



CURRICULUM POLICY

2019-2020

Status:	STATUTORY
Responsible Person:	Headteacher
Responsible Governance	Managing Director of Education Services Leadership Support
Ratified by Governance	
Date first Approved	
Review Date	

Signed		MD of Education Services
Date		

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Statement of intent

Armley Grange School recognises the importance of offering a broad and balanced curriculum which is underpinned by our shared school vision. Our curriculum consists of activities designed to promote the intellectual, personal, social, physical and cultural development of students. It includes the formal programme of lessons, based on the national curriculum, and the informal programme of extra-curricular activities that we organise to enrich students' experiences of their lives and education.

Through this policy, the school aims to:

-  Put students at the centre of all curriculum decisions, putting their needs above that of the school.
-  Have a curriculum that is fit for purpose, offering differentiation and personalisation.
-  Prepare all students for the next stage of their education and for life in modern society.
-  First achieve and then exceed national standards in achievement, attainment and progression.
-  Be committed to excellence and continuous improvement.
-  Provide courses which meet the needs of students.
-  Nurture the talents of all and celebrate success.
-  Involve the stakeholders, including parents, in curriculum development.

1.0 Curriculum intent

1.1 What our curriculum is designed to do

Our curriculum is designed with students' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer students opportunities to grow as individuals as well as learners. Whilst we follow the requirements or exceed that of the National Curriculum at:

-  Key Stage 2
-  Key Stage 3
-  Key Stage 4
-  Key Stage 5

we are keen to ensure that students are educated beyond its limits and that they undertake a wide range of educational experiences aimed at enriching and extending their abilities and understanding. In so doing students will leave us as confident, self-reliant individuals able to make a positive contribution to society.

Through a combination of learning techniques, we aim to ensure students enjoy learning and feel prepared for life after school. We also intend to offer students new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem.

We recognise that students should be challenged in their schooling; learning from failures and celebrating successes. We intend for our curriculum to be empowering, enabling students to develop their interpersonal skills, creativity and independence.

1.2 How we intend to deliver the curriculum

We intend to deliver the curriculum through a variety of methods that are both classroom-based and extra-curricular. We promote equal opportunities to all of our students in line with the Equality Act 2010 throughout our practices. Below, we have outlined how we intend to deliver this promise.

-  Classroom-based learning: Our staff value the different ways in which students learn and plan lessons to account for these differences. We encourage teachers to make cross-curricular links where possible within their lesson plans, so that students can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life.

- ✎ Teachers use a variety of activities and resources to teach core content. By using different techniques, we intend to keep students engaged with learning and accommodate students who learn differently to their peers.
- ✎ Extra-curricular activities: We provide a variety of extra-curricular activities for students that enhance their learning experience. The activities range from after-school clubs, to educational trips and visits. Extra-curricular activities are designed to enhance students' learning experience, form personal connections between students and their peers, and teach skills essential for life after school.

1.3 How we involve stakeholders in curriculum planning and delivery

Our school values the input of its students, parents and the local community with regards to the planning and delivery of the curriculum. We believe students receive a well-rounded education if everyone is involved in shaping it. We consult students on our curriculum through Pupil Voice activities and surveys. We also have an annual parent survey but find that the most useful parent input to our curriculum review is through face-to-face discussion at review meetings, parents' evenings, coffee mornings etc.

We strive to engage with the wider community by ensuring there are opportunities for students to participate in community projects.

1.4 How the curriculum benefits students' learning and personal development

Our curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, students will benefit in the ways outlined in 2.2.

