



# Want2Achieve The Academy

## CURRICULUM POLICY

**August 2022**

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## 1. PRINCIPLES

The curriculum is the formal means by which Want2Achieve The Academy translates its aims and values into practice. It comprises of planned activities and experiences which Want2Achieve Academy provides to help students to learn and develop. We aspire to raise educational standards through a robust vocational, academic, and holistic approach.

The aims of our curriculum are to:

- Provide equal opportunities for all students regardless of gender, skill, cultural, ethnic, or religious background.
- offer a broad and balanced provision to all students.
- prepare students for further study, the world of work and to become active citizens in society.
- develop positive personal and social values.
- provide a variety of activities which bring about effective learning.
- provide appropriate challenges which lead to achievement for all students.
- to provide a curriculum that considers abilities, skills as well as individual needs including those stipulated in possible Education, Health and Care plans (EHCP)
- provide continuity and progression from the point of transfer to the time of leaving Want2Achieve Academy.
- use a range of resources to provide our students with a holistic educational package to enhance their educational and employment opportunities, raising their social skills, resulting in reducing the risk of social and economic exclusion.

The aim of our curriculum is a combination of therapeutic and academic approach, encouraging learners to develop

Safeguarding is a paramount throughout our curriculum.

## 2. CURRICULUM STRUCTURES

The curriculum is planned in a coherent manner ensuring it meets legal requirements, including those of a broad and balanced curriculum and embraces cross-curricular themes including.

- careers advice and guidance
- PSHE (citizenship, Sex education, British Values)
- health and safety
- English
- Maths
- ICT
- Music
- History
- Geography
- Art
- Food Technology
- Sport and fitness

Maths, English and British values are embedded across the curriculum with bespoke sessions also taking place.

The development of students' personal, social skills and their spiritual and cultural development are addressed specifically through the PHSE and RSE programmes which will be embedded as well as bespoke sessions. The importance of developing ICT, literacy and numeracy is recognised by the time allocation on the curriculum and a continuing emphasis on the further development of these skills across the whole curriculum.

We will use specialist staff to address the specific dynamics of gang involvement, knife crime, PREVENT and radicalisation and incorporating these sessions into our curriculum.

Our curriculum aspires to provide students of all key stages experience in the following 7 core areas of learning:

- Linguistic education – this will be done through English and literacy, reading, six book challenge, developing positive affirmations.
- Mathematical Education - through Maths and numeracy.
- Scientific - this will focus on biology, substance misuse, and food technology.
- Technological – Through use of ICT and digital literacy, social media awareness and use of internet.

- Human and social – A focus on health and social, problem solving, working as part of a team positive thinking, being part of the community.
- Physical and aesthetic – physical education, mindfulness and personal wellbeing.
- Creative education – introducing learners to Art, music, graphic design, creative media.

Pupils will benefit from studying topics linked to their social environment along with National Curriculum and Exam Syllabus criteria plus vocational options which are reviewed on a regular basis. All students will be entered for examinations (FS, NCFE) as applicable. Students will still be offered programmes of study that link in with national curriculum.

### **3. CURRICULUM TIME**

The school week roughly comprises of 20 45- minute lessons, although this may be adapted to meet individual pupil's needs. Teaching time per subject reflects the need to maintain a broad and balanced curriculum. A generous time allocation is made for English, maths and ICT reflecting the importance of these subjects for all students at KS3 and KS4 and the development of functional skills as well as the more therapeutic subjects such as art and design technology.

### **4. SCHEMES OF WORK**

A sound and well-developed scheme of work is in place for each subject, it is essential in helping to plan teaching and learning within and across subjects, as well as documenting extra-curricular activities planned for groups of students.

Schemes of work also provide a basis for monitoring and evaluating the curriculum as it is a working document.

Common headings including:

- planned teaching and learning activities.
- cross-curricular aspects and links to ICT and functional skills
- differentiation including meeting needs as specified in EHCP.
- assessment
- resources.

Schemes of work aim to be made to adapt to the changing cohorts of students. We aim to have a bank of specific schemes of work that are

individualised and reflect our holistic approach and would be applicable to new cohorts.

A scheme of work is a programme of study that will be adapted to each individual learner's needs to make it an effective tool. This can be done by taking guidance from an EHCP or specific learning style.

## **5. DIFFERENTIATION**

Students need to work at a level and pace appropriate to their need. Students are taught in classes grouped by broad ability and prior attainment or mixed ability.

Whatever the form of grouping a differentiated approach is required to ensure that the range of abilities, individual needs and interests of the students are taken into consideration, so enabling them to experience success.

## **6. TEACHING AND LEARNING**

Students learn through their experience's lessons being taught. They learn most effectively when they feel valued, when they are encouraged to take responsibility for their own learning and when they are actively involved in the learning process.

A range of teaching and learning strategies need to be employed with students of all ages to increase, maintain their motivation and to create a challenging, stimulating and rewarding learning environment in which they can succeed. Strategies will include working individually, in pairs and small groups, whole class, practical work, problem solving, role play, the use of ICT and external visits and guests.

