



CURRICULUM POLICY

CURRICULUM INTENT: VALUES AND VISION

Our aim is to improve the life chances of all pupils and to ensure that every child achieves their potential. The curriculum that pupils receive will be with them for the rest of their lives and will provide them with the foundations for later study and careers. In order to ensure that pupils have access to every opportunity possible, our curriculum aims to:

- provide key knowledge and understanding across a wide variety of subjects, skills and experiences,
- ensure that every possible pathway is open to the pupils in their future lives and careers,
- support pupils in making excellent progress,
- support pupils' spiritual, moral, social and cultural development,
- support pupils' physical development and 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 pupil and appropriate levels of challenge and support,
- provide subject choices and curriculum pathways that support pupils' learning and progression, and enable them to work towards achieving their goals,
- develop pupils' independent learning skills and resilience to equip them for further and higher education and employment.

LEGISLATION AND GUIDANCE

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010.

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.

ROLES AND RESPONSIBILITIES

The governing board

The governing board will monitor the effectiveness of this policy and hold the Headteacher 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 school is complying with its funding agreement and teaching and 'broad and balanced curriculum' which includes English, maths and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement,
- proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN),
- all courses provided lead to qualifications, such as GCSEs, approved by the secretary of state,
- pupils from year 8 onwards are provided with independent, impartial careers guidance and that this is appropriately resourced.

The Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

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

Leaders in the school

Senior leaders are responsible for:

- supporting the staff they line manage to fulfil their curriculum responsibilities,
- evaluating the effective delivery of the curriculum and making recommendations for its development,
- reporting on the quality of the curriculum for the areas that they line manage,
- any of the Headteacher's responsibilities which are assigned to them.

Staff with Teaching and Learning Responsibilities (TLRs) are responsible for:

- their own curriculum areas including the aims, rationale and implementation of the curriculum,
- oversight of all schemes of work and their implantation in order to meet the needs of all pupils,
- providing relevant CPD to support the effective delivery of the curriculum and where appropriate seeking external provision for this,
- evaluating the effectiveness of the curriculum and addressing development priorities in order to ensure the curriculum is suitable for all pupils.

Other staff will ensure that the school curriculum is implemented in accordance with this policy

Curriculum provision

All pupils receive 20 minutes of Personal Development Time (PDT) with their Form Tutor each morning in addition to the outlined provision.

Year 7:

Pupils are taught as a form group in all lessons except maths and design and technology. Towards the end of Year 7 pupils specialise in their preferred language to continue from year 8 onwards.

Subject	Lessons per fortnight	Mixed/set
English	7	Mixed
Maths	7	Set
Science	6	Mixed
Physical Education	4	Mixed
Design and Technology	4	Mixed
History	3	Mixed
Geography	3	Mixed
French	3	Mixed
Spanish	3	Mixed
Art	2	Mixed
Music	2	Mixed
IT	2	Mixed
RE	2	Mixed
Personal Development	1	Mixed
Drama	1	Mixed

Year 8:

Pupils are taught in mixed ability work groups to develop their understanding of working with others in all subjects except in mathematics.

Pupils opt to specialise in two areas at the end of Year 8 and this enables them to access the broadest curriculum to the very highest standards and to ensure that:

- the majority of our pupils achieve 10 GCSEs and maintain the breadth of subject choice rather than opting to reduce to 8 or 9 GCSE subjects,
- subjects have adequate curriculum time for assessment and exam preparation in line with the linear specifications,
- progression is maximised within all subjects during pupils' 5 years at Greenbank,
- More able pupils achieve the top grades of 8 & 9,

- time is available to explore subjects at GCSE level. This allows greater depth of understanding and enjoyment, so pupils do not feel that they are just preparing for an examination in a short space of time,
- a transition period in Year 9 is available to ensure the correct pathways have been chosen,
- time is still available to deliver key activities which make Greenbank a special learning community such as the sporting, leadership and performing arts opportunities as well as the extra-curricular visits,
- high expectations continue to be set and allow all pupils to achieve above their peers.

Subject	Lessons per fortnight	Mixed/set
English	7	Mixed
Maths	7	Set
Science	6	Mixed
Physical Education	4	Mixed
Design and Technology	3	Mixed
History	3	Mixed
Geography	3	Mixed
French or Spanish	5	Mixed
Latin	1	Mixed
Art	2	Mixed
Music	3	Mixed
IT	2	Mixed
RE	2	Mixed
Personal Development	1	Mixed
Drama	1	Mixed

Year 9

All pupils follow the core curriculum as outlined below plus two option choices. This allows pupils to specialise in their chosen fields whilst at the same time deepening their understanding in the core subjects. A small number of pupils (approximately 5%) do not study a language and have additional support with numeracy, literacy and accessing the wider curriculum. At the end of Y9 a curriculum review takes place to ensure that all pupils are on a suitable curriculum moving into Year 10.