2.0 Curriculum Aims

2.1. The overall aims of the curriculum are to:

- ✎ Reflect the aims and vision for the school. Fundamental to this is that the specific needs of our students in no way disenfranchise them from their curriculum entitlement.
- ✎ Provide a broad range of worthwhile curricular opportunities that cater for the interests, aptitudes and specific needs of students and ensure progression in students' learning.
- ✎ Enable all students to be successful learners and achieve high standards.
- ✎ Enable students to understand the skills and attributes needed to be a successful learner.
- ✎ Enable those who are not achieving age-related expectations to narrow the gap and catch up with their peers.
- ✎ Promote the acquisition of cross-curricular skills
- ✎ Enable students to develop and be able to use high-quality functional skills, including key literacy, numeracy and ICT skills.
- ✎ Enable students to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school and acquire a solid basis for lifelong learning.
- ✎ Enable students to value their learning outside of the curriculum and relate this knowledge to the taught curriculum.
- ✎ Teach students to be able to discern right from wrong, that actions have consequences, and the value and importance of forgiveness.
- ✎ Enable students to be creative and to develop their own thinking.
- ✎ Help students to develop an independent approach to their learning.
- ✎ Teach students about their ever-changing world, including how the environment and society have changed over time.
- ✎ Help students understand the fundamental British values and enable them to be positive citizens in society who can make a difference.
- ✎ Promote the spiritual, moral, cultural and social development of students and celebrates social and cultural diversity.
- ✎ Help students understand the importance of truth and fairness, to ensure they grow up committed to equal opportunities for all.
- ✎ Enable students to have respect for themselves and others and to be able to live and work cooperatively with others.
- ✎ Prepares students to make informed and appropriate choices at the end of KS2, KS3, KS4 and beyond.

2.2. Through the aims outlined above, students will benefit by:

- ✎ Learning how to lead safe, healthy and fulfilling lives.
- ✎ Understanding that failure is part of the road to success.
- ✎ Being rewarded for academic and vocational successes.
- ✎ Being supported with their next stages in education or training and feeling prepared for life after school.
- ✎ Becoming responsible individuals who contribute to community living and the environment.
- ✎ Achieving to the best of their ability.
- ✎ Acquiring a wealth of knowledge and experience.
- ✎ Becoming critical thinkers.
- ✎ Finding a sense of belonging to the school and its community.
- ✎ Learning how to cooperate with their peers and respect one another, inside and outside the classroom.
- ✎ Developing personal moral values, respect for religious values and tolerance of others' beliefs and ways of life.

3.0 Legal framework

3.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

-  Children Act 2004
-  Education Act 2004
-  Equality Act 2010
-  DfE (2019) 'School attendance'
-  DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
-  DfE (2014) 'The national curriculum in England'

3.2. This policy operates in conjunction with the following school policies:

-  Assessment Policy
-  Equal Opportunities Policy
-  SEND Policy

4.0 Roles and responsibilities

4.1. The Governance Team is responsible for:

- ✔️ Approving and monitoring the content of this policy.
- ✔️ Liaising with the Headteacher, subject leaders and teachers with regards to student progress and attainment.
- ✔️ Contributing towards decisions made about the curriculum.
- ✔️ Ensuring the curriculum is inclusive and accessible to all.

4.2. The Headteacher is responsible for:

- ✔️ Devising long- and medium-term plans for the curriculum in collaboration with subject leaders, teachers and other members of the SLT.
- ✔️ Communicating the agreed curriculum to the Governing Body on an annual basis.
- ✔️ Producing an annual report for the Governance team advising on the standards achieved by students and any alternative arrangements made to ensure all students could access the curriculum.

4.3. The Deputy Headteacher is responsible for:

- ✔️ Ensuring the curriculum is inclusive and accessible to all.
- ✔️ Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- ✔️ Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- ✔️ Making any necessary adjustments to the curriculum where required.
- ✔️ Keeping up-to-date with any relevant statutory updates and taking action where required.
- ✔️ Overseeing the production and monitoring of the School Development Plan.
- ✔️ Timetabling.
- ✔️ Communicating aspects of the policy to the wider staff.
- ✔️ Creating and maintaining an up-to-date curriculum intent statement.
- ✔️ Updating and maintaining this policy.

