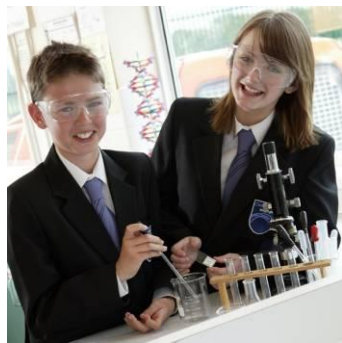
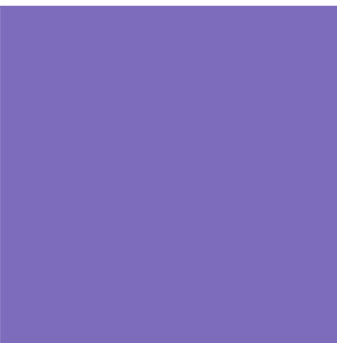


Curriculum Policy
Implementation: September 2007
Review: September 2008



1 Introduction

As an Academy our curriculum is also shaped by the guidelines for community engagement as enshrined in relevant sections of **the Faithworks Charter**, namely:

- Creating and maintaining a learning environment where students are encouraged and enabled to realise their potential
- Students taking responsibility for their own learning and development, both through formal and informal learning opportunities and ongoing assessment
- Developing an organisational culture in which individuals learn from any mistakes made and where excellence and innovation are encouraged and rewarded
- Promoting the value of a balanced, holistic lifestyle as part of each individual's overall personal development

2 Academy vision

Our Academy vision is to provide 21st Century learning opportunities that will develop our young people into confident, independent, lifelong learners, who make a positive contribution and are prepared for leading a good and successful life.

3 Curriculum Principles

- 3.1 Every student will have a **personalised curriculum** based on prior attainment data, student aspirations and challenging targets. Within an individual learning programme, the students are offered the level of learning appropriate to their recognised needs. This leads to a “**stage, not age**” format of qualifications and accreditations.
- 3.2 Our provision will give appropriate balance to the development of **attitudes to learning, skills, knowledge and understanding**
- 3.3 Our Academy will be organised bearing in mind that from the student perspective, the curriculum is “**the entire planned learning experience**,” encompassing lessons, location, events, environment, routines, extended hours and out-of-school learning.
- 3.4 Students will experience our curriculum successfully only when **learning is organised effectively**, requiring:
- a range of teaching and learning approaches – enquiry, active learning, practical activities
 - techniques in tune with child development and adolescence
 - learning beyond the school via community and business links
 - relevant contexts for learning, connected to life and work
 - engaging a range of audiences and purposes
- 3.5 Our curriculum will **address disengagement**: a) overcoming any poor school experience of parents; b) boosting self-esteem and c) providing exciting, unpredictable, challenging learning experiences.
- 3.6 The successful experience of our curriculum through extended learning is dependent on the extent to which we **work collaboratively with our key partners**, thereby making an effective use of resources and expertise. In this respect our partners include: partner primary schools; neighbouring secondary schools; North East Lincolnshire local authority; other schools in Oasis Community learning and other components in the Oasis Wintringham “hub.”
- 3.7 Our curriculum will **prepare our students for the future** by:
- securing high achievement in literacy and numeracy
 - being responsive to the enduring needs of local and national employers

- ensuring that our courses are scheduled to provide progression and continuity in the learning experience
- 3.8 We will develop **independent, lifelong learners** by providing an age-relevant focus on Learning to Learn, in particular through engagement with the Opening Minds competencies.
- 3.9 **Students will have a role** in shaping the curriculum and mapping their way through their experience of it.
- 3.10 As a **Sport and Health specialist school** the Academy will develop excellence in a variety of Sport and Health related subjects.

