 (8)	3 (6)	4 (8)
RE	3 (6)	1 (2)	2 (4)
PSHE	1 (2)	1 (2)	
MFL	One of French / German / Spanish 4 (8)	French 3 (6)	3 (6)
Literacy		0	
Technology	4 (8)	2 (4)	3 (6)
Music	2 (4)	2 (4)	2 (4)
Art	2 (4)	2 (4)	2 (4)
Drama	1 (2)	2 (4)	
Character Curriculum	Not Applicable	4 (8)	2 (4)

- **At Clayton Hall Academy:**
  - PSHE is covered fortnightly lessons with form tutors and other events
  - There is a small group of students who do not study a language in Year 7. They receive extra English / Literacy support.
  - Students use Accelerated Reader to enhance and develop literacy skills.
  - Once a fortnight, English lessons are timetabled in the Academy Library and the focus is reading.
  - English and Maths are set by ability, all other subjects are taught in mixed ability groups although SEN students are placed together in order to facilitate extra support in the classroom.
- **At Newcastle Academy:**
  - PSHE is covered fortnightly lessons with form tutors and other events
  - Students use Accelerated Reader to enhance and develop literacy skills. This also forms part of the student day, whereby all students read for the first 10 minutes of every day.
  - Once a fortnight, Literacy lessons are timetabled in the Academy Library and the focus is reading.
  - English, Maths and Science are set by ability, all other subjects are taught in mixed ability groups although the majority of SEN students are placed together in order to facilitate extra support in the classroom.

- **At Sir Thomas Boughey Academy:**

- PSHE is covered fortnightly lessons with form tutors and other events
- Students use Accelerated Reader to enhance and develop literacy skills. This also forms part of the student day, whereby all students read for the first 10 minutes of every day.
- Once a fortnight, Literacy lessons are timetabled in the Academy Library and the focus is reading.
- English and Maths are set by ability, all other subjects are taught in mixed ability groups although the majority of SEN students are placed together in order to facilitate extra support in the classroom.

### Curriculum in Years 9-11.

At Clayton Hall Academy students in Years 9-11 are given some choice in terms of their curriculum. There is a core curriculum which all students will follow (English Language, English Literature, mathematics, Core and Additional Science (Trilogy Science) or Triple Science, a humanity subject (either geography or History), PSHE and PE).

At Newcastle Academy students in Years 9-11 are given some choice in terms of their curriculum. There is a core curriculum which all students will follow (English Language, English Literature, mathematics, Combined Science, PSHE. RE (9 and 10 only) and an EBacc subject (either Geography, History, French or Computer Science) and PE). Students are then able to 'opt' for three subjects from a range of subjects across a broad curriculum, including Cross-Federation subjects.

Some Option subjects are taught cross-federatively as this allows us to offer a broader selection of courses to the students. Each year, more subjects are offered than taught and student numbers dictate the final offer. Students become taught in classes from the two academies and are taught on a certain site with a member of staff from either of the academies.

Subjects on offer are all Level 2 vocational qualifications (these are shown in italics) or GCSE:

Art, Photography, Music, *Performing Arts*, Design and Technology (for Year 9/10), Graphics, Product Design, Food Technology / Food Preparation and Nutrition (Year 9), *Child Development, Health and Social Care, Engineering, Construction, Hospitality, Business Studies*, PE, Computer Science, History / Geography as a second humanity, French/German/Spanish as a second language,

At Sir Thomas Boughey Academy students in Years 9-11 are given some choice in terms of their curriculum. There is a core curriculum which all students will follow (English Language, English Literature, mathematics, Combined Science, PSHE. RE and an EBacc subject (either Geography, History, French or Computer Science) and PE). Students are then able to 'opt' for three subjects from a range of subjects across a broad curriculum.