4.4. Subject Leaders are responsible for:

- ✎ The overall provision of the curriculum in their subject at the school.
- ✎ Developing a curriculum that provides students with a range of opportunities and the skills they need to prepare for later life.
- ✎ The strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies.
- ✎ Managing staff within their curriculum areas, providing appropriate support, challenge, advice and information as necessary.
- ✎ Developing and implementing the school's schemes of work.
- ✎ Ensuring that schemes of work are in place for all year groups. These should contain detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- ✎ Ensuring staff are familiar with the content of both the policy and scheme of work and are working within its parameters.
- ✎ Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- ✎ Monitoring student progress within the department and reporting on this to the SLT.
- ✎ Ensuring that students are making progress and that formative and summative assessment strategies are being used to inform future planning.
- ✎ Sharing best practice with other colleagues in terms of curriculum design and delivery.
- ✎ Providing efficient resource management for their department.
- ✎ Ensuring the curriculum is inclusive and accessible to all.
- ✎ Ensuring there are specialist resources available for students in need so that everyone can have full access to the curriculum.
- ✎ Selecting appropriate awarding bodies and courses such that they best meet the learning needs of our students. Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- ✎ Ensuring that assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- ✎ Producing, implementing and evaluating an annual subject audit and action plan.
- ✎ Developing their subject and identifying any CPD needed. The SLT will positively support subject leaders in the utilisation of curriculum and staff meetings for the promotion of their subject.
- ✎ Ensuring academically more able students are given additional, more challenging work to celebrate their talents.

- ✎ Celebrating all students' achievements.
- ✎ Monitoring the progress of all students and reporting on this to the SLT.
- ✎ Working closely with the SENCOs to ensure those in need receive additional support in lessons.

4.6. Our SENCOs are responsible for:

- ✎ Collaborating with colleagues to ensure the curriculum is accessible to all.
- ✎ Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- ✎ Carrying out SEND assessments where necessary and ensuring students receive the additional help they need.
- ✎ Liaising with external agencies where necessary to ensure students who require additional support receive it.

5.0 Organisation and planning

-  The school's curriculum will be delivered over 190 days and equally throughout the school week.
-  The school day starts at 8.50 am and ends at 2.35 pm and consists of six 45 minute lessons split by two breaks, one at 10.40 am (10 mins) and one at 1.00 pm
-  Where possible, teachers will look for links between areas of learning that will support one another and allow students to reinforce their skills from one subject within another.
-  Lessons will use a range of techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.
-  Teachers will plan lessons which are challenging for all students and ensure that there are provisions in place for more academically able students, e.g. completing additional work that is above the academic level of their school peers.
-  A full list of subjects covered in school can be found in Appendix 1 of this policy.
-  Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.
-  Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.
-  Any difficulties identified will be addressed once curriculum planning has commenced.
-  Classrooms will be organised so that students have full access to resources and equipment – they will be provided with a rich and varied learning environment.
-  In Key Stage 2 students are placed in mixed ability form groups of approximately 5 and follow a primary model i.e. they are taught in these groups by their form teacher for all subjects other than art, ICT, humanities and PE where students are taught in specialist accommodation by subject specialist teachers.
-  In Year 7 students are placed in mixed ability form groups of approximately 5 and follow a secondary school model i.e. they are taught in these groups by different subject's teachers.
-  In Years 8 and 9 class sizes still average 5 and students are taught in their mixed ability form groups along a secondary model i.e. subject specialist for each subject. Where a specific need is identified the primary model may continue into Year 8 and beyond.
-  In Years 10 and 11 students are put into broad ability groups for most subjects, the exceptions being RE, PSHCE and computing). All Year 10 and 11 courses lead to a formal qualification of some sort e.g. GCSE, Entry Level Certificate, BTEC's, functional skills etc.

Our KS5 provision that provides a range of academic and vocational qualifications including GCSE, BTEC, Functional Skills. Preparing for working life is a key feature of the sixth form curriculum, with all students participating in a weekly half-day work experience placement during Year 12 leading to a full day per week throughout Year 13.

6.0 Curriculum content

6.1 The school will have due regard to the national curriculum at all times throughout the academic year.

6.2 The school will ensure every student has access to the following core subjects:

-  English
-  Mathematics
-  Science
-  RE
-  Relationships and sex education (RSE), via PSHCE lessons.

6.3. The school will ensure students also have access to the following foundation subjects:

-  Art and design
-  PHSE
-  Computing
-  Design and technology
-  Humanities
-  PE

6.4. There is an element of choice in the KS4 curriculum and decisions will be made in partnership with students, parents and staff in the second half of Year 9.

