



HALEWOOD
ACADEMY

CURRICULUM POLICY

2020-21



Version Number: 01

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Next Review Due: February 2022

School Link: Mrs J Thomson



WADE DEACON
TRUST

What is the purpose of our curriculum? (Intent)

Our core values are embedded across the curriculum at Halewood Academy and we are committed to providing a high quality, inclusive curriculum that enhances the life of every student and prepares them for a world outside of the Academy. The National Curriculum is covered and students cover a rich and balanced curriculum across key stage 3 and 4. Our curriculum aims to inspire and challenge learners. It builds on the knowledge, skills and experiences developed in the primary phase and enables students to deepen their understanding of a broad range of subjects. We aim to provide opportunities for all students to fulfil their potential, setting ambitious goals and developing their capacity to be successful life-long learners, as well as building their cultural capital through a breadth of dynamic curricular, cross curricular and extracurricular opportunities. At Halewood, we pride ourselves on the provision of personalised learning to suit every student. We value the contribution that creative, practical and vocational learning brings to a child's development alongside the traditional academic subjects.

Halewood Academy is committed to:

- Providing the core skills, knowledge and understanding that are required for the 21st century.
- Developing a sense of social and moral responsibility; encouraging pupils to be respectful of others, mindful of their role in their community, in society at large and in the global environment.
- Providing subject choices that support pupils' learning and progression, ensuring that our vision, mission and values are realised, thus enabling pupils to have the cultural capital they need to succeed in life.
- Providing every child, regardless of social background, with the opportunity to succeed.
- Developing pupils' independent learning skills and resilience; with coherently planned and sequenced curricula enabling the development of knowledge and skills for further/higher education, training and employment.
- Embedding fundamental British values and social, moral, spiritual and cultural purpose.

Our curriculum is designed to cater for all students regardless of their colour, race, nationality, disability, beliefs, sexual orientation or gender identity and we are committed to providing equal opportunity for all children. We insist on a curriculum that removes the notion of disadvantage, encourages resilience, provides equity and equality of opportunity and instils independence and aspiration in our students, so they can become hard working, respectful, tolerant and compassionate citizens who are ready to make a difference.

How will it be taught? (Implementation)

Through our Curriculum, students will be given the opportunity to express their knowledge, skills and understanding through our RAMAR lesson structure which builds upon the whole school CPD on Rosenshines Principles of Instruction. Each principal is woven into the five phases of an Academy lesson.

- **Review:** where students are provided with an opportunity to review previous learning to deepen understanding and support fluent recall. Through the use of Daily, Weekly and Monthly Review principals, we will strengthen student's long term memory.
- **Advance:** where students are presented with new learning material and teachers/TAs assist as they practise the new content. It will be important to present new material in small steps and staff will scaffold, chunk, question and provide links to prior learning. Students will be encouraged to practice and question, thus

stimulating curiosity in relation to the new subject matter. This will then lead naturally into modelling and subsequently asking students to demonstrate their understanding.

- **Model:** where students are provided with models and worked examples which help students learn to solve problems faster. Students will be encouraged to actively engage as staff model steps and think aloud to aid understanding. Questioning for understanding will allow teachers to adjust teaching to address misconceptions.
- **Apply :** where students are provided with the opportunity to present self and work, use voice and adapt behaviour for different roles, develop vocabulary, listen and express articulately opinion, emotion and ideas. Students have the opportunity to investigate, become independent thinkers, question, research, create, problem solve, evaluate and become inquisitive learners. Rosenshine states that 'students need extensive, successful independent practice in order for skills and knowledge to become automatic'. Tom Sherrington 2019 – Rosenshines Principles in Action)
- **Reflect :** where students are provided with opportunities to demonstrate learning, remember, understand, apply knowledge to a range of tasks, transfer skills to different subjects, make links to real life experiences and provide proof of learning. Teachers will provide systematic feedback throughout the lesson enabling students to make corrections and this phase of the lesson will inform the teachers next stage of planning to ensure a high success rate.

In the delivery of our curriculum, high standards and expectations are maintained where students are expected to actively engage and have a good attitude to their learning and demonstrate the core values of the school.

Respect
Aspiration
Collaboration
Excellence
Resilience

Impact

At Halewood Academy, the impact of the curriculum is monitored through assessment, which are cumulative in nature and test the knowledge of the content taught to date. All students in each year group are assessed through both classwork, teacher questioning, green zones and formal P2S assessments, which are communicated to parents three times throughout the year. This communication includes a Grade Card containing the grade or level achieved in the relevant assessment and the level of progress towards their milestone target. Additionally, a behaviour and effort grade for each subject is awarded. There is a further opportunity for all parents to meet with school teachers at Parents Evenings.