### At Clayton Hall Academy:

Subject	Year 9	Year 10	Year 11
English Language / English Literature	8 (16)	8 (16)	8 (16)
Maths	8 (16)	7 (14)	8 (16)
Core & Additional Science / Triple Science	9 (18)	9 (18)	9 (18)
ICT (included in Option block for Y9 and Y10)			
PE	3 (6)	3 (6)	2 (4)
RE / ICT (bespoke offer)		5 (10)	5 (10)
A Humanity (either Geography or History)	6 (12)	6 (10)	6 (10)
A language (French / German / Spanish)	6 (12)	6 (10)	6 (10)
Option 1	5 (10)	5 (10)	5 (10)
Option 2	5 (10)	5 (10)	5 (10)
PSHE	1 (2)	1 (2)	1 (2)

- Students moving into Year 11 in 2019 have been given the opportunity to reduce their curriculum. The intent is to improve progress in other subjects whilst being mindful of student welfare. This is yet to be finalised
- Students moving into Year 10 in 2019 who do not study a language are to be offered an additional vocational qualification (yet to be decided)
- PSHE is taught once a fortnight and also includes additional events.

- Students are set in English, Maths, Science and sometimes in languages. All other groups are mixed ability. Where teaching groups arrive at the same time there is flexibility for Subject Leaders to arrange the groups as they see fit.

#### At Newcastle Academy:

Subject	Year 9	Year 10	Year 11
English Language / English Literature	8 (16)	8 (16)	9 (18)
Maths	8 (16)	8 (16)	9 (18)
Combined Science	9 (18)	9 (18)	9 (18)
PE	2 (4)	2 (4)	2 (4)
RE	2 (4)	2 (4)	
PSHE	1 (2)	1 (2)	1 (2)
Option 1	5 (10)	5 (10)	5 (10)
Option 2	5 (10)	5 (10)	5 (10)
Option 3	5 (10)	5 (10)	5 (10)
Option 4	5 (10)	5 (10)	5 (10)

- Students are set for English, Maths and Science. The other subjects are mixed ability dependent on option choices.
- Subjects on offer are all Level 2 vocational qualifications (these are shown in italics) or GCSE:
  - Art, Photography, Music, *Performing Arts*, Design and Technology (for Year 9/10), *Health and Social Care*, *Engineering*, *Construction*, *Hospitality*, *Media Studies* (year 10/11), *Enterprise*, *Digital Information Technology*, *Travel & Tourism*, *Sport*, Computer Science, History, Geography, French, Film Studies

#### At Sir Thomas Boughey Academy:

Subject	Year 9	Year 10	Year 11
English Language / English Literature	8 (16)	8 (16)	8 (16)
Maths	8(16)	8(16)	8(16)
Combined & Triple Science	9 (18)	9 (18)	9 (18)
RE / Business / Maths Statistics	3 (6)	3 (6) RE only	3 (6) RE only
PE	2 (4)	2 (4)	2 (4)
Humanities	5 (10)	5 (10)	5 (10)
Option 1	5 (10)	5 (10)	5 (10)
Option 2	5 (10)	5 (10)	5 (10)
Option 3	5 (10)	5 (10)	5 (10)

- Students are set for English, Maths and Science. The other subjects are mixed ability dependent on option choices.

#### 4. CURRICULUM ENTITLEMENT

To translate the school's vision into practice, particular attention is paid to the way in which students learn. It is the process of education which is important - an environment must be created in which students are actively involved in the learning process and not 'passive recipients of information'; this has implications for the way in which we assess our students. Assessment must follow naturally and not dictate the curriculum and must involve all relevant participants, including the student. Students must be encouraged to present all work as neatly as possible. Work missed through absence should be made up as soon as possible (see Assessment, Marking and Reporting Policy).

The school has developed a comprehensive Diversity and Equality Scheme, which encompasses all aspects of school life. Our intention is that students genuinely receive equality of opportunity.

Sex and Relationship Education (SRE) forms part of the curriculum and is delivered through Personal Development and subject contributions (see Sex and Relationship Education Policy).

Students should be encouraged to participate fully in all activities. Exemption from PE lessons is only acceptable on receipt of a note from a parent. If there is to be prolonged exemption then confirmation from a Doctor will also be required.

