



Hayle Academy

Curriculum Policy



School name: Hayle Academy

Dissemination: Website, Q Drive and Staff Share

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Person responsible for implementation and evaluation: Curriculum Lead

Links to other relevant documents: Teaching and Learning Strategy, Homework Policy, Assessment and Feedback Policy, Retrieval Practice Strategy

Our Aims:

Students leave Hayle Academy with valuable achievements and life skills that provide a platform for future success and happiness. We are inspired to work together to research, design and implement highly effective and sustainable solutions to develop and maintain our thriving school community. Continuous improvement is achieved through a whole school culture and commitment to creativity, engagement and professionalism.

At Hayle Academy, we share high expectations with all members of our learning community: students and staff, parents and carers. We know that effective teaching and learning is the key to unlocking our students' abilities and potential and we support each other and strive to improve our daily practice. Hayle Academy is committed to ensuring that all our students achieve their full potential. All lessons are designed with clear outcomes and strategies to engage students in learning and encourage independence and resilience.

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Curriculum Introduction

The Hayle Academy Curriculum ensures that all our students have the opportunity for academic and personal development across a broad range of subjects and experiences. Acquisition of knowledge and transferrable skills are the cornerstones of our students' progress and we place a high value on building their understanding of community, place and social justice. Lessons and other learning experiences are sequenced to build on students' prior knowledge, and to ensure that students deepen their understanding of each subject, and the interconnection between subjects and their global context.

Our curriculum is the foundation to achieving our core principles:

- Students leave Hayle Academy with high value achievements and the life skills and resilience that provide a platform for future success and happiness.
- We are inspired to work together to research, design and implement highly effective and sustainable solutions to develop and maintain our thriving school community.
- Continuous improvement is achieved through a whole school culture of, and commitment to, creativity, engagement and professionalism.

The curriculum embodies Hayle Academy's educational offer and it is through the curriculum that we deliver our vision for every student: "Learn today ... own tomorrow".

Students will experience breadth of learning

Our curriculum gives all our students the opportunity to participate in an extensive range of learning experiences which include a rich variety of subjects, learning opportunities and programmes to develop knowledge, understanding and learning skills.

- Students study a broad range of subjects within their curriculum: English, Maths, Science, Computer Science, Spanish, Geography, History, Music, Drama, Art, Design Technology, Global Values and PE. There are planned opportunities to develop recall and retrieval skills to build and reinforce previous learning so that knowledge is fully embedded. The curriculum in Year 7, 8 and 9 is at least as good as the National Curriculum and achievements in all aspects of the curriculum are highly valued.
- Many of the students have a clear understanding of subjects in which they are most engaged and successful, and offering some choice in Year 8 engages students as partners in their learning. Together with the full EBACC suite of subjects, in Year 9 we enable students to spend more time on two chosen areas of interest to develop the mastery of knowledge and skills required to continue the subject in Years 10 and 11. Our courses are carefully planned to ensure that content is thoroughly revisited and this helps prepare students for external examinations at the end of Year 11.
- A wide variety of extra-curricular activities and trips offer students the opportunity to extend and deepen their knowledge and skills, and to share in new and different experiences which help shape their understanding and perspective.
- The Duke of Edinburgh Award scheme and other outdoor learning programmes are offered to all our students with specific programmes to encourage less socially confident students to participate and succeed.

Students will receive personalised learning

- 'Hayle Extra' provides our students with a broad programme of extra-curricular activities. Academic, Sporting and Creative areas ensure that students are challenged with opportunities to broaden and extend their learning and experiences.
- Accelerated Reader provides all students in Year 7 and 8 with daily dedicated time to read. Careful assessment of students' reading levels ensures that they are signposted to literature which challenges and extends their vocabulary to encourage a love of reading.
- Students who arrive with below expected literacy and numeracy skills are supported to catch up through expert teaching and incisive intervention.

Students will develop their learning skills, confidence and aspiration

- All our students participate in a daily tutor programme which develops social skills, awareness of local, national and international issues and team identity. This enables our students to develop their understanding of active citizenship and local, national and international communities. They learn to appreciate and value their own citizenship contribution and that of others. Our tutors are key adults in every student's school life: they provide academic and personal support and guidance and work with the pastoral team to ensure that each child makes the most of the opportunities available to them.

