



HALEWOOD
ACADEMY

WE SEEK THE BEST

CURRICULUM POLICY

2025-2026

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Academy Link: Mrs J Thomson

Governor Link: Mr C Welsby

A GREAT
PLACE
**TO BE A
PART OF**

MEMBER OF THE 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 Academy, 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 planning structure which builds upon whole school CPD on Rosenshines Principles of Instruction. Each principal is woven into the five phases of an Academy lesson or series of lessons.

- **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 principles, we will strengthen student's long-term memory.
- **Advance:** where students are presented with new learning material and teachers/TAs assist as they practice 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.

Our expected strategy for delivering high quality instruction is through 'I Do, We Do, You Do'.

This evidence-informed, gradual release of responsibility model ensures that all learners receive appropriate modelling, guided practice, and independent application opportunities aligned with clear learning objectives.

Instructional Strategy Overview

The "I Do, We Do, You Do" strategy breaks instruction into three distinct but connected phases:

- **I Do:** Teacher-led instruction and modelling.
- **We Do:** Guided practice with support, that can be staff or teacher led
- **You Do:** Independent practice with observation and feedback.

This strategy ensures that teaching is clear, scaffolded, and responsive, while promoting student independence and mastery.

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

Aspire

Collaborate

Excellence

Resilience



Impact

At Halewood Academy, the impact of the curriculum is monitored through formative and summative 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 aspirational milestone target. Additionally, a student's Attitude to Learning, Behaviour for learning and Attitude to Home Learning will be reflected on the grade card. There is further opportunity for all parents to meet with school teachers during calendared Parents Evenings.

Through a quality assurance review process, Subject Leaders monitor the impact of the curriculum through regular meeting cycles with Curriculum Expert Leads in the Trust, their team and SLT link, book scrutiny, coaching visits, drop ins 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 at either a faculty or whole school level.

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 2025 - 2026

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.



Year 7 - Sept 25	English	Maths	Science	MFL	Geog	Hist	PE	Comp	DT	Art	Music	Drama	Reading	Dance	RE	PD	Total
Over 2 weeks	7	8	7	3	4	4	4	2	2	2	1	1	2	1	1	1	50
1-week TT	3.5	4	3.5	1.5	2	2	2	1	1	1	0.5	0.5	1	0.5	0.5	0.5	25
Over 39 weeks	136.5	156	136.5	58.5	78	78	78	39	39	39	19.5	19.5	39	19.5	19.5	19.5	
Year 8 - Sept 25	English	Maths	Science	MFL	Geog	Hist	PE	Comp	DT	Art	Music	Perf Arts	Reading	RE	PD	Total	
Over 2 weeks	8	8	7	3	4	4	4	2	2	2	1	1	2	1	1	50	
1-week TT	4	4	3.5	1.5	2	2	2	1	1	1	0.5	0.5	1	0.5	0.5	25	
Over 39 weeks	156	156	136.5	58.5	78	78	78	39	39	39	19.5	19.5	39	19.5	19.5		
Year 9 - Sept 25	English	Maths	Science	MFL	Geog	Hist	PE	Comp	DT	Art	Music	Perf Arts	Reading	RE	PD	Total	
Over 2 weeks	8	8	7	4	4	4	4	2	2	2	1	1	1	1	1	50	
1-week TT	4	4	3.5	2	2	2	2	1	1	1	0.5	0.5	0.5	0.5	0.5	25	
Over 39 weeks	156	156	136.5	78	78	78	78	39	39	39	19.5	19.5	19.5	19.5	19.5		

Student Setting

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

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

Primary transition involves close liaison between Mr D Day (Assistant Vice Principal), Mr P 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 at Halewood Academy.

Through the use KS2 SATs/Baseline testing results, we have our own target setting methodology that sets accurate and challenging 'Targets' and our aim is 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 individual 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 vocational and career-focused pathways, incorporating technical courses and a personalised curriculum.

Year 10 - Sept 25	English	Maths	Science	PE	Opt 1 (Ebacc)	Opt 2	Opt 3	PD	Total
Over 2 weeks	10	9	10	2	6	6	6	1	50
1-week TT	5	4.5	5	1	3	3	3	0.5	
Over 39 weeks	195	175.5	195	39	117	117	117	19.5	
Year 11 - Sept 25	English	Maths	Science	PE	Opt 1 (Ebacc)	Opt 2	Opt 3	PD	Total
Over 2 weeks	10	10	9	2	6	6	6	1	50
1-week TT	5	5	4.5	1	3	3	3	0.5	
Over 39 weeks	195	195	175.5	39	117	117	117	19.5	



Year 10 and 11 Excellence 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 (GCSE)
- English Literature (GCSE)
- Mathematics (GCSE)
- Science - (Course choices will be in consultation with Science Staff)
- Combined Award (2 GCSEs) / Separate Science - (3 GCSEs)
- History or Geography (GCSE)
- Spanish (GCSE)
- 1 other option subjects
- Physical Education (Core PE)
- Students will also continue to follow our Personal Development programme which includes PSHE, RSE and Careers

Year 10 and 11 The Aspiration Pathway

Students on the Excellence Pathway will follow:

- English Language (GCSE)
- English Literature (GCSE)
- Mathematics (GCSE)
- Combined Science (2 GCSEs)
- History or Geography or Spanish (GCSE) (or Computer Science Year 10 only)
- 2 other option choices
- Physical Education (Core PE)



- Students will also continue to follow our Personal Development programme which includes PSHE, RSE and Careers.

Year 10 Collaboration Pathway

Students on the Collaboration Pathway will follow:

- English Language (GCSE)
- English Literature (GCSE)
- Mathematics (GCSE)
- Combined Science (2 GCSEs)
- ASDAN Qualification
- 2 other option choices
- Physical Education (Core PE)
- Students will also continue to follow our Personal Development programme which includes PSHE, RSE and Careers.

Options offered at KS4 currently include; Art, Computer Science, 3D Art and Design (Product Design), Drama, Geography, History, Music, Photography, Physical Education, Religious Education, Separate Science, Spanish, Statistics. (14 GCSEs) Animal Care, Business and Enterprise, Child Development and Care, Performing Arts - Dance, Health and Social Care, Hospitality and Catering, Information Technology, Sports Science, Sports Studies, Travel and Tourism (10 Equivalent Qualifications to GCSE)

** **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.*