Procedures

3 Key Stage Three

- Students will follow learning programmes leading to National Curriculum Tests in **English, Maths and Science**. Some students will take these tests at the end of Year 8, for others it will be Year 9
- A range of subjects, focused around integrated humanities will be based on the Royal Society of Arts 21st Century Curriculum, **Opening Minds**. This will focus on the development of key competencies focused around citizenship, people, information handling, situations and critically, developing learning
- Students will also get access to technology, sports, and ICT

4 Key Stage Four

- A full complement of GCSEs will be supplemented with Specialist Diplomas and BTEC courses, (initially reflecting our status as a Business and Enterprise specialist school)
- Some pupils will begin GCSE and other level 2 courses in Year 9 – others may take three years to complete key stage four

5 Post-16 Study

Our planning for the sixth form is at an early stage but we will be offering a wide range of A-level courses together with level 3 BTEC and Specialist diplomas. We will also provide some level 2 courses within the BTEC and specialist Diploma family.

6 Creative and Imaginative Learning Experiences

The Academy has avoided the use of standard 60 minute lesson times, seeking to adopt a more flexible and substantial “cycle” of up to 2 hours duration. In sympathy with this approach, best practice appears to suggest that it may be more productive to define learning experience by the “project” which may be defined in outline by:

- 7.1 A project task is big and authentic – a real-world problem to be solved:
- A real-life experience – one that motivates because it is tinged with excitement and challenge that drives better learning
- 7.2 The task is co-constructed by teacher and student:
- It may well be that the project title, associated core problem are pre-determined by staff
 - How the question is to be interpreted, what bodies of knowledge and skill will be brought to bear and how they are used in a coherent way to produce an answer – all these are open to genuine co-construction
- 7.3 The task has clear, worthwhile outcomes:

- The importance lies in the students believing that the outcomes are worthwhile – much easier to achieve if there is co-construction

7.4 The task deepens student's grasp of two or more disciplines:

- Best projects have a multi-disciplinary and trans-disciplinary approach. Poor projects treat subjects in a superficial way that fails to increase the students' understanding of them.

7.5 The task challenges and develops multiple intelligences:

- This immediately opens the task to the variety of abilities and talents in the student body that are such an important part of personalisation.

7.6 The task involves some time out of school:

- This validates the problem as authentic and it breaks the artificiality of seeking to solve authentic problems in conventional lessons

7.7 Completion depends on teamwork:

- Not all contributors to a project undertake the same tasks, which can thus be personalised more easily
- Projects that are team-based are easier for the teacher to handle than trying to supervise every student doing a unique project

7.8 Completion demands high levels of feedback

- Assessment for Learning is integral to projects and problem-based learning

7.9 Successful production is celebrated before, and evaluated by, an appropriate public:

- With a product or production the whole person of the learner comes under judgement
- Because each individual has undertaken a distinctive and unique role, the learning is profoundly personalised.

8 Year 7 Curriculum 2007-2008

Opening Minds	9 hours	PE	3 hours
English	4 hours	Technology	2 hours
Maths	3 hours	ICT	1 hour
Science	3 hours		

8.1 All lessons will be structured with three learning objectives:

- one subject national curriculum objective
- another relating to the learning competence
- a final objective focusing on the second competence

(i) English (3 hours), Maths (3 hours), Science (3 hours), ICT (1 hour a week)

- English, Maths, Science and ICT will follow the Key Stage 3 National Curriculum schemes of work and will be prepared for the Key Stage 3 SATs, to be taken at the end of Year 8 or Year 9.

(ii) PE (3 hours), Technology (2 hours)

- Both subjects will follow the Key Stage 3 National Curriculum and are compulsory for all students.

(iii) Opening Minds (10 hours a week)

- Modern Language (2 hours), Integrated Humanities (3 hours),
- Creative Arts (3 hours), PSHCE (1 hour).