Subject	Lessons per fortnight	Mixed/set
English	8	Set
Maths	8	Set
Science	6	Set
RE	5	Mixed
French or Spanish	5	Mixed
History or geography	4	Mixed
Physical Education	3	Mixed
IT	2	Mixed
Personal Development	1	Mixed
Option 1	4	Mixed
Option 2	4	Mixed

Options choices:

Design and Technology	Design and Technology GCSE Graphic Design GCSE Food and Nutrition GCSE
The Arts	Art GCSE Photography GCSE Music GCSE Music Technology Drama GCSE

	Dance GCSE
Humanities	History GCSE Geography GCSE
Other	Separate Sciences GCSE Child Development History/Geography GCSE Computer Science GCSE Creative i-media Media Studies Film Studies Latin PE GCSE

Year 10

At the end of Year 10 pupils sit their GCSE examinations in RE and English literature.

At the end of Y10 a curriculum review takes place to ensure that all pupils are on a suitable curriculum moving into Year 11.

<u>Subject</u>	<u>Lessons per fortnight</u>	<u>Mixed/set</u>
English	8	Set
Maths	8	Set
Science	10	Set
RE	4	Mixed
French or Spanish	4	Mixed
History or geography	4	Mixed
Option 1	4	Mixed
Option 2	4	Mixed
Physical Education	3	Mixed
Personal Development	1	Mixed

Year 11

<u>Subject</u>	<u>Lessons per fortnight</u>	<u>Mixed/set</u>
English	8	Set
Maths	8	Set
Science	10	Set
French or Spanish	5	Mixed
History or geography	5	Mixed
Option 1	5	Mixed
Option 2	5	Mixed
Physical Education	3	Mixed
Personal Development	1	Mixed

CULTURAL CAPITAL

The school is committed at every stage to ensure that no pupil is disadvantaged because they do not have the cultural experience to access the full curriculum and focuses on the following key areas:

- Experiences and provision to support pupils in accessing the workplace which is in line and goes beyond the Gatsby Benchmarks - see [Careers Education, Information, Advice and Guidance Policy](#) on the website,

- Cultural participation as part of the taught curriculum as well as being supported by learning outside the classroom with curriculum based trips and visits,
- Extra-curricular activities to enhance the curriculum for all pupils including the Duke of Edinburgh Award Scheme – see extra-curricular timetable,
- Pupil leadership - see [Greenbank Leadership Academy Booklet](#) on the website,
- Literacy – the school provides pupils with support to be at age-expected reading stage by the end of year 8.

Vulnerable pupils' access to this provision is monitored carefully in order to support those whose cultural gap may be wider.

PERSONAL DEVELOPMENT

The personal development curriculum embraces the strands of Citizenship, Personal, Health and Social Education (PHSE), Careers Education, Information, Advice and Guidance (CEIAG) and Spiritual, Moral, Social and Cultural (SMSC) educational policies.

The pupils' entitlement is delivered through a combination of enrichment days, Personal Development Time (PDT) each day, PHSE lessons, RE lessons and assemblies as well as through the delivered curriculum in subject areas. The provision is designed and monitored by the PHSE subject leader supported by the Assistant Headteacher for Personal Development.

INCLUSION

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More Able Gifted and Talented pupils - see [MAGT Policy](#) on the website for further details
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities study every subject on offer in the school, wherever possible, and ensure that there are no barriers to any pupil achieving.

Teachers take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Curriculum pathways are available to pupils to ensure that pupils achieve their potential. Alternative pathways support pupils with bespoke plans are arranged where needed for individual pupils.

Further information can be found in our [SEND Policy and Offer](#) and [Equal Opportunities Policy](#) on the website.

MONITORING

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Curriculum governor meetings,
- visits to the school,
- standards analysis.

Senior leaders, Directors of Learning (DOL), Subject Leaders (SL) monitor the way their subject is taught throughout the school by:

- regularly meeting and providing curriculum updates for staff,
- looking at planning to ensure course coverage,

- data analysis to measure the impact of their curriculum including question level analysis to inform curriculum development,
- lesson observation,
- work scrutiny and interviews with pupils.

DOLs also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed by the Headteacher who is responsible for the curriculum and every year by the Local Governing Body.