





Curriculum Policy

2020-2021

Named person with designated responsibility for this policy

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| Academic Year | Designated Senior Person | Nominated Governor | Chair of Governor |
| 2020-2021 | Miss Tassawar | Raheem Gul | Andra Iordache |
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Review of Policy

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| --- | --- | --- | --- |
| Review Date | Changes made | By whom | Date shared to Staff |
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| Date ratified by Governors | Review Date |
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**Teaching and Learning**

**Curriculum Policy**

**Introduction:**

The curriculum is the totality of pupils’ learning experiences.

At Blackwater Academy, we believe that our curriculum should be broad, balanced, and relevant, and meet the needs of all children whatever their ability.

The taught curriculum is comprised of The National Curriculum and the wider curriculum. We ensure the children have a range of learning experiences that challenge, stimulate, and promote thinking and learning.

The curriculum meets statutory requirements.

**Curriculum Aims:**

Our curriculum intends to:

* Provide a broad and balanced education for all pupils that’s coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
* Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
* Support pupils’ spiritual, moral, social and cultural development
* Support pupils’ physical development and responsibility for their own health, and enable them to be active
* Promote a positive attitude towards learning
* Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
* Have a high academic ambition for all pupils
* Equip pupils with the knowledge and cultural capital they need to succeed in life
* Provide subject choices that support pupils’ learning and progression, and enable them to work towards achieving their goals
* Develop pupils’ independent learning skills and resilience, to equip them for further/higher education and employment.
* Raise aspirations, inspiring our pupils and preparing them for the opportunities, responsibilities, and experience of adult life in 21st century Britain.
* Promote the highest standards in reading, writing and mathematics.
* Enable pupils to investigate and problem solve, using a wide range of reasoning and analytical skills
* Allow pupils to develop a knowledge of themselves in time and space
* Enable pupils to acquire knowledge and skills in science
* Challenge pupils to apply logic, to question and to debate
* Develop the personal and social skills of each child

All children need a firm mastery of English and Mathematics as early as possible. Our priority is to build a secure foundation in literacy and numeracy as the basis for all other learning. Pupils will be taught to read, write, and work with numbers fluently and confidently. Where pupils need extra support it will be provided, to ensure that every child reaches and exceeds expected standards.

It is important to us to promote an enjoyment of learning and a commitment to learning and achieving, and through the provision of rich and varied activities we:

* Enable pupils to make connections across different areas of learning
* Challenge pupils to apply logic, to question and to debate.
* Help pupils to think creatively and solve problems.
* Develop pupils’ capacity to learn and work independently and collaboratively.
* Enable pupils to respond positively to opportunities, challenge, and responsibility.
* Enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

**Organisation of the curriculum:**

Curriculum maps indicate the broad objectives and the links between subjects.

Units of work are planned, usually over half a term’s duration. These are recorded as Medium Term Plan and contain the detail of the work to be covered with a progression of learning objective.

Children are taught with their year groups with some children being withdrawn for small group support and teaching is focused on pupils mastering age related expectations each year.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEN Policy. We provide additional resources and support for children with special educational needs and disabilities. If a child has an additional need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If staff or parents or Carers raise a concern about a child, his/her teacher will make an assessment under advice from the SENCo. In most instances the teacher is able to provide resources and educational opportunities which meet the child’s needs within the normal class Organisation. Sup

port staff or specialist teachers may be used to assist the child.

**Implementation**

There will be a strong emphasis on developing students’ skills to enable them to become better learners. In recognition of the diversity of standards in literacy and numeracy of our students on entry, skills essential for them all to access the full secondary curriculum, we will adopt strategies and interventions to accelerate learning.

