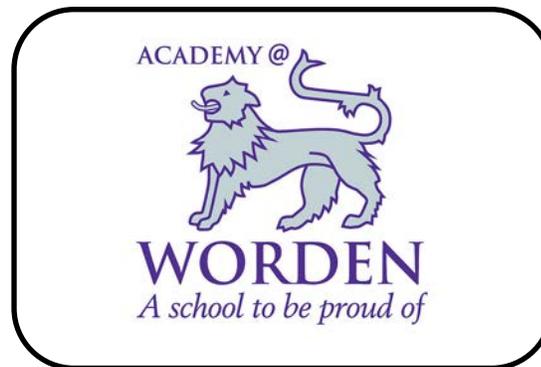


Academy @ Worden



Curriculum Policy

1. Objectives

The objectives of the school curriculum are:

- a. That pupils should become aware of their abilities and in so doing should develop them to their maximum potential.
- b. That pupils should be aware of the needs of the community/school and be prepared to contribute fully to the life of the community/school.
- c. That all pupils should be offered a curriculum that has breadth and depth. It should be tailored to each pupil and satisfy their requirements.
- d. To promote high standards in all aspects of teaching and learning across school.
- e. That pupils who leave Worden should be literate, numerate, computer literate and have lively, enquiring, independent minds.
- f. That pupils who leave Worden should:
 - a. be confident in their dealings with adults and peers;
 - b. be able to develop good working relationships with others;
 - c. have knowledge of a wide range of cultures and through this come to respect the rights and needs of others;
 - d. be able to make good moral judgements;
 - e. have developed a love of learning that will last for the rest of their lives;
 - f. be adaptable enough to react to the needs of a fast changing world.
 - g. Where possible follow a healthy lifestyle.

2. The curriculum

The school's curriculum follows statutory requirements and the requirements of the National Curriculum.

The school timetable is based around a 30 period week with lessons weighted towards the morning sessions to help improve and facilitate learning (four lessons in the morning and two after lunch)

All pupils in the school study English, Maths, Science, PE, RE, PSHE in both Key Stages. However the structure of each year's curriculum is as follows:

Key Stage 3

Year 7

Y band

Year 7 pupils in this curriculum band spend 33% of the curriculum in the Learning Pods; the first two periods of each day are spent in the Learning Pods following a cross curricular approach that has emphasis on embedding literacy skills. The remaining 67% is taught by specialist teachers of Maths, Science, Technology, PE, Performing Arts, Art, ICT, MFL and English.

X band

Year 7 pupils in this curriculum band follow a more traditional curriculum model where they are taught discrete subjects of English, Maths, Science, Technology, Art, Performing Arts, ICT and languages. The subjects of History, Geography & RE are taught through an integrated approach through Humanities.

Year 8 and 9

X and Y band

Year 8 and 9 pupils follow a more traditional curriculum model where they are taught discrete subjects of English, Maths, Science, Technology, Art, Performing Arts, ICT & languages. The subjects of History, Geography & RE are taught through an integrated approach through Humanities.

In both bands and in years 7-9 the technology subjects and Art are taught in a carousel meaning that each group will experience a particular aspect of technology and art for a period of time (usually half termly) before moving on to another. This carousel approach enables the pupils to be taught in smaller classes, have double periods and experience every aspect of the technology subjects over the year.

Key Stage 4

Year 10 and 11

Year 10 and 11 pupils follow a curriculum that allows them to select certain subjects through the options process where they opt for up to four further GCSE/vocational courses. Pupils are also taught discrete subjects of English, Maths, Science and Core PE.

Options process

The options process is bespoke to each year group in KS4 depending on the interests and choices of the pupils in any particular year.

All pupils follow the core curriculum of Maths, English Language, English literature, Science (combined) or separate sciences (Biology, Chemistry, Physics) and core PE. In addition all pupils have an entitlement of RE/PSHE/WRL and IAG.

All pupils have one choice from four option blocks. These option blocks are derived by initial option trawls in school in order to devise a best fit model for the majority of pupils.

Note: option subjects that attract a small number of pupils may not be viable to be timetabled in the final option block allocation.

Provision for RE/PSHCE/WRL/IAG

All pupils are given provision of RE/PSHCE through out of lesson provision in years 7-11 (super learning days). WRL and careers is primarily taught through PSHE and a cross curricular approach. IAG is facilitated through the key stage 4 PSHE/IAG program that incorporates the services of a highly qualified advisor.

Personalising the Curriculum (see disapplication)

A small but significant number of pupils may study off the school site. Worden makes use of the following facilities where pupils study a range of accredited courses, monitored and quality assured by the South Ribble Partnership:

- Runshaw College.
- The LEAP/LIFE programmes at Rathbone Training.
- Other providers as appropriate.
- Work experience programmes.

A personalised curriculum is offered on several different levels at Worden and a collegiate approach between all stakeholders is used to devise the best possible personalisation to pupils on an individual basis.

Disapplication (see personalising the curriculum)

In accordance with the law, the school has the right to respond to individual needs by modifying the National Curriculum programmes or disapplying the National Curriculum for the duration of KS4 to:

- a. Allow the pupil to participate in extended work-related learning.
- b. Allow a pupil with individual strengths to emphasise a particular curriculum area.
- c. Allow a pupil making significantly less progress than other pupils of his/her age to consolidate his/her learning and progress across the curriculum.

3. Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

Disabilities – in accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

4. Differentiation

A variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs. (see T&L policy)

5. Religious Education (see section 2 the curriculum)

Religious Education is available to all pupils. Parents have the right to withdraw their children from religious education.

Collective Worship – The school has a programme of collective worship involving some whole-school assemblies and year group assemblies.

6. Sex Education

The school provides sex education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognize the value of family life.

A full statement of the school's Sex Education Policy is available to parents. It has been drawn up in consultation with staff, pupils and parents, and takes into account the views of representatives from the community. It has regard for the government's guidance in *Sex and Relationship Education Guidance*.

In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils but parents may withdraw their children from any other part of the sex education provided without giving reasons.

7. Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

The school's curriculum promotes British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

8. PE and Sport

All pupils are expected to take part in the school's Physical Education and Sport programme. Pupils can only be excused from PE and Sport lessons for medical reasons for which a medical note will suffice, or other reasons agreed with the school. Even if pupils are excused from PE, they are expected to change in to their PE kit and participate in the lessons in some other manner.

9. Extra-Curricular Activities

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All pupils are expected to take part in the programme.

10. Homework/HEAT

The school expects homework to be set through the Homework Extension & Assessment Tasks. Pupils follow a timetable to complete longer more substantial tasks as opposed to more traditional smaller tasks.

For more information, please refer to the HEAT policy.

HEAT tasks are set on an online system called Show My Homework which allows parents and pupils to keep track of tasks that are set, submitted and marked.

11. Special Educational Needs

The school has a special educational needs policy for statemented and non-statemented pupils. The school will determine the appropriate courses in consultation with the parents.

12. Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's form tutor and in the second instance with the Head of Faculty or pastoral team.

In the third instance parents should address their concerns to the Deputy Headteacher.

If the issue is not resolved, parents should make an official complaint in writing to the Headteacher.

13. Monitoring and Review

This policy will be monitored by the Deputy Head who will report to the Head on its implementation on a regular basis.

The Head will report to the governing body's Curriculum Committee on the progress of the policy and will recommend any changes.

Updated Oct 2016

Approved by PLC Comm 15/10/15

Revised and approved by PLC Comm 27/10/16 (TBC)