



# ST GEORGE'S ACADEMY

## CURRICULUM POLICY

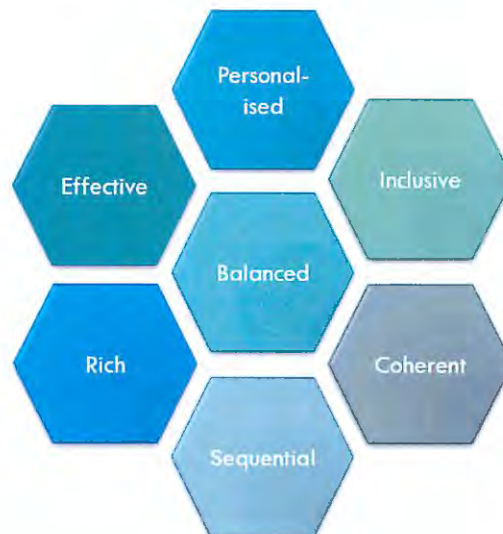
### 1. Intent

The curriculum should enable all young people to become:

- Successful learners who aim high, enjoy learning and make strong progress
- Effective learners who reflect, are resilient and take responsibility for their learning towards their future goals
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who uphold Academy values and make a positive contribution to society

### 2. Key characteristics

The key characteristics and principles underlying our curriculum are as follows:



### 3. Objectives

To strive for an effective and engaging curriculum which:

- Is tailored and relevant to the particular needs and interests of learners (personalised)
- Is accessible to all learners (inclusive)
- Ensures a broad fundamental base of knowledge, with a good balance of the theoretical, applied and creative for all (balanced)
- Makes explicit the key concepts and key processes that underpin and connect learning within and across subjects (coherent)
- Makes explicit the way in which learning will be layered and will facilitate progress over time (sequential)
- Promotes depth of study and thought, along with mastery of the fundamentals (effective)
- Provides clear opportunities for students to experience enrichment and foster a love of learning (rich)



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## 4. Implementation: Structural Overview

Values represent hours per fortnight.

	Year 7				Year 8			
	Most able	More able	Middle able	Least able	Most able	More able	Middle able	Least able
English		7*				6		
Maths		6				6		
Science		6				6		
PE		4				4		
PSHE		2				2		
RE		2				2		
History		4				4		
Geography		4				4		
Language		5 <sup>^</sup>				5		
Computing		2				2		
Technology		4		4*		4		
Music		2				2		
Art		2				2		
Drama						1		
Literacy								5

- Notes
- \* Drama rotation & Accelerated Reader in English
  - \* Literacy catch-up programme to Christmas of Y7
  - <sup>^</sup> Year 6 students select preferred language

	Year 9				Year 10				Year 11			
	Most able	More able	Middle able	Least able	Most able	More able	Middle able	Least able	Most able	More able	Middle able	Least able
English Lit & Lang		7				7				9		
Maths		6				7				9		
Science Double		9*	9		10*	10			10*	10		
PE		4				4				2		
PSHE		2				2*				2*		
EPR		2										
Option A		Hist/Geog	Lit		Hist/Geog	Lit			Hist/Geog	Lit		
Hums		5	5		5	5			5	5		5
Option B		MFL	Voc		MFL	Voc			MFL	Voc		
Lang		5	5		5	5			5	5		
Option C		Gg, Pg, Cf, Cd, Ar, Mp, El, Pd, Tx, Cp, Ms										
Open		4			4				6			
Option D		Ss, Mt, Pr, Hs, Bu, Tt, Co, It										
Voc Yr		6			6							
Personalised Learning									2*			2

- \* More able study triple science and review at Christmas of Y11
- \* Most able may study EPQ in Y11

	Year 12	Year 12 & 13	
	Level 2	Level 3 Applied	Level 3 Academic
English GCSE	4	English GCSE*	4
Maths GCSE	4	Maths GCSE*	4
Level 2 Full-Time Programmes	Br, Ce, Jo, Hs, Pu, Mv, Ws 20	Level 3 Single, Double & Triple Award	Ab, Po, Bs, Tt, Hs, It, Ms, Pr, Mb, El, Sb, Sf, Tx, Ho, Pu, Ce
			Ar, Gg, Hl, Lw, So, Py, Pl, Ll, Ma, Fr, De, Sp, B, Ch, Ph, Pe, Pd <sup>^</sup>
			8+2 each
			10 each
PSHE	2	PSHE	2*
Enrichment	4	Enrichment	4
Work Experience	10-20	Work Experience	1 week

Progression to Level 3 Applied Pathway  
Also available as a Mixed Pathway

- \* Improving grade 4 to 5
- \* May access some level 3 applied courses with grade 3 Maths
- <sup>^</sup> Also available at RCT: Ap, Gp, Ec, Cp, La, Ll, Mf, Dr, Mu, Eg, Rm, Ft
- \* Also incorporates LIFE Financial Qualification





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### **5. Implementation by Key Characteristic: Personalised and Inclusive – less able**

The following outlines the way in which the curriculum is tailored and designed to meet the needs of the less able and allow them to flourish.

