



KING EDWARD VI  
SHELDON HEATH ACADEMY

## Curriculum Policy

### Related Documents: -

- Marking and Feedback policy
- Assessment policy
- Non-Examination Assessment policy
- Behaviour for Learning Policy
- Special Educational Needs and Disability (SEND) Policy
- E-Safety Policy
- Relationships and Sex Education Policy
- PSRE Policy
- Public Sector Equality Duty (PSED) Statement

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the school has chosen to follow. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook. This policy also complies with the Academy's funding agreement and articles of association.

**Friendship**  
Integrity Benevolence  
Honesty **Equality**  
Respect Community  
Tolerance Aspiration  
**Our values**  
Humility Personal responsibility  
Justice Dignity Ambition  
Co-operation Humanity  
Excellence Embracing diversity  
**Belief** Empathy Kindness  
Understanding Charity  
Compassion

This policy was adopted by the Curriculum and Student Welfare Committee in September 2022. Next review due Autumn Term 2024, or earlier if the need arises.

## **1. Vision**

King Edward VI Sheldon Heath Academy is committed to developing responsible, aspirational, independent, well-rounded young people with the self-belief to reach their goals. Our work will be underpinned by our core values and driven by our unequivocal belief in equality and tolerance. We will secure this through inspirational and enthusiastic teaching, the provision of a broad, challenging curriculum and excellent support and care. We want to ensure our young people fulfil and exceed their potential, be committed to lifelong learning and leave well-equipped to navigate their way through the challenges of the 21st century; positively contributing to society both economically and socially.

## **2. Ethos**

The Governors and staff at King Edward VI Sheldon Heath Academy aim to create a secure and caring environment in which children can experience success and are prepared for the opportunities, responsibilities and experiences of adult life. Every student is entitled to a curriculum that is rich and varied, challenging and inspiring which enables every individual to achieve her or his potential to the highest possible standard; a well-rounded education, which extends beyond academic study, offering rich and diverse opportunities that enable all students to broaden their horizons and to feel that they can succeed. The value of personal, social and moral development is taught within a broad and balanced curriculum.

The Academy's curriculum organisation and provision encompasses:

- Intent – the rationale, purpose and design of the curriculum as a whole;
- Implementation – how the curriculum is organised and delivered in our specific context;
- Impact – how improvements in student knowledge, skills and understanding are measured.

## **3. Curriculum objectives**

- To meet all statutory requirements.
- To help acquire the knowledge and skills relevant to adult life and a world of rapid and continuous technological change:
  - The Academy believes that acquisition of key knowledge and skills builds confident, independent learners.
  - Academy staff develop a thirst for learning through high quality teaching with a challenging and inclusive curriculum.
- To promote the Academy's values driven culture:
  - Our Academy community refers to its core values of respect, compassion, aspiration and equality in all that we do.
  - We deal with each other empathetically and are steadfast in our view that equality should be promoted at all times.
  - High expectations and standards are the cornerstones of our Academy.
  - The Academy believes that having respect for peers, our community and the environment is critical in developing tolerant and caring young people.
  - The Academy develops a 'can-do' culture where success is celebrated and rewarded and a focus on 'next steps' and positive pupil engagement allows us to develop an aspirational ethos
- To ensure quality communication and literacy:
  - The Academy believes the ability to communicate effectively is key to developing positive relationships, good social skills and is vital in the workplace.
  - The Academy wants all students to be able to express their feelings, ideas and their understanding of concepts and theories with confidence.
  - The Academy engenders confidence and enjoyment of reading so that all students can access a broad curriculum.
- To ensure equal opportunities for all learners:

- The Academy provides a well-rounded education, extending beyond academic study and offering rich and diverse opportunities.
- The Academy blends excellence in academic, vocational and extra-curricular activity to allow all students to succeed in ways most appropriate to them and their talents.

#### 4. Curriculum aims

- Provide a broad and balanced education for all students that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support students' spiritual, moral, social and cultural development.
- Support students' 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, with high expectations for every student and appropriate levels of challenge and support.
- Provide subject choices that support students' learning and progression and enable them to work towards achieving their goals.
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment.
- Have a high academic/vocational/technical ambition for all students.
- Equip students with the knowledge and cultural capital they need to succeed in life.
- Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc.

