

Curriculum Policy

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Queen Elizabeth's Academy Curriculum Policy

Introduction

We believe that all students have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. The curriculum also reflects our Christian ethos and vision statement. The school values guided student choice at KS4 and KS5 and encourages students to pursue courses that develop their particular strengths, interests and align with any career paths already preferred, whilst maintaining breadth and balance.

Roles and Responsibilities

The Principal and School Leadership Team (SLT), other staff and the LAB will ensure that:

- All statutory 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 students will be met.
 - The amount of time to enable effective teaching of the subject is adequate and in line with specification requirements where relevant.
 - Where appropriate that individual needs of students are met by permanent or temporary disapplication from the National Curriculum.
 - The procedure for assessment meets all legal requirements.
 - Parents/ Carers receive regular information as to how much progress the student are making and what is required to help them improve.
 - The LAB is fully involved in decision making processes related to the breath and balance of the curriculum.

Other members of staff will:

- Ensure the school curriculum is implemented in accordance with this policy.
- Understand that political issues must be presented to students in a balanced way.

The LAB will ensure that:

- It considers the advice of the Principal and member of SLT when approving the policy and when setting targets.
- Progress towards targets is monitored annually.
- Parent/ Carers receive reports in the progress of their child in relation to clear expectations.

Aims of the curriculum

We aim to prepare students for the next phase in their education and lead their success in their own individual futures as well as that of the community.

Low levels of literacy and numeracy are supported to close gaps early on entry and more able pupils challenged to fulfil their potential.

KS3 curriculum

Pathway	Core	EBACC	Open
Blue	English (5) Maths (5) Science (5) PE (2) Tutor (PSCHE) (1) RE (1)	French (2) History (1) Geography (1)	Drama (1) Music (1) Art (2) DT (2) rotated DT areas. ICT (1)
Purple	English (6) Maths (6) Science (5) PE (2) Tutor (PSCHE) (1) RE (1)	History (1) Geography (1)	Drama (1) Music (1) Art (2) DT (2) ICT (1)

On entry students in year 7 with additional literacy and numeracy requirements study an extra period of English and maths rather than a language.

All sets in year 7-9 are mixed ability (except maths and in year 7 English any students who would benefit from reading decoding or comprehension are offered additional support in targeted group support during English curriculum time.)

KS4 curriculum

Students chose 3 optional subjects to study at GCSE. One must be humanities. All students except students with additional literacy needs study a language: French.

Pathway	Core	Non examined	EBACC	Open	
Blue	Triple science (6) English language and literature (6) Maths (4)	PE (1) Tutor/ PSCHE/ RE (1)	One choice of: History (3) Geography (3) Plus: French (3)	Choice of 2 from open list	GCSE Computer science (3)
Green	Double science (6) English lang and lit (6) Maths (4)				GCSE Art (3) GCSE Photography (3) L2 BTEC sport (3) L2 BTEC Health and Social care (3) L2 BTEC child development (3) L2 Food prep and nutrition (3) L2 Fashion and textiles (3) L2 music (3) GCSE ethics and philosophy (3) L2 ICT (3)
Purple	Double science (6) English lang and lit (6) Maths (4) NCFE Health and fitness (2)		One choice of: History (4) Geography (4)	Choice of 2 from open list L2	All of the above plus GCSE French (3)

Knowledge based curriculum

At Queen Elizabeth's Academy we believe that every child has the right to a knowledge rich curriculum. Knowledge is required to understand the world about us and to think critically about things. Every subject in the school curriculum is based on a core of knowledge that a student needs to acquire in order to master the subject. We can find facts on the internet, but unless we hold information in our long-term memory, we cannot think critically about anything. Possessing a growing body of knowledge across a wide range of subjects will enable students to question what they may read.

How will this look?

Teachers will be subject knowledge experts and will focus on teaching the knowledge needed to become fluent in the subject matter. These knowledge points will be published in knowledge organisers like the one on the next page and given to students in advance. All homework will be around learning this knowledge. Students will then be quizzed regularly, during most lessons, to ensure that the knowledge is transferring into long term memory.