6.5. Pupils will choose their optional vocational subjects for KS5 in the second half of Year 11.

6.6. All students continue working on their literacy and numeracy as part of their 16-19 programme of study.

7.0 Careers education

- 7.1. The school will work to encompass careers education and guidance into subjects across the curriculum, in line with the Careers Policy.
- 7.2. The school will ensure that every student is exposed to the world of work every year, from Year 7 onwards.
- 7.3. The school will engage with and ensure students have access to local employers, businesses and professional networks, and providers of post-16 and post-18 education and training, inviting visiting speakers, with whom students can relate to.

8.0 Reporting and assessment

- 8.1. The school's assessment processes are used to plan for differentiation within curriculum delivery, to ensure all students can access each lesson, and to inform individual teaching programmes.
- 8.3. Individual student performance and progress is regularly monitored and reviewed. Termly assessments will be recorded and reported back to the SLT, students and students' parents.
- 8.4. Pupils will also complete national assessments in KS2, KS4 and KS5. The results of these assessments will be reported back to the Headteacher, students and their parents.
- 8.5. Evaluations and assessments feed back into future or modified curriculum plans.
- 8.6. Assessment of students with EAL will take into account the students' age, length of time in the UK, previous education and ability in other languages.
- 8.7. Access arrangements will be given to students who require them, e.g. students with specific SEND, students who are ill, or students who suffer from conditions that inhibit their academic performance. This will be in accordance with Joint Council for Qualifications (JCQ) regulations.
- 8.8. All reporting and assessments will be conducted in line with the school's Assessment Policy.

9.0 Equal opportunities

9.1. There are nine protected characteristics within the Equality Act 2010, these are:

- ✕  Age
- ✕  Disability
- ✕  Gender reassignment
- ✕  Marriage and civil partnership
- ✕  Pregnancy and maternity
- ✕  Race
- ✕  Religion or belief
- ✕  Sex
- ✕  Sexual orientation

9.2. Care is taken within all schemes or work to ensure that all students have access to the curriculum content.

9.3. The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure the curriculum does not discriminate against any of the above characteristics.

9.4. When planning and implementing the curriculum, the school will have due regard to the Equal Opportunities Policy at all times.

10.0 Supporting students with SEND

- 10.1. The curriculum is designed to provide access and opportunity for all students who attend the school.
- 10.2. Pupils will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.
- 10.3. The SENCOs will work closely with teachers to help them break down any barriers to education.

11.0 Personalised Curriculum

11.1. Armley Grange School embraces personalised learning as a valuable tool in addressing the aims of this policy. It helps us meet the learning needs of students with a diverse range of special needs and motivates students who are risk of becoming disengaged.

11.2. Strategies currently used include:

- ✕ Targeted use of TAs
- ✕ Personalised learning programmes within the Re-Focus Room
- ✕ Input from external agencies
- ✕ Literacy and numeracy intervention programmes
- ✕ Cross-curricular theme days
- ✕ Eco group
- ✕ Visiting speakers e.g. performance poets, animal magic
- ✕ Off-site visits and residentials
- ✕ Junior Sport Leader qualification
- ✕ Duke of Edinburgh Award scheme
- ✕ Extended work placements
- ✕ BTEC courses within the Vocational Centre
- ✕ In-school work experience placements for less able students
- ✕ Work experience placements in Years 10 and 11
- ✕ Extended work placements for Y12 & Y13 and specific Y11 students
- ✕ Links with other schools
- ✕ Mini-enterprise initiatives

12.0 Extra-curricular activities

- 12.1. The school offers students a wide range of extra-curricular activities to enhance their academic learning and personal development.
- 12.2. All students are able to participate in the activities and trips available. Wherever there is an instance where a student cannot participate, the trip or activity will be adapted so that the student can take part.

13.0 Useful documents

- 13.1. 'Curriculum Model for 2019-20' – this sets out the curriculum diet of Years 7-11 and is included below (Appendix A).
- 13.2. 'KS4 Qualifications' – these lists all the qualifications offered at KS4 and is included below (Appendix B).

