



Nunthorpe
Academy

Curriculum Policy

Approved by:	Nunthorpe Academy LGB	Date: 6 December 2021
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Responsible	Vice Principal	

Curriculum Intent – knowledge and skills identified for each stage

At Nunthorpe Academy we aim to offer a purposeful, academically rich and coherent curriculum which leads to a depth of knowledge in a broad range of subjects. Our core values of Ready, Respectful, and safe are integral to our day to day workings, ensuring that students have a clear sense of purpose, and are aware of the moral codes of life in Britain and the wider world.

The broad and balanced curriculum offer ensures that the needs of all students are met, both inside and outside of the classroom and that they are given a variety of opportunities to expand on their cultural capital.

We have the highest of standards for students academically and this, coupled with the emphasis placed on developing young people who are confident/ resilient, work ready and culturally aware, ensures that students leave us with the maximum number of opportunities open to them.

We have developed a curriculum to offer students personalised pathways that will both prepare them for life in the 21st Century and provide stimulating and interesting learning opportunities. We believe this curriculum will promote outstanding outcomes for all students.

Our curriculum meets all requirements prescribed in the National Curriculum for each Key Stage and is broad, balanced, and designed to promote the spiritual, moral, social, cultural, cognitive and physical development of our students. It is encapsulated in our vision:

- Ensuring that every student and member of staff is able to realise, fulfil and exceed their potential in their academic and pastoral lives;
- Guaranteeing that teaching and learning challenges and equips students with the knowledge and skills needed for Higher Education, employment and life-long learning;
- Providing personalised information, advice and guidance (CEIAG) and offering support whenever it is needed;
- Cultivating a positive atmosphere of mutual respect and success; READY, RESPECTFUL, SAFE

1. Objectives

2.1 For students

- To be fully engaged and active in their learning at all times, always striving to be the best they can be and completing all class and home learning tasks set for them.
- To allow continued breadth of study through as many subjects as possible.

2.2 For parents and carers

- To support their child's academic progress and curriculum experience by working with the academy through regular communication, attendance at parent review evenings and other relevant events.
- To support the Academy's curriculum vision and options choices process.

2.3 For teachers

- To provide quality first teaching for all students, allowing for the full range of ability.
- To ensure curriculum structure through regular reviews of Curriculum Progression Maps (CPMs and schemes of learning) in line with national and local requirements.
- To monitor the academic progress of students across the curriculum and ensure any potential barriers to learning are recognised and strategies are put in place to remove them.
- To ensure that remote learning policies are adhered to and are implemented whenever necessary.
- To promote an inclusive curriculum and highlight any student difficulties to the AVP-Inclusion for further investigation.

2.4 For the Senior Leadership Team

- To ensure that a broad and balanced curriculum is offered which is appropriate to all student's needs and access to the curriculum is based on equality.
- To ensure statutory requirements are met by the curriculum offer.
- To be responsible for the management of change in curriculum content over time.
- To ensure that Quality Assurance is consistent across the Academy and that the process is effective in raising achievement through sustained and continuous improvement in teaching and learning.
- To offer a programme of professional development, largely based on evidence of greatest impact, which will ensure quality first teaching for all students.

The Academy firmly believes in equality of access to academic and vocational experiences and is committed to tailoring the curriculum, through a differentiated approach, to the needs of each individual student including those with Special Education Needs/Disabilities as well as the most able.

Regular safeguarding updates are shared with students through pastoral systems and through a comprehensive pastoral curriculum. The work of the Life department is fully compliant with the following statutory and non-statutory frameworks: Citizenship, Sex and Relationship Education (RSE) and Personal, Social and Health Education (PSHE).

These frameworks include the following (but not limited to): Spiritual, Social, Moral and Cultural (SMSC), Fundamental British Values (FBV), Diversity and Mental Health.

The curriculum is enhanced through a wide ranging extra-curricular offer, enabling all students to access some form of extra-curricular activity.

Careers Education Information Advice and Guidance (CEIAG) is a statutory and an important thread which runs throughout the curriculum. The Academy follows the latest guidance on CEIAG and has embedded the Gatsby Benchmarks and Baker clause to ensure that best practice is in place.

The Academy aims to be flexible in order to respond to the national and local education agenda but more importantly to respond to needs of the individual and groups of students. As a result, the curriculum offer is reviewed annually.

2. Curriculum Implementation – the curriculum is developed, taught and assessed in order to build students’ knowledge and skills

3.1 Classroom policy

- All students will follow a broad and balanced curriculum offer within individual curriculum areas which aims to not only prepare students for national exams but that also deepens their understanding of the subject and builds the skills needed for success academically and in the future workforce.
- All students will be expected to complete all tasks set in lessons, and in addition complete weekly or fortnightly home learning for each subject.
- If a student is absent, it is their responsibility to catch up on missed class work / home learning. The class teacher will support the student to ensure they are provided with relevant resources, normally via class charts.
- Basic systematic elements of classroom practice are contained within the Teaching and Learning (T&L) policy; this is designed to give individual flexibility within a framework of academy expectations.

