



Sponsored by Academy Transformation Trust

Curriculum Policy

Adopted	September 2014
Date of Review	May 2016

*Inspire,
Aspire,
Achieve!*

Purpose

The Hathaway Academy is committed to providing a rigorous academic and pastoral education which will challenge and engage students, offer continuity and progression of learning and provide them with a secure foundation on which to continue into further education and/or training and thence into the careers of their choice. The school is furthermore committed to promoting student achievement. Our aims are:

- To provide a broad, balanced and relevant curriculum which is personalised to suit learners specific needs.
- To provide high quality teaching and learning.
- To promote independent thinking and lifelong learning through innovative educational practice.
- To welcome students enabling each one to enjoy learning and achieve their very best.
- To enable our learners to become confident individuals who live safe, healthy and fulfilling lives.
- To develop our learners as responsible citizens who make a positive contribution to society.
- To promote students` spiritual, moral, social and cultural developments.
- To enable all learners to access the curriculum fully irrespective of gender, ethnicity, belief, social or cultural background.
- To support and develop enthusiastic, dedicated staff who feel committed to the school.

Relationship to other Policies

This policy on the curriculum embraces policies and procedures for Admissions, Assessment, Charging & Remissions, Collective Worship, Equality, Health & Safety, Home Learning, Educational Visits, SEND, Sex and Relationships Education and Teaching and Learning.

Roles and Responsibilities

The Principal will ensure that:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives that reflect the aims of the school and indicate how the needs of individual students are met. This will include how the subjects are taught and assessed and the use of information and communications technology.
- The amount of time provided for teaching the curriculum is adequate and is reviewed annually.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the National Curriculum.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making, how they compare with school or national expectations and what is required to help them improve.
- The Governing Body is involved in the decision making processes that relates to the breath and balance of the curriculum.
- The Governing Body is advised on statutory targets in order to make informed decisions.

The Governing Body will:

- Review regularly the curriculum policy and make amendments to reflect any changes nationally.
- Have an overview of local and national issues that will affect and shape any future curriculum.
- Have an appropriate understanding of the curriculum model and the impact this has on the curriculum offer to students as well as the impact upon student achievement and progress.
- Review annually the curriculum model.

The Academy Leadership Team will:

- Have an understanding of the local and national issues and consider how this may affect the shape of any future curriculum.
- To have an understanding of the local needs and consider the ways the school curriculum may address these needs.
- To annually review the curriculum plan and present this to Governors and consult with other appropriate groups within the school and those within the 11-19 partnership.

Arrangements for Monitoring & Evaluation

The Governing Body will receive a termly report from the Principal including the standards reached in each subject. Further detail will be provided about the rates of progress and standards achieved by students in all subjects.

Following the publication of public examination results at KS4 the Governing Body will receive a detailed report during the Autumn Term about the performance of students and subject areas. As part of the quality assurance process all subject leaders who prepare students for public examinations at KS4 will prepare and submit a report for the Principal detailing student performance by teaching group. A meeting will be arranged between the Co-ordinator and Principal during the first part of the Autumn Term to discuss student and staff performance and agree strategies for further improvement.

Curriculum Organisation & Structure

In order to facilitate the best delivery of the National Curriculum the Academy is organised into subject areas within a faculty structure, each of which is led by a Co-ordinator. It is the responsibility of the Co-ordinator to ensure that the quality of teaching and learning is of the highest standard possible and to ensure that all students are given every opportunity to succeed.

