



CURRICULUM STATEMENT

This policy has been reviewed and ratified by the Directors of the Trust.

Date Policy was renewed:

Date of next renewal:

This Curriculum Statement relates directly to Greenacre Academy Trust's mission statement and objectives. The Trust is a catalyst and support for the raising of standards in Greenacre Academy, Warren Wood Primary Academy and Chantry Community Academy, at all levels, through sharing outstanding practice. The Trust is committed to the implementation of the National Curriculum but at the same time recognises the need to pursue its own curriculum initiatives. We believe that, given the right curriculum and learning opportunities, every young person can succeed.

The students are at the heart of the educational process and will be encouraged to participate fully in the life of the Academies. The main principles in delivering the curriculum are set out in Appendix 1 and 2.

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Appendix 1

Greenacre Academy aims to deliver a curriculum that meets individual needs, that gives scope for pupils to enjoy and achieve, to ensure the curriculum offers them the opportunities to ensure economic well-being and make a positive contribution to society.

Fulfillment of the basic educational aims of the school requires a modern curriculum appropriately differentiated to meet the needs of individual students. One important aspect of this differentiation is the grouping of children by ability where the group sizes are large enough for this to be viable.

In addition to delivering the National Curriculum and meeting other legal requirements, we aim to provide a rich and varied, challenging and inspiring Curriculum which enables all our students to develop as fully as possible during their school lives and to achieve levels of attainment, maturity and independence which will enable them to take up suitable satisfying occupations and activities and to make a positive contribution to the community.

All our students, regardless of their gender, colour, creed, ability, background or disadvantage, will be given the opportunity to follow a curriculum which is broad, balanced, relevant, differentiated and coherent and which enables continuity and progression. Every student will be expected to experience success.

The resulting experience should help students to:

- Develop lively, enquiring minds, the ability to question and argue rationally and apply themselves to tasks, and physical skills;
- Acquire knowledge and skills relevant to a fulfilling adult life, including employment in a fast changing world
- Use language, number and information technology effectively;
- Have respect for religious and moral values, and tolerance of other races, religions, and ways of life
- Responsible citizens who make a positive contribution to society, upholding the fundamental British Values of democracy the rule of law and individual liberty
- Tolerant and respectful of those who have different faiths and beliefs

- Understand the world in which they live and the inter-dependence of individuals, groups and nations;
- Appreciate human achievements and aspirations.

Our SKILLS FOR LIFE vision is woven through the curriculum in all subjects and we use the following acronym 'EMPLOY ME'

E – EXCELLENCE striving for excellence in all we do

M – MANNERS Good Manners refers to the polite and good social behaviour and play a significant role in building relationships.

P – PERSEVERANCE teaching our students that perseverance is the ability and drive to start and continue steadfastly on path towards any goal they set

L – LISTENING Enhancing student's ability to accurately receive and interpret messages

O – ORGANISATION Encouraging independent organisation to promote productivity, create better impressions and being more time efficient

Y – YOU Responsibility for their own success and their own future

M – MOTIVATION Encouraged focusing on the end goal and learning from everything to create their own success

E - EMPLOYABILITY Teaching self-management, time management, team working, problem solving, literacy, numeracy and effective communication

Greenacre Academy Curriculum Statement

At Key Stage 3 (Year 7 and 8) students study the following subjects:

English, Maths, Science, Art, Geography, Design Technology (including Food, food, electronics, Systems and Control and product realisation) History, Computing, Modern Foreign Language, Music, RE, PE, Performing Arts, PSHE (including Sex education). Literacy lessons are part of the curriculum for students who joined us with expected levels in Key stage 2 English. Literacy permeates the curriculum; the development of literacy skills is the responsibility of every subject area and teacher.

At Key stage 4 (Year 9, 10 and 11) students study the core subjects:

- English
- Maths
- Science
- Physical Education
- ICT
- Religious Education

English Baccalaureate students also study a Modern Foreign Language and Humanities as core

Options for students in Key stage 4 include the following GCSE's and GCSE equivalents:

- Art and Design
- Business Studies
- DT
- Geography
- Engineering
- Food Technology
- History
- ICT
- French
- Spanish
- German
- Media
- Music
- Photography
- Psychology
- Resistant Materials
- Performing Arts
- Computing

Subject Leaders are invited to offer suitable courses for consideration each year

Foundation Learners are offered a slightly different curriculum with emphasis on Literacy and Numeracy as well as unit award courses and therefore fewer GCSE courses

Other Options available for identified students

- Triple Science - for those who have achieved above expected levels at the end of Key stage 3

Sex and Relationship Education, Drugs awareness is delivered through the Social Sciences and Science Curriculum, with outside speakers delivering sessions to all year groups. Careers is delivered whole school through the form tutor program, assemblies, outside speakers and agencies as well as within all subject areas as part of their programmes of study and/or Schemes of work.

Social, Moral, Spiritual and Cultural development of students (SMSC) is a joint responsibility of all staff in school, including the teaching staff and pastoral team.