3.2 Pastoral curriculum

- In addition to timetabled academic subjects, all students take part in a planned and sequenced pastoral curriculum which aims to develop their spiritual, moral, social and cultural understanding.
- The content of the curriculum for life lessons can be found under subjects on this website.
- All students in Years 7-11 have a core Life lesson. Sex and relationships education, drugs and alcohol education and careers education will be provided through these sessions.
- All students and staff take part in a daily one minute silent reflection, aimed at providing a space and time, for prayer or for thinking and reflecting on a world event.

3.3 Extra Curricular

- Education outside of the classroom is integral to the Nunthorpe Experience, and students are encouraged to take part in a wide range of sporting activities, music, drama, science or other clubs.

3.4 Literacy/Numeracy

We aim for all of our students to become literate, articulate and numerate. In all subjects, literacy and numeracy are integral, and reading skills are taught explicitly. This is reinforced in Y7 through our literacy curriculum which has dedicated and discrete time given to the Pace reading programme.

The importance of vocabulary is valued by the academy. All students are exposed to new vocabulary through the ‘word of the week’ and through the reading of challenging and varied texts.

Students who need literacy support are offered a tailored literacy programme to meet their individual needs. This comprises of 1 English support lesson, phonics intervention using

the Accelerated Reader programme and other personalised reading support. All students have access to reading books and this is further enhanced with access to an online library.

Students who need numeracy support are also offered their own programme of support; in Numeracy intervention we look to consolidate classroom learning with basic skills which are often overlooked. These include times tables, measurements, units of measure and fractions. The focus is on basic operations which gain student confidence in numeracy and are then taken into the Maths classroom.

3. Curriculum Organisation

4.1 Key Stage 3 – Years 7, 8 and 9.

- Students have a 25 hour week and study a mixture of Maths, English, Science, MFL (French, German, and/or Spanish), Geography, History, Philosophy & Ethics, Computing, Art & Design, Design Technology, Food, Drama, Music and PE.
- The timetable is constructed over two weeks and therefore all figures quoted are calculated based on a fortnight i.e. out of 50 hours

	Maths	English	Science	Core PE	French or German (Spanish in Yr. 9)	Geography	History	Art	Computing	Drama	Design Technology	Food Technology	Life	Music	Philosophy & Ethics
Year 7	8	8	6	4	4	2	2	2	2	2	2	2	2	2	2
Year 8	8	8	6	4	4	2	2	2	2	2	2	2	2	2	2
Year 9	8	8	6	4	4	2	2	2	2	2	2	2	2	2	2

- There is an alternative pathway for students following the Nurture provision. This is a pathway that consists of one class in each year group 7-9 with a maximum size of 12 students. Students follow the Project Based Learning curriculum alongside dedicated Maths, English and Science sessions. This curriculum has a greater focus on exploration of real-world challenges to develop deeper knowledge and understanding of theory whilst being able to then transfer these skills to real life. Driving Questions are used to guide all aspects of project work - be it learning about grammar or geography. Though our students will explore key content and skills for the different subjects, their quest to find an answer will allow them to weave these aspects together. This creates curiosity and give a deeper reason, relevance and purpose to learning. Project based learning is used to great success in balance with more traditional teaching of individual subjects. It develops emotional/social security through developing relationships with a smaller specialist number of teachers.

Grouping of students

4.2 Key Stage 3

Students are set in maths from the start of Year 7, in science in Year 9 and streaming in MFL from Year 8 and 9. In all other subjects they remain in mixed ability groupings. Decisions on set changes will be made between the class teacher, and curriculum leader.

4.3 Key Stage 4 - Years 10 and 11

- Students have a 25 hour week and study a core programme of English, maths, double or triple science, and core PE.
- Students make their pathway choices at the end of Year 9 and choose from a range of subjects from our pathways.
- The current position of the academy is to move towards the government's aim of 75% of students studying the English Baccalaureate by 2022 and 90% by 2024, as such the vast majority of our students will choose both a modern foreign language (French, German, or Spanish) and a humanity (history, geography) subject.
- In the remaining blocks students choose from all the remaining GCSE and non-GCSE subjects.

Typical Key Stage 4 Pathway

	Maths	English Language and English Literature	Combined Science	Core PE	Life	History	Spanish	Design Technology	Vcert Sport
Year 10	8	8	10	2	2	5	5	5	5
Year 11	8	8	10	2	2	5	5	5	5

Subjects Offered

GCSE subjects: Art, Computing, Design Technology, Drama, French, Food Technology, Geography, German, History, Music, PE Studies, Philosophy & Ethics, Spanish and Triple science (Biology, Chemistry, Physics).

Non-GCSE equivalent subjects: Business (VCERT), Child development (Cambridge National), Engineering (BTEC), Health & Social Care (BTEC), Sport (VCERT).

Duration: All courses run for two years and are examined at the end of Year 11.