Students will be expected to write extended pieces of writing on a weekly basis, to continue the extensive skills developed at primary schools on this.

Students will not be expected to research things themselves or explore answers to problems, they will be taught through direct instruction where the teacher tells them the information they need and then they have opportunity to apply it.

Direct Instruction

Is an identified teaching strategy which has teacher-led learning at its core. (Rather than the student-led learning approach which has previously been prevalent).

Many of our teachers have been trained in a very different way to this. Ofsted and teaching and learning approaches have previously been geared towards less teacher talk, more group work and exploration. It is going to be, therefore, quite a different style of teaching next year for some teachers. I know that staff may require lots of support and training to make the transition. It is true, however, to say that many staff already taught in a style very similar to direct instruction and this will simply 'allow' them to flourish through a teaching style that they feel works well.

Knowledge organisers

These will underpin all that we do next year. They give students the essential content that they need in advance for each topic they study. They give parents unprecedented access to that knowledge in a clear format which means that they can be significant partners in their child's learning.

Staff have been asked to complete all knowledge organisers for term 1 by the end of July. This means that parents and students will have them from the first day back in September, empowering both stakeholders in this process.

Planning is made easier and streamlined for staff – students will be taught in mixed ability groups and teachers will teach to the top and support everyone to achieve.

Literacy

At Queen Elizabeth's Academy we recognise that literacy is key to pupils accessing the curriculum and making progress in all subjects. It is also essential for their future lives and careers.

Pupils reading ages are assessed on arrival at Queen Elizabeth's. Those pupils with a standard score of 80 or lower are then further assessed to identify their particular needs. These pupils are then withdrawn either individually or in small groups for some lessons to work on specific areas. English setting arrangements allow for pupils who would benefit from focussed literacy work to be taught together with extra support available in class.

The SEND team address literacy issues both in terms of targets for pupils as part of their EAPs and on a lesson by lesson basis by supporting pupils in lessons.

Homework

All homework is set using knowledge organisers followed by a class quiz to check homework has been completed.

Day	Subject		
Monday	Science	Reading	Maths
Tuesday	Humanities		
Wednesday	Maths		
Thursday	MFL		
Friday	English		
Weekend	Arts/ DT/ PE and ICT		

Careers

Effective and independent careers guidance is an important part of the broad and balanced education which we provide.

Careers advice begins in year 7 a visit to Mansfield library and Oxford University.

General careers advice provision

- Enterprise day through tutor time
- Pupil passport to record goals
- Motivational speakers
- Subject careers displays
- Ambitions Nottingham University 7-11

Year 8

- STEM visit to industry

Year 9

The careers programme in year 9 begins with a self-review session using the JED job explorer database. The young people are asked to answer a series of questions. The answers eliminate careers in response to these answers, leaving a selection of ideas that may be explored in detail. The year 9 programme also includes:

- All pupils are also given the option of individual options advice from senior members of staff
- Options evening for parents
- Detailed options booklet which includes guidance on future options
- Parents are provided with the most recent Mansfield labour market report
- Visit to local college

Year 10

- One to one independent careers
- Financial support options for further study.
- CV/ letter of application writing
- Mock interviews
- We have a work experience week in year 10 for pupils to sample a real working environment.
- Students have the opportunity to visit the Hucknall Sixth form centre and sample A level/ Level 3 taster lessons.