At Key stage 5 the following Level 3 courses are offered (A levels and equivalents)

English Literature/Language, English Literature, Business, History, ICT, Sociology, Health and Social Care, Sport, Philosophy and Ethics, Media Studies, Maths, Music technology and Music, , Art and Design, Photography, Food Technology, Science, Performing Arts, Dance, Textiles Psychology, Geography, Engineering Design and Technology

Level 2 courses offered in the Sixth form (GCSE and Equivalents): NVQ Engineering, ICT, English and Maths
Additionally for Sports Level 3, the Football Academy is also offered

Appendix 2 – Warren Wood Primary Academy / Chantry Community Academy

The strapline of the Greenacre Academy Trust - 'Skills for Life' is fundamental in all that we do and applies to all our children. These skills and values exist in the form of the RECIPE (Respect, Excellence, Cooperation, Independence, Perseverance and Enjoyment) and permeate all aspects of school life including the curriculum, enabling us to help every child achieve their full potential by equipping them with a feeling of self-worth, a respectful attitude towards others, an excitement for learning and an enthusiasm for life. We equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future enabling them to lead happy and rewarding lives.

1. Introduction

The curriculum consists of all the planned activities that we as an academy organise, in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the academy organises in order to enrich the experience of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

2. Aims

The aims of our curriculum are:

- to enable all children to learn and develop their skills and knowledge to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to the academy and they acquire a solid basis for lifelong learning;
- to promote fundamental British values : The Rule of Law, Democracy, Individual Liberty, Mutual Respect, Tolerance of those with different faiths, beliefs or no faith;
- to teach children the basic skills of English, Mathematics and Computing;
- to enable children to be creative and to develop their own critical thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the new National Curriculum (2014) and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, understanding right from wrong;
- to help children understand and value the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves, high self-esteem, and to be able to live and work co-operatively with others;
- to support children to make healthy choices.

3. Organisation and planning

We plan our curriculum in Year groups, based on the requirements of the National Curriculum 2014. These can be found on the National Curriculum website: www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4

Each year group has a long-term plan. This indicates which topics and which National Curriculum objectives are taught in each term. Our curriculum is thematic with a cross-curricular approach to enable 'joined up/purposeful'

learning to take place. We have reviewed our long-term plan to ensure coverage across the Key Stages. Where possible, Power of Reading texts link with the themes.

With our medium-term plans, we give clear guidance on the intentions/objectives, teaching strategies and key thinking skills that we use when teaching each topic. We teach all subjects using the National Curriculum (2014). This ensures progression in learning and provides children with many opportunities to consolidate learning. Our medium term plans show the intentions/ objectives being taught and how the children will learn, i.e. the activities that they will undertake and the knowledge and skills that they will develop.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions/objectives for each session, and to identify the resources and activities we are going to use in the lesson.

Weekly plans are written for English and Maths, showing differentiation for groups of children with different abilities. Topic plans linking with the theme or topic, show cross curricular links where appropriate. They also show the teaching activities and differentiation within these lessons.

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum, and there is planned progression in all curriculum areas.

4. Children with additional needs

The curriculum in our academy is designed to provide access and opportunity for all children who attend. If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, the class teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Children's special educational needs may be met by the use of intervention groups or one-to-one support from Teaching Assistants and teachers.

Where children have English as an additional language, staff ensure access to all aspects of the curriculum by using adapted resources such as dictionaries, using translating programs (EMAS) and also using bi-lingual staff to translate.

5. The Early Years Foundation Stage

The curriculum that we teach in the Foundation Stage meets the requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS). Our curriculum planning focuses on the Early Years Development criteria and on developing children's skills and experiences.

Children should mostly develop the 3 prime areas first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

- Literacy;
- Mathematics;
- Understanding the World; and

- Expressive arts and design.

Our academy fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Foundation Stage builds on the experiences of the children in their nursery provision. We do all we can to build positive partnerships and links with the pre-school providers in the area. During the children's first term in the Foundation Class, their teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during the year.

6. Assessment

At Chantry Community Academy and Warren Wood Primary Academy, we assess children in different ways including formative and summative. In maths and English, children are assessed against a series of statements and their progress is tracked on a program called Target Tracker. This clearly shows the skills knowledge and understanding a child has achieved.

7. The Role of the Curriculum Lead

The role of the curriculum leader is to:

- provide a strategic lead and direction for the curriculum;
- support and offer advice to colleagues on issues relating to the curriculum;
- ensure that statutory obligations are met;
- monitor coverage, progress and standards;
- ensure the website is regularly updated with curriculum information;
- liaise regularly with individual subject leaders for changes to the curriculum.

The academy gives the curriculum lead and also core subject leaders non-contact time when necessary, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned. This is over seen by the curriculum lead and the Head of School.

8. Monitoring and review

Our governing body is responsible for monitoring the way the school curriculum is implemented and ensuring statutory guidelines are met.

The Head of School is responsible for the day to day organisation of the curriculum. The Head of School and senior staff monitor the plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

Subject leaders monitor the way their subject is taught throughout the school. They monitor long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Complaints Procedure

Any complaints about the Curriculum should be made in conjunction with the Academy Complaints Procedure.