Each subject is required to produce its own schemes of work suitable to the needs of all learners and which meets with all statutory requirements of the National Curriculum including the use of ICT, equality, the use of language and health and safety. Schemes of work are required to be made available on the shared area. Each Subject Area will produce a Scheme of Work (SoW) for each Year Group and will review this, and update as necessary, each year. The standard Academy format for SoW will be used, addressing common headings including:

- Planned teaching and learning activities
- Cross-curricular aspects and links to ICT and other subjects
- Differentiation
- Assessment
- Home learning
- Resources

The curriculum is delivered via six periods of fifty minutes duration in a five day cycle totalling thirty periods with an additional twenty minutes of tutor time. The allocation of teaching time per subject is agreed with the Principal on an annual basis. The person who has responsibility for the construction of the timetable must adhere to the following:

- A curriculum model must be constructed and agreed with the Principal, ALT and Governors before timetable construction commences. This will inform future staffing requirements.
- Arrange an options evening for all students in the appropriate year group and provide advice on options as part of the careers programme to support students.
- Agree and publish annually, the number of teaching periods allocated to staff according to their level of responsibility.
- Ensure that the maximum class size is thirty students unless the subject or teacher requests a higher number.
- Arrange teaching groups according to ability whenever possible in core subjects of English, Maths and Science. Students need to work at a level and pace appropriate to their potential. Students are taught in classes grouped by broad ability and prior attainment or of mixed ability. Whatever the form of grouping a differentiated approach is required to ensure that the range of abilities and interests of students is taken into account, so enabling them to experience success.
- Designate a member of staff to update class lists throughout the academic year.

National Curriculum Requirements

The legal framework of the National Curriculum was first published in the Education Reform Act 1988. As a consequence of several revisions the following are taught as part of the National Curriculum at Key Stage 3:

English, Mathematics, Science, Art and Design, Information and Communication Technology, Food Technology, History, Geography, a Modern Foreign Language, Physical Education and Music. As part of the Social and Religious Education integrated programme at KS3, students are also taught Religious Studies, Citizenship, Sex and Relationships Education and Careers.

Students will follow one of three pathways at Key Stage 3 and Key Stage 4 designed to maximise their potential. The pathways reflect the broad and diverse ability of the Academy's students giving the students the opportunity to progress at a pace best suited to their own needs.

Pathways:

- Pathway T – Students who are most able and exceed expected attainment at KS2
- Pathway H – Students who meet expected attainment at KS2
- Pathway A – Students who do not meet expected attainment at KS2

At Key Stage 4 there is greater flexibility and an opportunity for students to have an elective choice of subjects beyond a core provision. The core entitlement is English, Mathematics, Science, Physical Education.

The Option system at Key Stage 4 enables students to follow up to four additional subjects, all of which lead to a GCSE qualification. In addition a small number of students who follow pathway A and who require additional support are offered an alternative programme which enables them to follow the main core subjects, 2 vocational qualifications and 2 additional GCSE subjects. We review the structure and provision of the curriculum each year to enable students to achieve the highest possible standard.

All curriculum subject matter is appropriate for the age and aptitudes of the students in each school year, including any students with a statement of special educational needs/disability whose needs are reviewed annually. Our curriculum provision enables all students to have the opportunity to learn and make progress. Every opportunity is provided to enable students to develop their speaking, listening, literacy and numeracy skills as set out in the schemes of work for each curriculum area.

English as an Additional Language

Students whose first language is not English are assessed on entry to ascertain the student's English language capabilities and needs. Extra support is provided through timetabled Intensive English lessons which aim to develop the student's English language skills and communicative ability and to build the student's confidence to succeed in an English speaking environment.

Special Educational Needs

There is comprehensive provision to support all students within their teaching groups who are experiencing difficulties or require additional help. The support ranges from:

- Being placed upon the Educational Health Care Plan (EHCP), teaching staff are expected to use the student's profile which is filed on the schools' SIMS system. All students' profiles are updated regularly.
- In class support from a Learning Support Assistant - depending upon individual needs students may have in-class support from an LSA who will work closely with the class teacher to enable a student to have full access to the curriculum.
- Disapplication from the National Curriculum - either as a temporary or permanent measure some students are disapplied from the national curriculum according to their literacy or numeracy skills.
- Gifted children are provided with opportunities to extend their knowledge in extension work in and outside the classroom or in small group activities.