Students will achieve academic and personal development

- PSHE, SMSC and British Values are championed at the school in order to develop students as a whole, not just academically, to ensure that they are fully prepared for life in modern Britain. This is delivered under the umbrella of Global Values. Students are able to envisage 'The Bigger Picture' and understand that learning is linked to the real world and experiences. Students are encouraged to take part in a range of sporting, cultural and charitable activities. Links with business enrich the curriculum offer and help to contextualise learning.
- Students will have secure foundations for progression into further education and apprenticeships. From Year 7, students receive careers information with a clear focus on the Gatsby benchmarks and this is supported through focused career sessions in tutor time and planned opportunities for discussion during lesson time. Over the course of five years, students receive a rigorous and bespoke programme that exposes them to a huge range of voices and experiences that we call 'Hayle Futures'.

Closing the Gap

Our curriculum is the foundation on which our endeavour to ensure the highest quality of education for every child is based. Through our curriculum, we ensure that inequality, from whatever cause, is challenged and repaired. Fundamental to planning, implementation and evaluation of impact, is the school's commitment to achieving the highest quality of education so that, regardless of starting points, income or disability, every child makes outstanding progress and achieves their full potential.

Curriculum Structure

Students' development of knowledge and skills is scaffolded by the careful sequencing of lessons within and between subjects to link topics, build on prior learning and to provide contextualisation and relevance. Students are supported to develop a clear understanding of what and why they are learning, how topics and concepts link and when or why they might need to use them for life skills or future academic application. Sequencing of learning is led by specialist teachers who have access to local and national learning hubs, and ensures that lesson content is well matched to students' starting points, learning goals, and qualifications.

Our curriculum, combined with our Teaching and Learning approaches, challenges our students to achieve their best and to explore their learning and personal skills beyond their comfort zone. Our curriculum is responsive to students' needs and is reviewed each year to ensure it continues to build on prior learning, and provides a platform for success post-16. Our curriculum is designed to regularly and frequently revisit topics, and to make explicit and build on links to past and future knowledge. Lessons are planned to enable students to experience deeper learning via repetition, revision and opportunities for application and reasoning. This leads to the development of deeper, sustained understanding and the ability to communicate learning. Our students are challenged to look and think beyond the immediate topic of the lesson: they have opportunities to apply their learning to different contexts and situations without fear of failure and as a result, they are confident and keen to learn.

Foundation Stage Learning (Years 7, 8 and 9)

Students follow a broad course of study in Years 7, 8 and 9. As an integral part of the curriculum, opportunities are identified in lesson time for dedicated reading at an age-appropriate level, supported by effective use of the Accelerated Reader programme in Years 7 and 8.

Students choose two options for study in Year 9 in creative subjects which allows them to become a partner in their learning journey. In their chosen subjects students benefit greatly from the increased time allocated which supports their development of key foundation knowledge and skills upon which they can build in Years 10 and 11 if they choose to do so.

Options choices for students to study in Year 9 will include Art, Drama, Design & Technology, Food & Nutrition, Computer Science and Music. The final suite of options will be based on student preferences and numbers obtained through a pre-option survey.

Year 9 Curriculum 2020/21

English	Maths	Science	Geography	History	Spanish	Option 1	Option 2	Core PE	Global Values
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As our Year 9 students progress into Years 10 and 11, they will all follow a course of:

- Core Subjects: English, Maths
- EBACC subjects: Science (compulsory) and a choice of two from Triple Science, Spanish, Geography and History
- 2 Option subjects (usually continued from Year 9)
- PE and Global Values

Students wishing to study more EBACC subjects will have the possible opportunity to change one of their Year 9 option choices in favour of further EBACC subjects.

Transitional Stage Learning (Years 9, 10 and 11)

The vast majority of our students will take between 9 and 10 GCSE qualifications as well as continuing their Core PE and Global Values studies.

Students will take the EBACC suite of qualifications as a foundation for accessing Further Education and careers. In this way, students' breadth of learning continues throughout their time at Hayle Academy and remains further enhanced by our extra-curricular opportunities and the strong emphasis we place on learning beyond the classroom. Our curriculum is designed to reflect the high value placed by many different institutions and pathways, including the Russell Group universities, on facilitating subjects (EBACC), balanced with student choice and aspiration for the future.

Year 10 & 11 Curriculum 2020/21

English	Maths	Science	Four options choices	PE	Global Values
			Art, Drama, Design & Technology Timber, Hospitality and Catering, Spanish, Geography, History, Computer Science, Music, Film, Triple Science, BTEC Sport, Child Development. (All students will study at least one of History, Geography & Spanish)		

Included within our GCSE programmes, are opportunities to learn beyond the GCSE specifications with teachers reinforcing connections to future education and employment to promote readiness for the next stage of education post-16 through A Level, Technical or Apprenticeship qualification routes.

