



# CASTLEFORD ACADEMY

## Curriculum Policy

Adopted by Governing Body: 19.09.2016

Reviewed: Annually



Castleford Academy is a learning environment at the heart of our community. We promote care and respect and expect high standards in all aspects of Academy life.

Our aim is to meet the needs of young people in Castleford preparing them for adult and working life in the 21st century.

The educational vision and curriculum design for Castleford Academy recognises the following:

- The world of 2020 and beyond will be very different to the world of today
- The pace of change is increasing, hence the importance for flexibility.
- Pupils have, and will have increasingly, greater access to information and learning material independently of school.
- Adulthood entails economic participation.
- Pupils will be competing in a global economy.

Castleford Academy's curriculum policy is based on the following aims:

- Have pupils at its heart.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Prepare all pupils for a successful adult and working life in a 21st century global society.
- Exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Value vocational and academic routes equally.
- Nurture the talents of all and celebrate success.
- Work with Primary Schools to ease transition.
- Involve the community.
- Involve parents/carers.
- Be in a learning environment that is above all else inspiring.

## Curriculum

### 1. Curriculum Aims



The curriculum should inspire and challenge all learners and prepare them for the future. The academy's aim is to develop a coherent curriculum that builds on pupil's experiences in the primary phase and that helps all pupils to become successful learners, confident individuals and responsible citizens.

The Academy curriculum will help pupils to:

- achieve high standards and make good/excellent progress.
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- become independent learners.
- have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- be challenged and stretched to achieve their potential.
- enjoy and be committed to learning, to 19 and beyond.
- value their learning outside of the curriculum and relate to the taught curriculum.

## 2. The curriculum outcomes

Castleford Academy's curriculum will:

- lead to qualifications that are of worth for employers and for entry to higher education.
- fulfil statutory requirements.
- enable all pupils to fulfil their potential.
- meet the needs of pupils of all abilities at the academy.
- provide access for all pupils to a full range of learning experiences beyond statutory guidelines.
- prepare pupils to make informed and appropriate choices at the end of KS3, KS4 and beyond.



- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- ensure continuity and progression within the academy and between phases of education, increasing students' choice during their academy career.
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- help students to use language and number effectively.
- help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- help pupils to learn about and uphold the fundamental British Values
- help pupils understand the world in which they live.
- design a KS3 curriculum which is broad, balanced, accessible and embeds the core skills of literacy, numeracy and ICT.
- design a KS4 curriculum which meets the needs of students, parents, the local community and wider society.
- design a post-16 curriculum which meets the needs of pupils and the local community.

### 3. Roles and responsibilities

The headteacher will ensure that:

- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually.
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the national curriculum.
- the procedures for assessment meet all legal requirements and pupils and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve.
- the governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.



- the governing body is advised on statutory targets in order to make informed decisions.

The governing body will ensure that:

- it considers the advice of the headteacher when approving this curriculum policy and when setting statutory and non statutory targets.
- progress towards annual statutory targets is monitored.
- it contributes to decision making about the curriculum.

Line managers will ensure that:

- they have an oversight of curriculum structure and delivery within their line management areas.
- detailed and up-to-date schemes of work are in place for the delivery of courses within their line management areas.
- schemes of work are monitored and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed with HoDs/ Year Leaders on a regular basis and that actions are taken where necessary to improve these.

Heads of department and key stage coordinators will ensure that:

- long term planning is in place for all courses. Such schemes of work will contain curriculum detail on: context, expectations, key skills, learning focus, learning outcomes, learning activities, key misconceptions, differentiation and resources.
- schemes of work encourage progression at least in line with national standards.
- there is consistency in terms of curriculum delivery. Schemes of work should be in place and be used by all staff delivering a particular course.
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our pupils.
- where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- they keep the line manger informed of proposed changes to curriculum delivery.



- all relevant information is shared with the data/exams team. This includes meeting deadlines related to exam entries etc.
- pupil performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- they share best practice with other colleagues in terms of curriculum design and delivery.
- oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.
- ensure that the academy curriculum is implemented in accordance with this policy.

Teaching staff and learning support staff will:

- keep up to date with developments in their subjects.
- promote Fundamental British Values as part of their teaching.
- include all elements of SMSC as part of the learning experience.
- have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils.
- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them.
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

#### **4. Monitoring, evaluation and review**

The governing body will receive an annual report from the Headteacher on:

- the standards reached in each subject compared with national and local benchmarks.
- the standards achieved at the end of each key stage taking into account any important variations between groups of pupils, subjects, courses and trends over time, compared with national and local benchmarks.
- the number of students for whom the curriculum was disapplied and the arrangements which were made.



The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.

### KS3 Teaching Groups

- At KS3, pupils are divided into an A and B half. Pupils are set by ability in the core subjects and are taught in streamed but more mixed ability groups in the foundation subjects.
- Group sizes are between 26-28 pupils.
- A core skills group, made up of pupils from year 7 and 8 helps to meet the additional needs of those pupils who struggle with the transition to secondary school.
- All lessons are 1 hour in length and there are 25 lessons per week.
- SMSC and FBV are embedded into the curriculum and delivered through all subjects.
- PSHE provision is through a series of drop down days that are derived by staff and experts (as appropriate to the theme).

Subject	Periods per Week -Year 7	Periods per Week- Year 8
English	4	3
Maths	4	4
Science	3	3
Art	1	1
Computing	1	1
Drama	1	1
DT	2	2
French	3	2
Geography	1	2
History	1	2
Music	1	1
PE	2	2
RS	1	1

### KS3 Assessment

- Pupils will be assessed using steps that are linked to their final GCSE target grade.
- All pupils will be set a minimum target step that we expect them to achieve based on their KS2 SATs. Pupils are also set an aspirational target step that they are expected to strive towards.
- At the start of each topic, in each subject, staff will share a learning journey with pupils. This learning journey will identify the assessment methods and also help pupils/parents to identify that they need to do to reach the next 'step' in their learning.



- All learning journeys will be shared with parents via the website.
- Pupils will be assessed by a combination of peer, self and teacher assessments. Summative assessment will take place at least once per half term.
- Parents will receive reports 3 times per year. The reports will indicate the progress that pupils have made towards their target step and an indication of their behaviour and attitude to learning.

### KS4 Teaching Groups

- Core subjects are set by ability
- Option groups are largely mixed ability with some setting if there is more than one group in an option block.
- All lessons are 1 hour in length and there are 25 lessons per week.
- SMSC and FBV are embedded into the curriculum and delivered through all subjects.
- PSHE provision delivered through a life a society lesson in conjunction with drop down days.

Subject	Year 9	Year 10	Year 11
English	3	3	4
Maths	3	4	4
Science	3	5	5
Option 1	3	3	3
Option 2	3	3	3
Option 3	3	3	2
Option 4	3	2	3
PE	2	1	1
PSHE/RS	1	1	
ICT	1		

### KS4 Assessment

- Pupils will be assessed using GCSE target grades based on their prior achievement.
- All pupils will be set a minimum target step that we expect them to achieve based on their KS2 SATs. Pupils are also set an aspirational target step that they are expected to strive towards.
- Pupils will be assessed by a combination of peer, self and teacher assessments. Summative assessment will take place at least once per half term.





- Parents will receive reports 3 times per year. The reports will indicate the progress that pupils have made towards their target grade and an indication of their behaviour and attitude to learning.