- Students with the most significant literacy difficulties follow a Supported Transitional Curriculum for Year 7 and 8
- Students with some literacy difficulties follow an intervention programme up to Christmas of Year 7 and may join the Supported Transitional Curriculum
- Students with continued literacy difficulties follow a reduced curriculum at Key Stage 4 (Year 9 – 11) with additional literacy and key skills support in place of one option subject
- Students not expected to achieve the EBAC suite of qualifications generally study a vocational subject in place of a Modern Foreign Language GCSE
- Students who have not achieved grade 4+ in English GCSE (and Maths) by Year 12 progress onto a Level 2 Programme in Key Stage 5 where a good range of courses, well aligned with local employment opportunities and with enrichment and work experience embedded, allow for transition to employment, further education or Level 3 study
- Students may therefore follow a three year Key Stage 5 programme of study, ultimately achieving a recognised Level 3 equivalent of 3 A Levels

### **6. Implementation by Key Characteristic: Personalised and Inclusive – more able**

The following outlines the way in which the curriculum is tailored and designed to meet the needs of the more able and ensure they remain challenged.

- More able scientists study Triple science during Core Science via 3 year Key Stage 4, thus not reducing the range of options they may take
- All students capable of achieving grade 4+ in EBAC according to Expected 8 study the full suite of EBAC qualifications
- The capacity created by the Vocational 2-year option provides an opportunity for EPQ
- Additional sets are created in English, maths and science to facilitate an extension group at Key Stage 4
- Intervention teachers in English, maths and science withdraw some students with an expected 8 of grade 7+/8
- The Sleaford Joint Sixth Form provides access to a wide range of academically challenging A Levels, including Further Maths
- Some key learners who are underachieving more able students in Year 8 and Year 9 participate in the Brilliant Club Project.



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### **7. Implementation by Key Characteristic: Personalised and Inclusive in broader terms**

The following outlines the other ways in which we ensure the curriculum meets the needs of individuals and includes them in productive learning opportunities.

- Around 60 Year 6 students are invited to attend Summer School in order to support with transition. These are students who are identified for the STG, SEN, PP or have identified anxiety issues around transition.
- There is a nurture tutor group, run by a Lead TA and Sixth Form students who work with students in Year 7 to Year 11 who have some difficulty getting work ready at the start of the day or other coping issues. Students will transition in and out of this group, as need dictates.
- The PP funding provides Key Stage Learning Mentors who personalise the provision for disadvantaged students in a wide variety of ways, from breakfast to homework support and equipment provision.
- The PP funding also provides Intervention teachers in English, maths, and science and these staff are deployed by Heads of Faculty who take a forensic view of assessment data.
- The SEND departments run a wide range of activities to support those with specific needs, including Beat Dyslexia, Precision Teaching (spelling), Toe by Toe, Power of 2, Fresh Start, Physio etc
- The capacity created by the Vocational 2-year option provides an opportunity for tailored support, study skills and mentoring. The tailored support is organised by a comprehensive termly review of performance data and individual subject requests, which result in Year 11 timetables adjusting to meet their ongoing needs.

### **8. Implementation by Key Characteristic: Balanced**

The following outlines the way in which we ensure that the curriculum remains broad and balanced at Key Stages 3 and 4.

- The Key Stage 3 Curriculum has a key focus on core subjects whilst protecting the expressive and talent subjects.
- Year 6 students have an opportunity to express a preference as to which Modern Foreign Language they wish to study.
- Two Life Skills Coordinators ensure that PSHE delivery is well planned and monitored for quality. PSHE at Key Stage 5 also includes the opportunity for every Year 13 student to gain a LiFE Financial Education qualification.
- All bar those with the most significant literacy difficulties continue with a Humanities subject into Key Stage 4 and most also study a Language.
- All students undertake a 2-year vocational option at Key Stage 4, which supports the acquisition of life and study skills in organisation, time management and communication.
- The vast majority will also undertake a talent/expressive/creative subject with coursework in their open option at Key Stage 4.
- Many students undertake a Mixed Pathway at Key Stage 5, which combines one or two academic A Levels with one or two vocational courses, providing a three A Level equivalent pathway with a good balance of theory, coursework, examination and application.





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- The usual timetable is suspended from time to time to facilitate special delivery days/weeks, for example Multi-Agency PSHE days in Year 7 and 9, Arts Day in Year 8, Taster sessions for Year 8 and 11 options, Careers Fairs, Year 10 and 11 Raise the Grade weeks.
- We highly value Careers Education and retain the opportunity for every Year 10 and Year 12 student to undertake a work experience, in addition to embedded work experience in all the Key Stage 5 Level 2 programmes.

### **9. Implementation by Key Characteristic: Coherent and Sequential**

The following outlines the way in which there is coherence across the curriculum and progression within.