Through a quality assurance review process, subject/faculty leaders monitor the impact of the curriculum through regular meeting cycles with other schools in the Trust, their team and SLT link, book scrutiny, health checks and through talking to students and staff to monitor appropriateness and rigour of assessments. CPD requirements are identified and put in place for all staff.

The curriculum delivered at Halewood Academy will ensure:

1. That students should become aware of their abilities, thus develop them to their maximum potential.

2. That students should be aware of the needs of the community and be prepared to contribute fully to the life of the community.
3. That all students should be offered a curriculum that has breadth and depth. It must be tailored to each student and satisfy their requirements.
4. That students who leave Halewood Academy should be articulate, literate and numerate, and have lively, enquiring, independent minds.
5. That students who leave Halewood Academy should:
 - Be confident in their dealings with adults and peers.
 - Be able to develop good working relationships with others.
 - Have knowledge of a wide range of cultures and through this come to respect the rights and needs of others.
 - Be able to make good moral judgements.
 - Have developed a love of learning that will last for the rest of their lives.
 - Be adaptable enough to react to the needs of a fast changing world.

Curriculum Overview 2020 - 2021

Opportunities for all

Halewood Academy has high expectations for all students and a commitment to 'We Seek the Best'. We provide a broad and balanced curriculum which fulfils the requirements of the National Curriculum and enables students to realise their full potential through the provision of personalised curriculum pathways.

From years 7 to 11, every student's achievement is continually assessed and at the end of each phase of assessments, their progress and attainment is evaluated and reviewed with a Grade Card being sent to parents and carers. Every child will begin their GCSE courses in Year 10 and complete them over two years, being examined in year 11.

Curriculum Model

Key Stage 3

We currently provide a three-year Key Stage 3 broad and balanced curriculum so that students are able to engage more deeply with crucial concepts in Key Stage 4, thus helping them to achieve stronger outcomes in GCSE examinations. Our programmes of study are informed by the Key Stage 2 curriculum and our students' outcomes at this stage, so that we are in a position to be able to accelerate progress in Year 7 and capitalise on gains made in a demanding primary curriculum.

Key Stage 3 is designed to teach students the skills that are crucial for their development as learners. Students will be prepared, academically and socially, during this time to enable them to achieve their potential in their GCSE years. We aim to build on the skills of literacy, numeracy, interpretation, deduction, analysis and evaluation to create learners who are independent and who can approach their studies with creativity and originality.

The curriculum contains the subjects required for the English Baccalaureate (Ebacc) and includes: English, Mathematics, Science, Spanish, History and Geography and prepares students for the rigour of GCSE, as well as providing a broad range of opportunities to access creative and practical subjects.

Year7	Eng	Mat	Sci	MFL	Gg	Hs	RE	PE	Dan	Com	DT	Art	Mu	Dr	PSH E	Total
Periods	8	8	7	4	4	4	1	4	1	1	2	2	1	2	1	50
% Time	16	16	14	8	8	8	2	8	2	2	4	4	2	4	2	100
Year 8	Eng	Mat	Sci	MFL	Gg	Hs	RE	PE	Dan	Com	DT	Art	Mu	Dr		Total
Periods	8	8	7	4	4	4	1	4	1	1	2	2	1	2	1	50
% Time	16	16	14	8	8	8	2	8	2	2	4	4	2	4	2	100
Year 9	Eng	Mat	Sci	MFL	Gg	Hs	RE	PE	Dan	Com	DT	Art	Mu	Dr		Total
Periods	8	8	7	4	4	4	1	4	1	1	2	2	1	2	1	50
% Time	16	16	14	8	8	8	2	8	2	2	4	4	2	4	2	100

Student Setting

During KS3, students may be placed into sets according to performance and progress at KS2 and in the P2S assessments. There are two formal assessment points within each academic year which allow for this.

Subject Leaders and class teachers provide a challenging curriculum in every subject that prepares students with the knowledge, understanding and skills of how to learn and also the skills which are needed for the future.

Primary transition involves close liaison between Miss G Carson (Assistant Principal SENCO), Mr Rylands (Transition Co-ordinator) and primary school teachers. This enables early identification of individual needs in order to maintain academic momentum, thus ensuring a smooth, yet challenging start in secondary school.

At Halewood Academy, using KS2 SATs results, we have our own target setting methodology that sets accurate and challenging 'Targets' we hope that not only do students achieve their target grade, but they achieve much more. Target grades may be reviewed if a student achieves their grade to ensure further stretch and challenge.

Key Stage 4

Option opportunities:

Key Stage 4: Years 10 & 11

In Key Stage 4, we provide a varied curriculum, depending on the needs of the students. In addition to the core subjects, students can access a wide range of option subjects so that:

- Students can have the opportunity to achieve the English Baccalaureate (EBacc)
- Students can select a curriculum that provides a range of choices and opportunities for post-16 study
- We can provide a vocational and career-focused pathways, incorporating technical courses and a personalised curriculum.

