



# Holbrook Academy

## Curriculum Policy

<b>Date Approved</b>	Q&M Committee – 25 <sup>th</sup> May 2021
<b>Signed</b>	
<b>Date of Next Review</b>	Summer Term 2022

*This policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010. It can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with students even where this is away from the Academy, for example at an activity centre or on an educational visit.*

Member of staff with responsibility for this policy.	R Lay
Governor with responsibility for this policy.	
Policy review date.	May 2022
What is the purpose of this policy?	To ensure there is a considered approach to curriculum mapping aligned with curriculum rationale.
What are its headline targets? (using quantitative and qualitative measures)	<ul style="list-style-type: none"> <li>● Increase the number of students following the eBacc pathway</li> <li>● Ensure all curriculum models match updated GCSE frameworks for 2022 and beyond</li> <li>● Students' cultural capital is boosted</li> </ul>
How is this policy to be judged as successful?	<ul style="list-style-type: none"> <li>→ Number of students following eBacc pathway increases in line with national average</li> <li>→ Curriculum models updated to match the needs of students impacted by school closures, as evidenced by assessments</li> <li>→ Trips, visits and other activities such as enrichment utilised to boost students' cultural capital</li> </ul>

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## 1. Aims

Our curriculum:

- Is inclusive and adapted to meet the needs of all pupils. It seeks to address social disadvantage;
- Offers a strong academic core of subjects, a broad range of foundation subjects and a wide enrichment offer;
- Promotes and values all curriculum areas;
- Is coherently planned and sequenced to ensure ALL pupils have the knowledge, skills, confidence and cultural capital they need to: follow their chosen pathways; be prepared for future learning and employment; and succeed in life;
- Provides subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals;
- Develops pupils' independent learning skills and resilience, to equip them for further/higher education and employment
- Is structured in a way that students know what knowledge and skills are to be gained at each stage of learning and enables progression;
- Is rooted in the national curriculum then shaped on our knowledge of individuals, groups and cohorts of students;
- Seeks to understand and build on prior learning, address gaps in knowledge, correct misconceptions and add interventions if students fall behind or need additional support;
- Places importance on the teaching of literacy and numeracy;
- Celebrates and promotes reading;
- Enhances pupils' spiritual, moral social and cultural development;
- Builds character, student voice, independence and leadership;
- Is suitably demanding, promotes challenge and develops aspiration;
- Promotes fundamental British values and places learning in the context of the local, national and global community.

## 2. Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to use and build on.

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](#).

It complies with our funding agreement and articles of association.

## 3. Roles and Responsibilities

### 3.1 The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Governing Body 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 a "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 for pupils below the age of 19 that lead to qualifications, such as GCSEs, are approved by the Secretary of State;
- The school implements the relevant statutory assessment arrangements;
- It participates actively in decision-making about the breadth and balance of the curriculum;
- Pupils from Year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

### 3.2 Headteacher

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

- All required elements of the curriculum, and those subjects 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 Body;
- They manage requests to withdraw children from curriculum subjects, where appropriate;
- The school's procedures for assessment meet all legal requirements;
- 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 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.

### 3.3 Other Staff

Other staff - including subject leads and school leaders responsible for teaching, learning, assessment and curriculum - will ensure that the school curriculum is implemented in accordance with this policy.

## 4. Organisation and Planning

The curriculum is organised over a two-week timetable.

For the academic year 2021/2022, in Year 7, 8 and 9 students are taught the subjects outlined below with the allocation of time for each subject per fortnight (lessons are either 65 or 70 minutes):

	Year 7	Year 8	Year 9	
Accelerated Reader	1	1	Art	2
Art	2	2	Computer science	2
Computer science	2	2	Drama	2
Dance	1	n/a	DT - Food	2
Drama	2	2	DT - Workshop	2
DT - Food	2	2	English	8
DT - Workshop	2	2	Enrichment	2

English	8	8	Geography	2
Enrichment	2	2	History	2
Geography	2	2	Lifeskills (PHSEE)	1
History	2	2	Maths	7
Lifeskills (PHSEE)	1	1	MFL French	2
Maths	7	7	MFL Spanish	2
MFL (French / Spanish)	3	4	Music	2
Music	2	2	PE	4
PE	3	3	RE	2
RE	2	2	Science	6
Science	6	6		

This delivery model is reviewed each academic year and all subject staff are involved in this process. Amendments are made to match the learning needs of individual cohorts and the curriculum objectives of the Academy.