14.0 Monitoring and review

- 14.1. This policy is reviewed annually by the Headteacher and the Governance Team.
- 14.2. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.
- 14.3. The scheduled review date for this policy is September 2021.

APPENDIX A: Curriculum Model 2019 – 2020

Subject Area	Key Stage 3		Key Stage 4		
	Year 7	Year 8	Year 9	Year 10	Year 11
English	English (5)	English (5)	English (5)	GCSE English (5) F/S Skills Level 1/2	GCSE English (5) F/S Skills Level 1/2
Maths	Maths (5)	Maths (5)	Maths (5)	GCSE Maths / ELC Maths (5) F/S Skills Level 1/2	GCSE Maths / ELC Maths (5) F/S Skills Level 1/2
Science	Science (3)	Science (3)	Science (3)	BTEC Introduction to Applied Science / ELC Sci (3)	BTEC Introduction to Applied Science / ELC Sci (3)
Computing	Computing (3)	Computing (3)	Computing (3)	BTEC Introduction to Information Technology (3)	BTEC Introduction to Information Technology (3)
Art	Art (2)	Art (2)	ELC Art (2)	GCSE Art & Design (2)	GCSE Art & Design (2)
Food Tech	Food Technology (3)	Food Technology (3)	BTEC Home Cooking Skills Level 1 (3)	BTEC Home Cooking Skills Level 2 (2)	BTEC Basic Cooking Skills Level 1 (2)
PE	PE (2)	PE (2)	PE (2)	BTEC Level 1 Introductory (2)	Sport and Active Leisure BTEC Level 1/2 (2)
Humanities	Humanities (1)	Humanities (1)	Humanities (1)	ASDAN Level 1 History (2) ASDAN Level 1 Geography (2)	ASDAN Level 1 History (2) ASDAN Level 1 Geography (2)
PHSE	PHSE (1)	PHSE (1)	PHSE (1)	PSHCE Level 1(1) E-Safety Level 1 (1)	PFWL Level 1/2 (1) British Values Level 1 (1)
RE	RE (1)	RE (1)	RE (1)	ELC RE (1)	ELC RE (1)
Business				BTEC Introduction to Business Level 1 (3)	BTEC Business Admin Level 1 (3)
Other				Sports Leaders Level 1 Duke of Edinburgh Bronze (2) Food Health and Hygiene (1)	Sports Leaders Level 1 Duke of Edinburgh Bronze (2) Food Health and Hygiene (1)

KS3 Curriculum (lessons per week)
KS4 Core curriculum (lessons per week)
KS4 Option curriculum (lessons per week)

APPENDIX B: Qualifications offered at KS4, 2020-21

English

AQA GCSE English Language
AQA GCSE English Literature
Pearson Functional Skills Level 1 and 2

Mathematics

AQA GCSE Mathematics
Pearson Functional Skills Level 1 and 2

Science

Pearson BTEC Level 1 Introduction to Applied Science (Award, Certificate, Diploma)
AQA Entry Level Certificate Science

ICT

Pearson BTEC Level 1 Introduction to Information Technology (Award, Certificate, Diploma)

Art

AQA GCSE Art

History

ASDAN Level 1 Certificate History
OCR Entry Level Certificate History

Geography

ASDAN Level 1 Certificate Geography
OCR Entry Level Certificate Geography

Food Technology

Pearson BTEC Level 1/2 Home Cooking Skills (Award)
Pearson BTEC Level 1 Basic Cooking Skills (Award)

PHSE

AQA Award/Certificate in PSE (Award, Certificate)
AQA Certificate in Preparation for Working Life
Gateway Award in British Values
Gateway Award in E-safety

PE

Pearson BTEC Level 1 Introductory to Sport Certificate (Award, Certificate, Diploma)
Pearson BTEC Level 1/2 Sport and Active Leisure BTEC (Award, Certificate, Diploma)

Business

Pearson BTEC Level 1 Introductory Certificate in Business (Award, Certificate, Diploma)
Pearson BTEC Level 1 Business and Administration (Award, Certificate, Diploma)

RE

OCR Entry Level Certificate Religious Education

Other

Duke of Edinburgh Award

ASDAN Bronze & Silver Award

Food and Hygiene Certificate