There are two curriculum pathways that run in years 10 and 11.

Aspiration Pathway

This will enable students to achieve the English Baccalaureate (EBacc) qualification. A student must attain Grades 4 or 5 and above in either English Language or Literature, Maths, 2 x Science, Spanish and History or Geography to achieve the EBacc.

- English Language (GSCE)
- English Literature (GCSE)

- Mathematics (GCSE)
- Science - (Course choices will be in consultation with Science Staff)
Science Trilogy Award (2 GCSEs) / Separate Science - (3 GCSEs)
- History or Geography (GCSE)
- Spanish (GCSE)
- 2 other option subjects
- Physical Education (Core PE / GCSE PE or Sports Science)
- Students will also continue to follow our Personal Development programme which includes PSHE and Careers

Collaborative Pathway

Students on the Collaborative Pathway will follow:

- English Language (GCSE)
- English Literature (GCSE)
- Mathematics GCSE)
- History or Geography (GCSE)
- Science - (Course choices will be in consultation with Science Staff)
Science Double Award (2 GCSEs) / Separate Science - (3 GCSEs)
- 3 other option choices
- Physical Education (Core PE / GCSE PE or Sports Science)
- Students will also continue to follow our Personal Development programme which includes PSHE and Careers

For the current year 9, a third pathway has been introduced, **The Excellence Pathway**.

Students on the Excellence Pathway will follow:

- English Language (GCSE)
- English Literature (GCSE)
- Mathematics (GCSE)
- Science Trilogy (2 GCSEs)
- History or Geography or Spanish (GCSE)
- 3 other option choices
- Physical Education (Core PE / GCSE PE or Sports Science)
- Students will also continue to follow our Personal Development programme which includes PSHE and Careers.

Time allocations

Allocation for subjects within individual year groups (in hours) is as follows:

Key Stage 4:

Year 10 options subjects/lesson number:

Year 10	Lang & Lit	Maths	Science x 2	PE	PSHE	Opt 1	Opt 2	Opt 3	Opt 4	Total
Periods	9	9	9	2	1	5	5	5	5	50
% Time	18	18	18	4	2	10	10	10	10	100

Year 11 options subjects/lesson number:

Year 11	Lang & Lit	Maths	Science x 2	PE	PSHE	Opt 1 (A)	Opt 2 (B)	Opt 3	Total
Periods	9	8	9	5	1	6	6	6	50
% Time	18	18	18	10	2	12	12	12	100

Further Option Choices: Art and Design, Business and Enterprise (NCFE), Child Development and Care, Computer Science, Dance, Design Technology, Drama, Graphics, Health and Social Care, Hospitality and Catering, Media Studies, Music, Photography, Physical Education, Religious Education, Sports Science, Statistics.

** **Please Note:** the selection of courses may change owing to new developments in qualifications over time and choices available are dependent upon the guided option pathways.*

Covid 19 Curriculum Recovery

As a result of the effects of Covid 19 on students' education, the curriculum will be reviewed and could be adapted to meet the needs of students following any period of remote learning. Our Catch Up plan will ensure that any gaps in learning are addressed through a range of intervention / support strategies.

Subject leaders and class teachers may modify the sequence that topics are taught, in order to close gaps, catch up missed learning and reduce the need for too much equipment and sharing. Consideration has been given to the objectives that have the biggest impact on the knowledge and skills of pupils, the objectives that have been missed or taught through home learning activities, the level of engagement by pupils and the need to provide a broad and balanced curriculum alongside support for pastoral and mental health needs. Curriculum subjects that will be taught first will allow staff to assess pupils but allow them to move forward in their learning. Most of the curriculum is revisited over time and staff have worked to identify non-negotiable and key objectives. They are aware of the need to be precise and concise in their teaching and assessment of learning. The overall coverage of the curriculum has been maintained. Subjects are working together to see where they can support learning in different ways eg Music and Performing arts cover Shakespeare and are linking with the English department to look at the coverage of both curricula. Maths staff support deliver of cumulative frequency in Geography as part of population topic. All subjects support the delivery of SMSC and British Values.

As a school, we are committed to providing a balanced curriculum whilst following the guidelines for safety. The use of chunking of knowledge and skills, low stakes recall and checking of knowledge will be a key feature of lessons. During lockdown ALL teaching staff have completed CPD on Rosenshines Principles of Instruction and this learning will be instrumental in the classroom.

In addition, the use of remote teaching both live and recorded lessons will be used where beneficial to provide pupils with additional materials to complement, support or extend learning.

PSHE lessons will also be a key feature of the curriculum as we return to school and details of this will be outlined in the Personal Development action plan.