8 Year 8 Curriculum 2007-2008

English	4 hours	Integrated Humanities	3 hours
Maths	3 hours	Creative Arts	3 hours
Science	3 hours	Technology	2 hours
Modern Language	2 hours	ICT	1 hour
PE	3 hours	PSHCE	1 hour

- (i) English (4 hours), Maths (3 hours), Science (3 hours), ICT (1 hour)
- All subjects will follow the National Curriculum Schemes of work.
 - Some students will be entered for their SATs in the core subjects of English, Maths, Science and ICT at the end of Year 8.
- (ii) PE (3 hours), Technology (2 hours)
- Both subjects will follow the Key Stage 3 National Curriculum and are compulsory for all students.
- (iii) PSHCE (1 hour)
- Learn to Learn phase 2
- (iv) Integrated Humanities (3 hours)

9 Year 9 Curriculum 2007-2008

English	4 hours	ICT	3 hour
Maths	4 hours	Vocational	3 hours
Science	3 hours	2 Option Choices	4 hours
PE	3 hours	PSHCE	1 hour

- (i) English (4 hours), Maths (4 hours), Science (3 hours)
- English, Maths, Science will follow the Key Stage 3 National Curriculum, schemes of work. Some students will start their GCSE courses in these core subjects whereas others will continue to study for their Key Stage 3 SATs.
- (ii) PE (3 hours)
- All students will start to study for a qualification whether it is a full course, short course or Entry Level GSCE or the JSLA.
- (iii) ICT (3 hours)
- All students will start an examination course. They will either study for the OCR National Award Level 2 or the CLAIT Level 1 course, depending upon their ability.
- (iv) Vocational (3 hours)
- This is a compulsory element to the Year 9 curriculum. Students will choose either a BTEC 1st course, a Level 1 qualification or an ASDAN award.
 - PSHCE (1 hour)
 - Students will study for a qualification in Citizenship as well as the Preparation For Working Life Level 2 course.
- (vi) Option choices (4 hours)
- There will be an opportunity for all students to take a further 2 option choices in fixed blocks from a wide range of subjects.

10 Year 10 Curriculum 2007-2008

English	4 hours	PSHCE	1 hour
Maths	3 hours	PE (non exam)	1 hour
Science	4 hours	Option A	2 hours
ICT	3 hours	Option B	2 hours
Vocational	5 hours		

- (i) English (4 hours), Maths (3 hours), Science (4 hours)
- All students will study for their GCSE's over the next 2 years. For those students wanting to access Triple Award Science, they will have to choose Science from the Option Blocks.
- (ii) PE (non exam) (1 hour)
- All students will participate in this non – examination 1 hour lesson.
- (iii) ICT (3 hours)
- Two courses will be available depending upon individual student's teacher assessment at the end of Year 9. Those with Level 5 and beyond will study the OCR National Award L2, whilst those below Level 5 will do the CLAIT Level 1. Both courses are worth 2 GCSE's.
- (iv) Vocational (5 hours)
- This is a compulsory element to the Year 10 curriculum. Students will choose either a BTEC 1st course, a Level 1 qualification or an ASDAN award. Some students on the Level 1 course will have flexible hours ranging from 5 to 7.
- (v) PSHCE (1 hour)
- Two qualifications will be available as part of this subject – a GCSE in Citizenship as well as Preparation for Working Life.
- (vi) Option choices Option A (2 hours), Option B (2 hours)
- Students will get a choice from 2 fixed Option Blocks.

11 Year 11 Curriculum 2007-2008

English	4 hours	PE	1 hour
Maths	3 hours	Vocational	5 hours
Science	4 hours	Option A	2 hours
ICT	2 hours	Option B	2 hours
PSHCE	1 hour	RE	1 hour

- (i) English (4 hours), Maths (3 hours), Science (4 hours)
- All Students will study for GCSE qualifications in all of these subjects.
- (ii) ICT (2 hours)
- Some students will follow a full course, whereas others will access a short course qualification.
- (iii) PSHCE (1 hour)
- A GCSE in will be taken in Preparation for Working Life.
- (iv) PE (non exam) (1 hour)
- All students will participate in this non – examination 1 hour lesson.

- (v) Vocational (5 hours)
 - This is a compulsory element to the Year 11 curriculum. Students will continue to study for either a BTEC 1st course, a Level 1 qualification or an ASDAN award. Some students on the Level 1 course will have flexible hours ranging from 5 to 7.
- (vi) Option choices Option A (2 hours), Option B (2 hours)
 - Students will continue with their choices from the 2 fixed Option Blocks

DRAFT PENDING AGREEMENT