Thus, the Academy's curriculum aims to develop:

- successful learners who:
  - are curious and have a thirst for knowledge;
  - are inducted into the essential knowledge, skills and discourse of subject disciplines and can develop specialisms appropriate to aptitude;
  - can appreciate achievement and experience success in all subjects studied;
  - can link areas of knowledge in a spirit of enquiry;
  - can pursue courses appropriate for their stage of learning and abilities to achieve their personal best;
  - can learn independently and with others;
  - can acquire the study skills and self-knowledge necessary to realise their learning potential, and are motivated to achieve the best they can, now and in the future;
  - are creative, resourceful and able to solve problems.
- confident individuals who:
  - who are prepared for the next stage in their lives;
  - are kind, compassionate, tolerant and show courage in their dealings with others;
  - can respond positively and with resilience to the opportunities, responsibilities and experiences of adult life;
  - can develop an active and healthy lifestyle;
  - can evaluate risk, take managed risks and stay safe;
  - can relate well to others;
  - have secure values and principles to distinguish right from wrong;
  - are articulate, confident, ambitious, willing to try new things and able to make the most of opportunities;
  - are increasingly independent, able to show initiative and organise themselves;
- responsible citizens who:
  - know how to behave appropriately and are well mannered;

- can participate as effective, respectful citizens within a global society;
- can challenge injustice, are committed to human rights, and can strive to live peaceably with others;
- acquire an understanding of the social, economic and political issues of the world and the interdependence of individuals, groups and nations;
- can change things for the better, considering the needs of future generations in the choices they make.

The Academy's curriculum will meet its aims by ensuring:

- opportunities and activities for students to communicate through speech and writing, and to listen with understanding;
- stimulating reading material that enables students to read accurately, fluently and with understanding for their enjoyment;
- that English language is applied in all subject areas and enables students to articulate their understanding and learn with enthusiasm and independence;
- students' understanding and knowledge of mathematical language and the processes that apply in a variety of tasks to identify practical solutions;
- the development of scientific understanding through activities and discussion that provide systematic enquiry within a range of experiments and investigations of everyday life;
- opportunities for students to experience their own environment and the wider world both past and present through humanities (Geography, History, R.E.);
- flexibility and creative thinking in overcoming difficulties and developing new approaches through investigation;
- that students' approach tasks and activities with enjoyment, independence and interest in practical solutions to learning situations, with independence of thought and action as well as co-operating within a group;
- an awareness of, and respect for, a diversity of cultures, values and beliefs and abilities;
- a mutually supportive partnership, in which parents and staff share responsibility for the education of the children.

## **5. Curriculum organisation & provision**

The Academy uses the curriculum as a tool to nurture students' aspirations through being relevant both to those aspirations and to local and national need and by providing very strong and visible progression routes into further and higher education, apprenticeships, training and employment. At KS3 the national curriculum guidance as produced by the DFE is followed and department leaders and subject teachers ensure that the prescribed and recommended content is planned and delivered accordingly. At KS4 and post 16, the Academy's offer consists of a range of courses that are recognised as suitable for level 2 and level 3 study by the government and the DFE.

The curriculum is constantly under review, taking account of the changes in the needs of students and of national developments. The structure of the curriculum ensures that all students can progress at a rate that is in line with their ability and considers unequal starting points. Academy staff are committed, enthusiastic and have excellent subject knowledge; they adopt teaching methods to ensure that the needs of all students are effectively met. Learning experiences are planned and well sequenced to ensure breadth and depth thus enabling progression through the Academy of every individual irrespective of gender, ethnic background, age or disability; every student is exposed to the full range of activities within the curriculum. The Academy makes reasonable adjustments to account for the needs of all students; those with Special Educational Needs are assessed by the class teacher and the Academy's SENCO.

### Key Stage 3 (Years 7, 8 and 9)

Key stage 3 year groups are split into two bands of equivalent ability. In most lessons, students are taught in mixed ability groups, whilst in some (for example maths) they are broadly set within each band based on their prior attainment. Groups are initially determined using KS2 data where available, more able and SEN registers from the primary feeders and are refined through teacher assessment, baseline assessment and internal standardised assessment data. Students with the lowest prior attainment receive additional, tailored support so that they can access the wider curriculum. Achievement is reviewed and monitored twice a year to track individuals' progress at the Academy.