- Individual subjects have all identified the big ideas, concepts and processes and a common approach to things like literacy, numeracy, Blooms taxonomy and command words assist students in making links.
- Key Stage 2 Prior Learning is carefully considered.
- Progression for all abilities fundamentally underpins the curriculum structure, where for example:
- Following summer school in Year 6, the least able will have a supported transition with a base room and consistent TA support for all literacy-based subjects, a reduced curriculum and intervention support with reading at Key Stage 3. This leads into a simplified curriculum in Key Stage 4 with one less option, additional literacy support and an emphasis on applied learning with continuous assessment models. This student may then progress onto a Level 2 programme at Key Stage 5 with further GCSE English and Maths tuition with a view to being Level 3 ready by the end of Year 12 when they are then able to progress onto applied and accessible Level 3 courses.
- A middle ability student will follow a broad and balanced curriculum at Key Stage 3 followed by an opportunity to achieve the full suite of EBAC qualifications, whilst retaining the chance to study both vocational and creative/talent/expressive subjects. Study skills and tailored support in Year 11 will support the student to achieve their full potential and progress to Level 3 study. Their programme at Key Stage 5 may be varied in its makeup and, from the breadth available, will support the student to achieving their future goals and will be equivalent to three A Levels. Enrichment, work experience and PSHE, including financial education, will help them transition to their next step successfully.
- The most able students will be challenged by a condensed Key Stage 3 curriculum, which will see them swiftly progress onto a Key Stage 4 curriculum that includes an additional qualification in triple science. The full suite of EBAC qualifications will be delivered, whilst protecting the valuable study of both a vocational option and a creative/talent/expressive subject. Extension sets in English, maths and science will ensure challenge alongside the opportunity to undertake an EPQ in Year 11. At Key Stage 5, a broad range of robust vocational qualifications as well as A Levels at all three Sleaford schools, including Further Maths, Law, three Languages and Economics will be available. Enrichment, work experience and PSHE, including financial education, will help them transition to their next step successfully.

### **10. Implementation by Key Characteristic: Effective**

The following outlines the ways in which our curriculum promotes depth of study and thought, along with mastery of the fundamentals.





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- A 3-year Key Stage 4 provides time to understand concepts more deeply, avoiding coaching for the exam
- An Effective Learner programme runs through Key Stage 3, with students actively developing resilience, reflection and taking responsibility
- All subjects have personalised Blooms taxonomy for Key Stage 4 and use it to develop higher order thinking and deepen understanding of command words.
- Student feedback requires students to respond to a follow up question to support progress or deepen thinking every 6 to 8 lessons
- All Key Stage 4 students are taught how to mind map concepts, along with other techniques which help students make connections in their learning and assimilate key knowledge

### **11. Implementation by Key Characteristic:**

#### **Rich**

The following outlines the way in which the curriculum provides clear opportunities for students to experience enrichment and foster a love of learning.

The range of enrichment and extra-curricular opportunities at an Academy of this size is extensive. A broad selection might include:

- Sixth Form have access to an extensive Enrichment Programme, which includes things like EPQ, first aid, Photoshop, motor vehicle maintenance and catering to name but a few.
- All Year 13 undertake LiFE Financial Qualification
- The Brilliant Club
- The House system is fully embedded in the school and all Year 7, 8 and 9 participate in house events, which continue into Key Stage 4 and 5. There are plans to increase the non-sporting opportunities.
- There are a number of special events during the academic year, including BBC News Report Day, Year 7 and Year 9 MAD Days, Year 8 Arts Day, Year 10 and Year 11 Raise the Grade weeks.
- Literacy and Numeracy features across the curriculum in a variety of ways, including form time competitions ongoing and a range of special Literacy and Numeracy weeks, such as Year 8 Apostrophes and Year 7 Time.
- Year 9 students will have cross-curricular Expert units where Historians support English lessons regarding historical context information to texts like Macbeth and Jekyll & Hyde
- Year 9 students will have cross-curricular Expert units where Geographers support Maths lessons regarding geographical context information to population and climate data
- Year 10 and Year 12 all undertake work experience
- A wide range of educational visits take place, many of which are treated as entitlement visits and open to entire cohorts and many also act as challenge opportunities for the more able. All go through a careful scrutiny of their impact on learning.

### **12. Intended Impact of New Model:**

Broadly speaking our aim in the new model is to:

- Ensure breadth of study for all, where academic, vocational, creative, expressive, talent and applied learning are all valued



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- Move towards EBAC for all who are expected to achieve it, whilst retaining the opportunity for the more-able to study triple science without having to give up creative, expressive and talent subjects.
- Ensure those with literacy difficulties, have a broad and balanced curriculum which enables them to excel in accessible courses and develop their literacy as far as possible
- Create capacity for personalisation, challenge and support
- Create time to more deeply understand concepts, connect knowledge and master skills
- Maintain challenge and progress at Key Stage 3
- Develop more cross-curricular links

Policy Developed by: Amanda Money, Vice Principal

Date Adopted: November 2019

Reviewing Committee: Teaching and Learning

Frequency of Review: 1 Year

Date last reviewed: November 2019

To be reviewed by: November 2020

Name J. JARMAN Signature [Signature]

Committee: T + L