

CALLERTON ACADEMY CURRICULUM POLICY

The aims of our curriculum

1. Provide students with an introduction to the essential knowledge they need, empowering them to be educated and responsible citizens
2. Enable students to retain and apply this essential knowledge to develop their subject-specific and transferable skills
3. Build upon prior knowledge to maximise the progress made by all students
4. Inspire students to become life-long learners
5. Create a culture of high aspiration through challenging content and therefore pride in achievement
6. Promote the spiritual, moral, social and cultural development of students, including fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs and for those without faith
7. Build students' character through the promotion of the six virtues we have chosen: courage, integrity, persistence, service, teamwork and empathy, and creativity and pride in your work
8. Promote knowledge and understanding of how students can keep themselves safe and healthy 9. Develop students' numeracy, literacy and oracy, including the sustained expansion of their vocabulary
10. Prepare students effectively for the next stage in their education, including careers guidance.

Legislation

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 we have chosen to follow. 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.

Roles and Responsibilities

Trustees and Local Advisory Group

They will monitor the effectiveness of this policy and hold senior leaders 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 and A Levels, 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 are provided with independent, impartial careers guidance, and that this is appropriately resourced

Senior Leaders

Senior leaders are 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
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Academy Advisory Group
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Academy Advisory Group is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Academy Advisory Group 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

Middle Leaders

Department/subject leaders are responsible for the implementation of this policy in their departments and ensuring that:

- effective long-term planning is undertaken and the curriculum information on the website is up to date
- effective medium-term planning is undertaken in the form of schemes of work which support the aims of our curriculum and are in line with whole-school expectations
- their curriculum is ambitious and well sequenced so that students have excellent learning opportunities to achieve academically, personally, culturally and emotionally.
- they regularly review their curriculum and take responsibility for ensuring that it is delivered effectively by subject teachers and builds upon students' previous experiences.

Teachers

Teachers will ensure that they:

- have high expectations of all students and set appropriate work, including those with additional needs.
- provide work which meets the students' needs and aspirations, offers depth and challenge, and which motivates and inspires them
- employ a variety of appropriate teaching and learning methods to support student progress
- support students to develop the necessary skills to be able to work independently
- provide regular feedback through assessments, classwork and homework
- reward and value student achievement
- work in partnership with parents/carers, keeping them informed in line with the school's reporting procedures.

Curriculum Organisation

The curriculum is taught through discrete subjects, with specialist teachers across the majority of subjects, including English, maths, science and MFL. We believe that this enables us to meet our curriculum aims most effectively. Our intake is very diverse in terms of social, cultural and ethnic background, and ability

range. To meet the very differing needs and ambitions of our students we offer a broad and balanced curriculum.

Timetabling

At Callerton Academy there are 34 periods over a one-week timetable cycle, with 7 periods per day from Monday to Thursday, and 6 on Friday. These are usually 50-minute periods, though period 7 and period 6 on Fridays are 40 minutes. Students are timetabled for 32 periods. Year 9 follows a two-week timetable cycle, but this takes the same pattern as the timings for a one-week cycle.

Students participate in the programme of extra-curricular activities in period 7 on Tuesday and Wednesday (known as “7 Up”), and in our Yellow Week at the end of the summer term (where students opt for a week-long enrichment activity). All students attend a 10-minute registration period at the start of the day. Year 9 have a weekly dedicated careers period as part of one of their 7Up activities.

Key Stage Three

In Key Stage 3 at Callerton Academy, students follow a broad and balanced curriculum. National Curriculum programmes of study are followed with a focus on discovery and transition in the first half term of Year 7.

Subject	Number of lessons in Year 7 and 8 a week	Number of lessons in Year 9 over two weeks (one week)
English	5	9 (4.5)
Maths	5	10 (5)
Science	4	8 (4)
Geography	2	4 (2)
History	2	4 (2)
RE	1	2 (1)
MFL-Mandarin	3	4 (2)
MFL-Spanish		3 (1.5)
Art	1	2 (1)
Drama	1	2 (1)
DT	1	2 (1)
IT	1	2 (1)
Music	1	2 (1)
PE	2	4 (2)
PSHE	1	2 (1)
7Up	2	2 (1)

PRAISE	1	2 (1)
Reading	1	2 (1, led by English)
Careers		2 (1)

All lessons are taught in mixed ability groups, except Maths which is set from Year 9. A typical week for students is 32 hours and 55 minutes.