Our curriculum uses a progression model. Its basis is in the National Curriculum but also takes into account the GCSE framework and requirements; we start with Year 11 and map backwards, ensuring that key skills are embedded in Year 7 and are revisited in each year group afterwards.

For each subject there is a programme of study that guides the content of lessons. For some subjects there are aspects of the programme that are compulsory. Subjects leads set out aims, content and knowledge that are delivered at each step.

During Year 9, students are asked to make choices about the subjects they wish to study at GCSE. The options available are offered in line with the learning needs of individual cohorts. Holbrook Academy runs a two year GCSE model.

We recognise the value of the English Baccalaureate and are actively increasing student entrance for this qualification year on year.

In Year 10 and 11, in addition to the subjects studied at KS3, students are also currently able to choose from the following options:

- Business
- Food Nutrition and Preparation
- Creative iMedia
- Product Design
- Music Technology
- Sociology
- Health & Social Care
- AQA Project Qualification

**KS4 Time Allocation** (lessons of 65 or 70 minutes):

Year 10		Year 11	
English	8	English	8
Maths	7	Maths	7
Science	9	Science	9

Lifeskills (PHSEE)	1		Lifeskills (PHSEE)	1
Citizenship / RE	1		Citizenship / RE	1
Options Subjects	20		Options Subjects	20
PE Core	2		PE Core	2
Enrichment	2		Enrichment	2

In Year 7, students are taught French. From Year 8, students are able to study two languages: French and Spanish.

PSHE is delivered through our Life Skills programme. Personal Development is an essential part of our curriculum and students are taught about key topics such as healthy eating, sex and relationships, finance, staying safe online, mental and physical health and tackling racism and homophobia.

Careers education forms part of the curriculum for all students. It is structured to enable students to learn about themselves, their abilities, their strengths and weaknesses and to support them in making informed decisions regarding their own future. All students will have access to impartial advice and guidance to help them to make well informed decisions when choosing Key Stage 4 options and post 16 courses. Students will have the opportunity to undertake a period of work experience during Key Stage 4. (Gatsby Benchmark 6 – ‘By the age of 16, every pupil should have had **at least one experience** of a workplace, additional to any part-time jobs they may have.’)

In addition to scheduled lessons, students are expected to complete Home Learning. Homework and home learning tasks will now be set using a combination of Go4schools and Google Classroom; these are important teaching and learning tools which allow maximum engagement between teachers and the students we teach.

Tasks set will fall into the following categories:

- preparatory work for upcoming and new topics
- extension work that builds on prior knowledge gained within the classroom
- revision skills and ‘mastery’ of learning
- provide opportunities for students to be independent
- extended tasks that require students to demonstrate time-management and other organisational skills

## 5. 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 pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English.

Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

**Further information can be found in our statement of equality information (Equal Opportunities Policy) and objectives, and in our SEND policy and information report.**

## **6. Monitoring Arrangements**

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through: subject reviews, quality and monitoring meetings, monitoring visits, subject reviews and other monitoring activity.

Subject leaders monitor the way their subject is taught throughout the school by:

- Evaluating the impact of their offer through
  - Outcomes at KS3 and KS4
  - Student engagement and Student Voice
  - Take up at KS4 and progression at KS3
  - External reviews including Ofsted, Schools Standards and Excellence Officer
  - Subject reviews.
- Drop ins to lessons, work scrutinies, subject reviews, observing teachers, moderation, planning activities and other ongoing quality assurance monitoring.
- Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Headteacher.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- Assessment & Tracking Policy
- Non-examination assessment policy (Controlled Assessment Policy)
- SEND policy
- Statement of equality information (Equal Opportunities Policy)