## **5. EXTENDED CURRICULUM POLICY**

There is an extensive range of extra-curricular opportunities available for all our students throughout the school, be it during the school day, in twilight sessions, evenings, weekends and during holiday periods.

The Library area encourages access to books, CD ROMS and the internet as sources of information to broaden the knowledge of learners. This is further supplemented by the availability of the I.C.T. suites and iPads at lunchtimes and after the end of the school day including a homework club. These sessions are in addition to the full range of opportunities offered in the Sports and Arts.

There is a planned programme of curriculum days throughout the year (see Calendar) offering focused, but extended, opportunities to students. This enables students to benefit from outdoor activities, Careers activities, and charity work. The support of a growing network of partners at a local, regional, national and international level allows this programme to be offered to all students.

## EQUALITY IMPACT ASSESSMENT POLICY CHECKLIST

Equality Impact Assessment of DMCS Policy						
Title of Policy	Curriculum and Teaching & Learning Policy					
PART 1	Positive Impact – reducing inequalities					
<p><i>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</i></p> <p><i>D = Disability, GA = Gender reassignment, P = Pregnancy &amp; Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</i></p>	<p style="text-align: center;"><b>How is the policy likely to have a <u>significant positive impact</u> on equality by reducing inequalities that already exist?</b></p> <p>All students access the curriculum and provision in accordance with the curriculum, teaching and learning policy. The curriculum is adapted to meet the needs of individual students both in terms of timetabling and differentiated provision.</p> <p style="text-align: center;"><b>Could the policy have a <u>significant negative impact</u> on equality in relation to each of the following groups or characteristics?</b></p> <p>No. All students have the same curriculum entitlement.</p>					
Characteristics Indicate areas of likely impact ☐	Promote equal opportunities	Get rid of discrimination	Get rid of harassment	Promote good community relations	Promote positive attitudes	Promote/protect human rights
<b>D</b>	✓				✓	
<b>GA</b>	✓				✓	
<b>P</b>	✓				✓	
<b>R</b>	✓				✓	
<b>R/B</b>	✓				✓	
<b>S</b>	✓				✓	
<b>SO</b>	✓				✓	
<b>A</b>	✓				✓	
<b>M/CP</b>	✓				✓	
<b>Equality Impact Assessment of DMCS Policy</b>	<b>Records</b>					
<b>Name of person responsible for policy</b>	GL Morris/D Adams / C Barker					
<b>Date of EIA of Policy</b>	May 2018					

*A = Age, M/CP = Marriage and Civil Partnerships –applies in respect of employment framework policies*

Equality Impact Assessment of DMCS Policy	Evidence
<b>PART 2</b>	
<p><i>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</i></p> <p><i>D = Disability, GA = Gender reassignment, P = Pregnancy &amp; Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation,</i></p> <p><i>A = Age, M/CP = Marriage and Civil Partnerships</i></p>	<p><b>What is the evidence for your answers above? (list any quantitative and qualitative)</b></p> <p>Lesson observation data.</p> <p>Curriculum graded as 'good' in last Ofsted, meeting the needs of all students.</p>

Equality Impact Assessment of DMCS Policy	Conclusion
<b>PART 3</b>	
<p><b>Summary of findings</b></p>	<p>The curriculum displays breadth, balance, relevance, differentiation, progression and continuity. The schools aims to provide for all students regardless of their age, gender, ability and background, ensuring they experience personal fulfilment through the 'entitlement curriculum'.</p> <p>Teaching and learning develops students' social, moral and cultural skills which will support and enhance the learning and progress of students, incorporating the inclusion of cognitive development.</p>

Equality Impact Assessment of Curriculum Policy	Next steps		
<b>PART 4</b>			
<b>Category</b>	<b>Actions</b>	<b>Target Date</b>	<b>Person responsible</b>
<b>Next Steps – Action Plan</b>	To review provision in light of changes and developments to the national education agenda.	On- going, as changes announced.	GL Morris D Adams C Barker
<b>Practical changes required to reduce adverse impact</b>			
<b>Monitoring and evaluation and Review (publish revised policy)</b>	Ratification of policy by Governors	May 2019	