Year 11

- Mentoring (all students/ staff involved)
- One to one careers advice follow up
- Apprenticeships information session (current and previous apprentices)
- Post 16 option interviews
- National citizenship service
- KS4 to 5 transition days at post 16 centre

Enrichment clubs

Activity	Year Group	Time	Day	Room	Teacher
Animation/Anime Film Club	All	3-4pm	Alternate Thursdays	Room 25	Mr Hudson
Art/ photography	All	3-4pm	Wednesday	Room 7 & 8	Mr & Mrs Burton
Basketball	All	After school	Monday	Sports Hall	Mr Sisson
Basketball	7	Lunch time	Monday	Sports Hall	Mr Sisson
Basketball	8 & 9	Lunch time	Tuesday	Sports Hall	Mr Sisson
Basketball	10	Lunch time	Wednesday	Sports Hall	Mr Sisson
Basketball	11	Lunch time	Thursday	Sports Hall	Mr Sisson
Basketball	12	Lunch time	Friday	Sports Hall	Mr Sisson
Btec intervention	11	After school	Wednesday	Room 38	Mr Sisson
Business Studies Revision	All	3-4pm	Tuesday	Room 23	Miss Salt/Mrs Hall
Carnegie Reading Group	Starting March 2018 when names announced	Lunch time	TBC	Library	Mrs Hill
Child Development & Health and Social Care	All	3-4pm	Wednesday	Room 43	Mrs Williams
Creative Chef (limited places)	All	3-4pm	Tuesday, Wednesday & Thursday (full details from Mrs Bland)	Room 10	Mrs Bland
Dodgeball	All	After school	Thursday	Sports Hall	Mr Sisson
Duke of Edinburgh	10	3-4pm	Alternate Wednesdays (until Christmas)	Room 38	Mr Bradford
English Revision	11	3-4pm	Wednesday	Room 52	Mr McDermott
Football	All	After school	Thursday	Sports Hall	Mr Sisson
French Revision	All	Lunch time	Tuesday	Room 33	Mrs Dixon
French Revision	All	3-4pm	Monday	Room 33	Mrs Dixon
Futsal	7	Lunch time	Monday	Sports Hall	Mr Sisson
Futsal	8 & 9	Lunch time	Tuesday	Sports Hall	Mr Sisson
Futsal	10	Lunch time	Wednesday	Sports Hall	Mr Sisson
Futsal	11	Lunch time	Thursday	Sports Hall	Mr Sisson
Futsal	12	Lunch time	Friday	Sports Hall	Mr Sisson
Guitar Club (limited spaces)	9 & 10	3-4pm	Monday	Music Room	Christian Brown
History and Geography Support	All	Lunch time	Thursday	Room 29	Mr Saunders
History Revision Workshop	All	3-3.45pm	Friday	Room 32 Students must make appointments	Mrs Percival
Humanities Hub (homework or revision)	All	3.15-4.15pm	Monday	Room 27	Mrs Smart
Maths Revision	7, 8, 9, 10	3-3.45pm	Wednesday	Maths block	Students attend with their class teacher: Mr Booth - room 46 Mr Cooney - room 47 Mr Kuffour - room 48 Mr Yarsley/Mr Kenyon - room 49 Mrs King - room 50 Mrs Rajner - room 51
Maths Revision & Intervention	11	3-3.45pm	Thursday	Maths block	Mr Kuffour (11MA1); Mrs King (11MA2); Mr Cooksey (11MA3); Mrs Rajner (11MA4); Mr Yarsley & Mr Booth (11MA5)
Netball	All	After school	Wednesday	Sports Hall	Mr Sisson
Psychology Revision	All	3-4pm	Wednesday	Room 25	Mr Hudson
Rugby	All	After school	Wednesday	Sports Hall	Mr Sisson
Science Revision	All	3-3.45pm	Monday & Thursday	Science block	Miss Jones - room 36 Miss Dewsnap - room 37 Mrs Morris - room 44 Mrs Graham - room 45
Trampoline	All	After school	Monday	Sports Hall	Mr Sisson

Trips and visits

All students by the end of year 11 will have had the opportunity to:

- Visited the theatre to increase their cultural capital
- Taken part in a residential trip to improve their resilience
- Creative writing and performance day
- Author visits
- Visit to London
- Shakespeare play performance
- Sports Day
- Beach trip
- Zip wire maths challenge
- Attend a professional sporting fixture