### Key Stage 4 (Years 10 and 11)

Key Stage 4 starts in year 10, where students follow a curriculum that provides opportunities enabling them to reach their potential. All students study English language, English literature, maths, Religion, Philosophy and Ethics and sciences (either as physics, chemistry and biology or as combined science); they all study for a minimum of 8 qualifications, mostly GCSEs with few BTEC courses available. A small number of students obtain a GCSE in each of the three sciences offered; most students obtain a science qualification equal to two GCSEs. The English Baccalaureate combination of subjects is available to all students, although achievement data is used to guide students in choosing the most suitable course combination for their personal strengths and aspirations.

The range of KS4 courses offered includes:

- Full GCSE courses.
- Level 2 BTEC/Technical Award in Health and Social Care, Retail, Music, Performing Arts and Sport.

Students may opt to complete a qualification not offered by the Academy, for example half/full GCSE courses on languages (e.g. Dutch, Polish or Italian). The Academy supports this and enters students for the appropriate examinations free of charge.

Well organised progression between Key Stage 3 and 4 is important. Assemblies to students and evening events for parents/carers are used to disseminate valuable information about the provision available. All students are issued with detailed information about courses, explaining course content, criteria for success, assessment requirements and where to find more information. All students and parents/carers receive a one-to-one meeting with senior members of staff to discuss course choices. Performance data is used to ensure students select courses that meet their personal aptitudes.

### Post 16

The Academy offers a curriculum that aims to meet the needs of all its learners. During year 11, all students receive at least one-to-one progression interview to help them decide the most appropriate route into post 16 study, in addition to independent advice. Assemblies, lead by staff and Sixth Form students, inform students in year 11 of the demands and expectations of post 16 education. Enrolment into courses takes into account GCSE results and student aspirations and is accompanied by a progression interview.

There is a wide range of Level 3 courses available at the Academy, although the offer may vary year by year depending on demand:

- BTEC National Diploma in Business, Applied Science and Health and Social Care; for the most popular subjects like Applied Science and Health and Social Care the Extended Certificate and Extended Diploma are also offered.
- BTEC Certificate in Sport and in Performing Arts.

- A-levels in Maths, Further Maths, English Literature, Physics, Chemistry, Biology, Product Design (3D and Textiles), Fine Art, Sociology, Psychology, Geography, History, Business Studies, Spanish and RE.

Level 2 Maths and English retakes are available to students as appropriate. Key Skills qualifications in Communication, Application of Number and ICT are taught discretely as part of the Personal Guidance curriculum in both years 12 and 13.

A personal development programme is in place and compulsory for all students. The aim of this programme is to equip students with those skills required for success after Y13, whether this is university study, employment or further training. Links have also been established with external service providers to offer Work Related Learning and progression routes onto Apprenticeships.

#### Extra-curricular and out of class learning

The curriculum ensures the provision of wider learning experiences that include: foreign visits, residential courses; the opportunity to perform in public and to represent the Academy; competitions and personal development qualifications. Finance is provided to ensure that all students may take part.

A wide range of extra-curricular activities is offered that cover nearly all subject areas: art and DT clubs, a suite of sport activities, Raspberry Pi, MasterChef, Maths Level up club, animal club, etc. There is an expectation that every student takes part in an extra-curricular activity and this is monitored by an Assistant Vice Principal.

#### Sex and relationship education

The Academy provides sex education in the basic curriculum for all students. In accordance with the law, the biological aspects of human reproduction remain compulsory for all students, but parents may withdraw their children from any other part of the sex education programme up to and until 3 terms before the child turns 16. Requests for withdrawal should be put in writing and addressed to the Principal. For more information on this, please refer to the Academy's PSRE policy.

#### PSRE

Students are provided with PSRE opportunities through the planned curriculum, independent study and extra-curricular events. Our provision is mapped to ensure that we cater for the PSRE development of all students. For more information, please see the relevant policy.

### **6. Planning, assessment and training**

Planning is vital to the educational process; it must reflect the Academy's local context by addressing typical gaps in students' knowledge and skills. Thus, planning considers the range of aptitudes, needs, skills and prior knowledge within a class and builds the knowledge and skills students need to take advantage of opportunities, responsibilities and experiences of later life. Therefore, lessons are planned and well sequenced to take account of the skills and knowledge students are expected to acquire.

Curriculum journey maps in each subject area clearly demonstrate the end points the curriculum is building towards and what students need to know and be able to do to reach those end points. The Academy's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points. Curriculum journeys for each subject and Medium Term Plans (MPTs) which show the sequence of learning objectives per year group, per term as well as contextual information, are regularly reviewed and available at the Academy's website.