A small number of SEN students have additional literacy and numeracy support instead of studying Mandarin. Decisions of this nature are always taken in conjunction with parents/carers, feeder school SENCos and in line with students' needs. Progress is monitored by the SENCo and relevant Teaching and Learning Leads.

Our curriculum positively promotes the personal development, behaviour and wellbeing of students. It provides the support needed for students to advance to the next stage of their education and helps equip them for the demands of life in the 21st Century.

Key Stage Four

Students will make their option choices for Key Stage 4 in the latter half of Year 9, following a programme of information, advice and guidance. They will begin their courses from September of Year 10.

The Compulsory Core Curriculum for students in Year 10 will include:

- English Language GCSE
- English Literature GCSE
- Mathematics GCSE
- Combined Science GCSE (2 GCSEs) or Separate Sciences in Biology, Chemistry and Physics (3 GCSEs)
- A Humanities Subject (GCSE Geography or GCSE History)
- Personal, Social, Health, and Economic Education (non-examination course)
- Physical Education (non-examination course)

Students will also receive statutory religious education throughout Key Stage Four through curriculum days, assemblies, and at times, as part of the PSHE curriculum.

Students will also study four option subjects which will depend on their individual curriculum pathway. To identify the most appropriate one for each student we will use qualitative and quantitative data from multiple sources to gain the fullest picture possible of each individual's strengths, weaknesses and needs. The aim of this personalised offer is to enable each student to access an appropriate curriculum which will give them the best chance of success in terms of qualifications gained and therefore progression opportunities at the age of 16. Parents/Carers will be able to discuss this approach with the appropriate members of the senior leadership team.

Students will have the choice of the following options*

- Art and Design GCSE
- Computing GCSE
- Design and Technology GCSE or Food Preparation and Nutrition GCSE (*At the time of writing this policy the specialism is not finalised and may be offered as a vocational course*)
- Drama GCSE
- Geography GCSE

- Health and Social Care BTEC Level 2 Tech Award
- History GCSE
- Mandarin GCSE
- Performing Arts BTEC
- Physical Education GCSE
- Religious Studies GCSE
- Spanish GCSE
- Sport BTEC

*NB: The school will continue to review the options available to students as the curriculum is developed and appropriate subject specialists are recruited. The school reserves the right to amend the above list of subjects if necessary.

Setting will continue to take place in Maths and will be introduced in science; where possible it may take place in Modern Languages. These subjects have two tiers of entry for GCSE and differ in the level of content that students of different abilities need to learn. All other subjects will be taught in mixed ability groups, however, some streaming may happen where possible or appropriate.

We will encourage students to gain an extra GCSE qualification (if they wish and if available) in their mother tongue, for example Arabic or Turkish.

Cross-curricular provision

RSE (Relationships and Sex Education) is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are also taught within the Science curriculum, and other aspects are included in Religious Education and Physical Education (PE). However, aspects of RSE may be covered in almost all subject areas and all teachers will be trained to be able to address questions that students may have in an age-appropriate manner that is compliant with this policy.

We see three other areas as a priority in the curriculum followed by our students. These are: their spiritual, moral, social and cultural development; the development of their understanding of the fundamental British values of democracy, individual liberty, the rule of law, and mutual respect and tolerance; and careers education, advice and guidance. These are addressed where opportunities present themselves in the teaching of all subjects across the curriculum.

In addition, to ensure their effective provision are: PSHE lessons; our Careers Programme focused on the attainment of the eight Gatsby Benchmarks; structured Assembly Programmes; and our range of super curricular opportunities linked directly to our curricular subjects.

Extracurricular Opportunities

Students at Key Stage Three have a wide and varied programme of cultural and sporting activities that take place as part of their 7Up periods. Other opportunities are available outside of the formal curriculum for both Key Stage Three and Four students. The Callerton Pledges at Key Stage Three are designed to provide students with a wealth of experiences to develop their cultural capital.

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 SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum 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.

Monitoring

Trustees and members of Local Advisory Group will work with senior leaders to ensure that the school is complying with its funding agreement and teaching a broad and balanced curriculum. This will be shared at the Local Advisory Board meetings.

Members of the senior leadership team and middle leaders will monitor the effectiveness of the curriculum through:

- Subject Reviews
- Learning Walks
- Book Sampling
- Student Voice
- Analysis of data
- Department planning meetings

Links with other policies

- Relationships and Sex Education Policy
- SEND Policy
- Careers Provider Access Statement
- Quality First Teaching Principles

Approved by the Board of Trustees on 18 January 2024