The Academy will therefore provide:

* outstanding teaching, support and guidance
* an environment in which students of all academic abilities are able to develop the skills and attitudes which will facilitate lifelong learning and sustained personal development
* the provision of an increasing range of academic and vocational courses, to sustain motivation and raise achievement
* a curriculum which promotes the transference of key life skills across subject disciplines; which allows those students with poor literacy or numeracy skills on transition to ‘catch-up,’ while at the same time extending the more able by increasing the level of challenge
* curriculum information to parents so they can participate in their child’s education

**Impact of our curriculum:**

The delivery of a broad and balance curriculum will help Blackwater Academy ensure that:

* students achieve well including SEND students and those from disadvantaged backgrounds
* students are ‘school leaver ready’
* students enjoy coming to school
* students feel safe and are aware of at-risk behaviour
* students have high levels of attendance and engagement
* students will leave with age appropriate reading skills
* students are knowledgeable about the wider world

**Roles and Responsibilities:**

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

* A robust framework is in place for setting curriculum priorities and aspirational targets
* The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
* Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
* All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state.
* The school implements the relevant statutory assessment arrangements
* It participates actively in decision-making about the breadth and balance of the curriculum
* Pupils from year 9 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

* All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
* The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
* They manage requests to withdraw children from curriculum subjects, where appropriate
* The school’s procedures for assessment meet all legal requirements
* The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
* The governing board is advised on whole-school targets in order to make informed decisions
* Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

* All subject teachers will be expected to carry out the schemes of work and medium-term plans for their subjects within the time frame allocated.
* Heads of Department must ensure that all staff within that department are meeting targets in terms of ensuring that the scheme of work is cohesively followed, to ensure that all staff within the department are assessing pupil progression and that all learners are given equal access to the curriculum with opportunities to progress and be challenged.

**Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

* More able pupils
* Pupils with low prior attainment
* Pupils from disadvantaged backgrounds
* Pupils with SEN
* Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study a broad Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

**Monitoring arrangements**

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

* School visits.
* Meetings with the school council

All schools continue with:

Heads of department/subject leaders/curriculum leaders monitor the way their subject is taught throughout the school by:

* Planning scrutinies
* learning walks.
* Book scrutinies
* Lesson Observations
* Student Feedback.

Heads of department/subject leaders/curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 2 yearsbyMr Morrison, Miss Sameera Tassawar and Mr Naheem Khan. At every review, the policy will be shared with the full governing board.

# **Links with other policies**

This policy links to the following policies and procedures:

* Assessment policy
* SEN policy
* Equality information and objectives
* Pupil Premium Policy
* Marking Policy

**Curriculum Content**

The curriculum content for Blackwater Academy is reviewed annually and is based on changes to national guidelines, and consultation with students, parents, staff and commissioning schools. This is done to ensure that students have access to as many accredited qualifications as possible, have as much curriculum continuity as possible and have access to range of vocational and personal development opportunities.

All students Blackwater Academy will be given the opportunity to access a curriculum designed to support them in attaining 5 or above GCSE’s in year 11.

Students will also be given access to study Level 2 Functional Skills in English and Mathematics in order to provide support for learners who will not attain the desired GCSE grades in English Language and Mathematics. This is to ensure that all learners are provided with equal opportunities to progress onto further education once they leave Blackwater Academy.

**Curriculum Subjects**

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| **Year 9 Subjects** | **Year 10 Subjects** | **Year 11 Subjects** |
| * English Language * Mathematics * Science * Religious Studies * History * Geography * SDP/PSHE * PE | * English Language * English Literature * Mathematics * Science * Religious Studies * History * Geography * SDP/PSHE * PE * BTEC Business Studies * BTEC Psychology | * English Language * English Literature * Mathematics * Science * Religious Studies * History * Geography * SDP/PSHE * PE |

**Enrichment Activities**

All pupils in year 10 and 11 have the option to engage in a vocational placement course for up to 1 or 2 days a week.

Construction/Motor Vehicle/ Food/Childcare/Public Services

We also seek to provide the opportunity for pupils to engage in other activities to enhance their life experiences. Examples of this are sporting activities/events, music, art, engagement with the fire service, external trips and visitors to site such as theatre companies.