Teachers plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving. Teachers also take account of the needs of students whose first language is not English; lessons are planned so that teaching opportunities help students to develop their English and supports students to take part in all subjects.

Assessment is on-going and in variety of formats, formal, external assessment, teacher assessment, classwork and homework. The assessment process enables teachers to accurately plan their teaching to maximise learning and student achievement and feedback informs students of what they need to improve their learning. Teachers set high expectations for all students and use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students.
- Students with low prior attainment.
- Students from disadvantaged backgrounds.
- Students with SEND.
- Students with English as an additional language (EAL).

Staff take part in regular training and development both in and out of Academy; there are many opportunities for joined planning and for sharing good practice.

## **7. Student entitlement**

- High standards of teaching, highly motivated and committed professionals.
- Varied teaching approaches e.g. enquiry, resource based, group work, open discussion, extended writing and teacher led work.
- A safe and secure learning environment where success is recognised and celebrated.
- Good working relationships between staff and students based upon hard work and mutual respect.
- An inclusive provision, both in the classroom and beyond, that stretches and challenges students to make good progress and achieve their personal best.
- A breadth of opportunities for learning beyond the classroom and the statutory curriculum.
- Regular feedback on student work that encourages progress dialogue, improvement and reflection.
- Preparation for all external assessments.
- Leadership that ensures good behaviour in lessons and around the Academy.
- The opportunity to develop a wide range of skills through a range of extra and cross curricular activities.

## **8. Communication with Parents/Carers**

The Academy believes that parents and carers have a fundamental role to play in helping children to learn; to this end we do all we can to inform them about how their children are learning and achieving by:

- Explaining to parents/carers how they can support the children with their work.
- Sharing with parents/carers the progress made by their child and indicating how this progress can be improved.
- Maintaining strong lines of communication with all parents/carers and keeping them informed of developments.

The Academy believes that parents/carers have a responsibility to support their children and the Academy by:

- Ensuring that their child has the best attendance and punctuality possible.
- Doing their best to keep their child healthy and fit to attend school.

- Informing the Academy of any matters which are likely to affect a child's performance or behaviour at the Academy.
- Promoting a positive attitude towards the Academy, staff and learning in general.

## **9. Roles and responsibilities**

### Governors

The Local Governing Body will monitor the effectiveness of this policy and hold the Principal 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 Academy 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 students to cover the requirements of the funding agreement;
- proper provision is made for students with different abilities and needs, including children with special educational needs (SEND);
- 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 Academy implements the relevant statutory assessment arrangements;
- it participates actively in decision-making about the breadth and balance of the curriculum; and
- students are provided with independent, impartial careers guidance, and that this is appropriately resourced.

### Principal

The Principal takes overall responsibility for the curriculum; he/she is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the Academy chooses to offer, have aims and objectives which reflect the aims of the Academy and indicate how the needs of individual students 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;
- proper provision is in place for students with different abilities and needs, including children with SEND;
- the Academy's procedures for assessment meet all legal requirements;
- requests to withdraw children from curriculum subjects, where appropriate are managed;
- the Local Governing Body is involved in decision-making processes that relate to the breadth and balance of the curriculum; and
- the governing board is advised on whole-school targets in order to make informed decisions.

### Other Staff

The curriculum is evaluated on an on-going basis by the Vice Principal in charge of curriculum; he/she is responsible for implementing those changes needed to ensure that provision meets national guidelines and requirements and allows students to secure performance benchmarks.

The Vice Principal (Pastoral) and the Senior Lead for Child Protection monitor those aspects of the curriculum relevant to their roles.

Heads of department plan and quality assure their subject curriculum and are responsible for implementing policy, monitoring development and assisting in the planning of the curriculum.

## **10. Monitoring and Evaluation**

The impact of this policy and effectiveness of the curriculum in place is monitored and evaluated through a range of mechanisms including:

- Reviews of progress against targets and departmental development plans.
- Lesson observations, learning walks, work scrutinies, student voice and other tools that enable the quality assurance of the curriculum.
- Subject reviews and examination performance analysis that focus on student outcomes.
- Behaviour, attendance and other pastoral data.
- Student achievement data.

### **11. Concerns and Complaints**

Parents/Carers who have concerns or complaints about any aspect of the Curriculum should, in the first instance, discuss these with their child's teacher. If the issue is not resolved, parents should contact the Head of Year for their child or the Vice Principal in charge of Curriculum. The Academy has a separate Complaints Procedure in place, a paper copy is available on request.