Additional Support

A period 6 exists for most students in the form of an additional intervention session, these are usually targeted at a specific skill or section of knowledge, which the teacher has determined as necessary through thorough prior assessment. They typically run from 3.15-4.00 Tuesday to Friday. The Year 11 Progress Leader coordinates this work with subject leaders and produces regular updates and rotations.

Form Time

In years 10 and 11 the academy continues to provide 5 'tutorial' sessions across the week from 8.40-9.10am. However, in these two year groups the tutorial staff are selected in order to allow the greatest curriculum flexibility as 3 of these sessions are subject specific i.e. 3 x 30minute sessions are selected from English, maths, science, History, MFL, and in addition further smaller groups are provided in a wide range of curriculum subjects. The use of Tassomai and Mathswizz online platforms is also a feature of this additional provision for these groups.

4. Grouping of students

5.1 Key Stage 4

Students are set in maths and science and are more loosely streamed in English. Decisions on set changes will be made between the class teacher, and subject leader. For all other subjects students are in mixed ability teaching groups.

Nunthorpe Academy complies fully with the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014 and our curriculum is fully accessible for those with disabilities or special educational needs

Disapplication

In accordance with the Education Act (2002), The Trust responds to some individual student needs by modifying timetables or via disapplication from elements of the National Curriculum, on a temporary or permanent basis. This can happen in order to:

- Allow a student to participate in extended work-related learning
- Allow a student with individual strengths to emphasise a particular curriculum area
- Enable a student to improve his/her learning and progress by reducing the number of subjects studied
- Allow a students' specific SEND need to be met or as part of compliance with a student's EHCP/learning passport.

Any parental application for a student to be disapplied from Philosophy and Ethics on religious grounds will be considered on an individual basis.

The Parental Right to Withdraw their Son or Daughter from Sex Education Lessons:

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of the Academy's programme of sex education, other than those elements which are required by the National Curriculum Science Order. It is realised that, under exceptional circumstances, a very small number of parents may wish to exclude their children from this programme. In this case, parents should write to the Head of School of the respective Academy, stating their objections. The Head of School will then assess the importance of the education delivered and any detrimental effects that withdrawal may have on the child. This could involve any social and emotional effects of being excluded, as well as the likelihood of child hearing their peers' version of what was said in the class rather than the fact delivered by the staff member. The responsibility of providing appropriate and purposeful education will fall on the respective Academy. The biological element of reproduction remains within the National Curriculum in Science for Key Stage 3.

5.2 Years 12 & 13

Subjects Offered

A-level subjects: Art, Biology, Business, Chemistry, Drama, English Language, English Literature, French, Further Maths, Geography, German, Government & Politics, History, Law, Maths, Media Studies, Music, , Philosophy & Ethics, PE Studies, Physics, Product Design, Psychology, Spanish.

Level 3 subjects: Health & Social Care (BTEC, 1, 2 or 3 A-level equivalents).

	Option 1	Option 2	Option 3	Supervised Study	Independent Study
Year 12	9	9	9	3	20
Year 13	9	9	9	3	20

All students are enrolled on a study programme that complies with DFE guidance; each study programme combines academic qualifications and other activities. All study programmes must have a core aim this is usually a substantial academic or vocational qualification. All programmes also include work experience and other non-qualification activities.

Each 16-19 study programme is designed to challenge and support individual students and prepare them for their next step in education or training, typically they consist of:

- Substantial qualifications either A levels or BTECs.
- English and/or maths where the student has not yet achieved a grade 4 or higher.
- Work experience opportunities.
- Additionally, an Extended Project (EPQ) qualification can be studied for as can the Junior Sports Leader qualification.
- Other non-qualification activities designed to develop students' character, skills, attitudes and confidence.

Students in the Sixth form are required to attend each morning for their tutorial session from 8.40-9.10am. They may then choose to work within the sixth form building or home study. They are also encouraged to broaden their experiences through voluntary work and a range of other experiences.

5. Monitoring and review of the curriculum

Monitoring of standards, systems and teaching and learning across the Academy is the responsibility of the Senior Leadership Team. Monitoring of the quality of lessons on a daily basis is the responsibility of the subject Leader. Each subject has ongoing Quality Assurance processes throughout the year via learning walks, lesson observations, scrutiny of books, and student voice surveys. The curriculum is reviewed annually.

Impact – outcomes that students achieve as a result of the education they have received. For details of the Academy results and destinations data please refer to the LINK NEEDED section of the website.

All documents relevant to this policy will be updated when necessary and are available on Nunthorpe Academy's website.

6. Links With Other Policies

The Nunthorpe Academy Curriculum Policy links with the following policies/plans

- Nunthorpe Academy Improvement Plan
- NMAT Development Plan
- NMAT Pupil Premium Strategy Statement
- Nunthorpe Academy Assessment Policy
- CEIAG Policy
- Sex Education Policy
- Spiritual, Moral Social and Cultural Policy