### **English**

For many of our young people English represent the most significant barrier to learning. Some have learning difficulties; some have lost ground through having missed education; many react negatively to lessons in which reading, and writing play a part. For all learners, progress in English is essential, in that it plays a part in all aspects of the curriculum and is closely linked to thinking, learning and employability skills.

### **Rationale**

*We aim to provide a stimulating, secure and supportive environment where young people are encouraged to express themselves and where their contributions are valued. We will provide an environment where students will develop their ability to use language to think, explore, recognise and communicate their ideas. We will consider how*

*we support students with SEND when planning, so that we can provide access to learning experiences across the curriculum that are matched to ability and interest, whatever the English level of the pupil*

## **Principles**

- Literacy is a right for all pupils and a central part of preparation for adult life.
- There is a responsibility on all teachers and support staff to develop literacy skills, and to approach its development consistently.
- We will prioritise the development of literacy across all areas of the curriculum.
- We will make literacy support a key feature of differentiation in all subjects.
- We will carry out baseline testing on admission to Want2Achieve Academy to ensure accurate assessment of need.
- We will take specialist advice from speech and language therapists where barriers in this area are identified by EHCP.
- We will provide strategies to all staff, to ensure they have accurate information about the literacy levels of all students they teach, and how best to support them, and their targets for development.
- We recognise that language is central to students' sense of identity, belonging and growth; and in turn to raising students' own expectations of achievement, improving students' confidence and self-expression,
- Reading will be stimulated by allocating set time on our timetables.

## **Maths**

### **Rationale**

*'Maths is an essential life skill and learners need to be able to apply this skill across the curriculum in different subject areas, and in real life contexts. It is also about identifying and applying numerical reasoning to solve a problem and carry out the numerical procedure which enables people to work out and show their solutions'.*

### **Principles**

We aspire to enable our students to be able to:

- recall mathematical facts confidently.
- calculate accurately and efficiently, both mentally and with pencil and paper, pulling on a range of calculation strategies
- use proportional reasoning to simplify and solve problems.
- use calculators and other IT resources appropriately and effectively to solve mathematical problems and select from the display the number of figures appropriate to the context of a calculation.
- use simple formulae and substitute numbers in them.

- measure and estimate measurements, choosing suitable units, and reading numbers correctly from a range of meters, dials and scales.
- calculate simple perimeters, area, and volumes, recognising the degree of accuracy that can be achieved.
- understand and use measures of time and speed.
- appreciate the concept of scale in geometrical drawings and maps.
- understand the difference between mean, median, mode and range and the purpose for which each is used.
- collect data, discrete and continuous, and interpret and predict, from graphs, diagrams, charts, and tables.
- have some understanding of the measurement of probability and risk.
- explain methods and justify reasoning and conclusions, using correct mathematical terms.
- judge the reasonableness of solutions and check them when necessary.
- give results to a degree of accuracy to the context.

## **7. HOMEWORK**

Appropriate homework set is an integral part of students' curriculum entitlement. Homework enables students to consolidate and extend work covered in lessons, to carry out private study, research and to develop good study habits.

## **8. TRANSITION**

The teaching programme is carefully planned to take into account students' previous work and achievements. This work will be supported using agreed transfer documentation including curriculum information, transition plans, EHCP's and other formal and informal contacts between teaching staff at Want2Achieve Academy.

The importance of transition from KS3 to FS and GCSE courses also needs to be recognised in the planning of schemes of work and the level of demands made on students. All students, where applicable will receive a bespoke transition plan whereby they will be integrated into a mainstream peer group setting. This principle is the same for any KS 4- 5 transition. Close cooperation with colleagues from our Want2Achieve Academy will enable a smooth transition.

## **9. MANAGEMENT, MONITORING AND EVALUATION**



Overall responsibility for the curriculum at our school rests with the Head Teacher. Further curriculum responsibilities are:

- Head Teacher and Education Director in ensuring a broad curriculum and its assessment procedures are carried out.
- to agree a sex education policy for the school
- to ensure Emotional education is provided.
- to ensure the special educational needs policy is being carried out in identifying and helping students with special need.
- to hear any complaints from parents, students and teacher concerning the curriculum
- To discuss educational progress and issues on a weekly basis.

An annual review of the effectiveness of the curriculum regarding the progress of the students will be held under the guidance of the Head Teacher.

The Head Teacher is responsible for day-to-day decisions about the management of the curriculum and of the school and reports to the Directors. They will also ensure that the curriculum is free of partisan or politically prejudiced views, whilst education takes place on site or off site under school direction. It is also their responsibility to ensure the curriculum presents a balanced view of opposing views in lessons, lesson materials, and promotion materials as well as in extracurricular materials/ activities.

|                | Date                               |
|----------------|------------------------------------|
| Agreed         | Jan 2021 By S.Murphy & D.Rochester |
| reviewed       | Aug 2022                           |
| reviewed       | April 2023                         |
| To be reviewed | Aug 2023                           |