Core Skills

Literacy, numeracy and IT skills are a focus for development for all students and, where appropriate opportunities arise; they are planned for and taught within each subject. Teachers plan to include and reinforce complex vocabulary (tier 2 and 3 vocabulary) in their lessons. Spelling, punctuation and grammar are explicitly taught using carefully selected teaching strategies. Numeracy skills are taught using consistent methodology where they occur naturally within the curriculum in subjects where mathematics and numeracy are an integral part. The school's approaches to developing core skills are set out in detail in specific policies.

Closing the Gap

A range of curriculum approaches are used to close the gap and ensure no student is left behind. Sequences of lessons are carefully planned to build the 'social and academic capital' of knowledge needed for students to access their learning. Teachers are adept at identifying potential misconceptions and use pre-teaching and a range of other teaching strategies to remedy these. Subject specific vocabulary is explicitly taught in lessons and all teachers recognise the importance of tier 2 vocabulary in their lesson planning. Progression in reading skills is scaffolded by effective use of Accelerated Reader and subject specific opportunities to read non-fiction texts.

In addition, individual students may receive financial subsidies for resources to support learning and to access educational opportunities.

Cultural capital is also expanded by our Hayle Edge and Global Values programmes where many skills outside of the normal curriculum are also developed including employability skills such as leadership, organisation, resilience independence and communication.

Timetable Structure

From September 2020, our timetable will be structured around four 75 minute lessons per day, on a fortnightly cycle (Weeks A and B). There is a daily tutorial session of 20 minutes each morning.

Academic Year - 2020/21 (number of lessons per fortnight – percentage curriculum time)

Foundation Stage Learning, Years 7 & 8

	English	Maths	Science	Geography	History	Spanish	Computer Science	Music	Drama	Art	Design Technology (Timber and Food)	PE	Global Values
Year 7	6 15%	6 15%	6 15%	3 7.5%	3 7.5%	3 7.5%	1 2.5%	1 2.5%	2 5%	2 5%	2 5%	3 7.5%	2 5%
Year 8	6 15%	6 15%	6 15%	3 7.5%	3 7.5%	3 7.5%	1 2.5%	2 5%	1 2.5%	2 5%	2 5%	3 7.5%	2 5%

Year 9 Curriculum 2020/21

	English	Maths	Science	Geography	History	Spanish	Option 1	Option 2	PE	Global Values
Year 9	7 17.5%	6 15%	7 17.5%	3 7.7%	3 7.5%	3 7.5%	3 7.5%	3 7.5%	3 7.5%	2 5%

Transitional Stage Learning, Years 10 & 11

	English	Maths	Science	Option A	Option B	Option C	Option D	PE	Global Values
Year 10	7 17.5%	7 17.5%	7 17.5%	4 10%	4 10%	4 10%	4 10%	2 5%	1 2.5%
Year 11	8 20%	8 20%	9 22.5%	4 10%	4 10%	4 10%		2 5%	1 2.5%

Year 11 Curriculum 2021/22

	English	Maths	Science	Option A	Option B	Option C	Option D	PE	Global Values
Year 11	7 17.5%	7 17.5%	7 17.5%	4 10%	4 10%	4 10%	4 10%	2 5%	1 2.5%

Curriculum Impact

Assessment of the impact of our curriculum is achieved through a range of strategies: formal exams (Summative Assessment) and in-class (Formative Assessment), review of levels of participation, discussion, aspiration, community contribution, destinations and use of student voice to inform evaluation. Using a range of information to determine impact ensures that our evaluation is robust and rigorous, and that actions as a result are based on a sound understanding of our curriculum strengths and areas for development.

Our assessment of impact includes:

- In class discussion and feedback; groups, peer to peer and teacher led discussions allow students to identify their knowledge and skill strengths and be clear about their next steps in learning.
- Formative and summative assessment, including frequent 'low stakes testing', allows students to demonstrate their progress made and understand the gaps in their knowledge. In addition, these assessments provide a valuable opportunity to promote revision and memory skills and exam technique.
- Summative attainment and progress information from key assessment points including end of year, end of key-stage and GCSE exams.
- Written feedback: students have the opportunity to practice, improve and extend their learning through specific tasks which are assigned to individual students from their teacher's assessment of their work. Written assessment and feedback takes the form of 'STAR assessments' (see Assessment and Feedback Policy for more details).
- We keep a barometer of the confidence, engagement and resilience of our students via regular lesson visits and structured work scrutiny. In addition, regular student surveys provide valuable insights into student well-being, confidence and resilience.
- Behaviour is carefully monitored through lesson visits and analysis of merits and demerits, to ensure that our students develop with a confident, positive view of themselves and others and that our expectations for cooperation and participation are achieved in every classroom.
- Destinations of school leavers are evaluated to ensure that students are well prepared for their next stage of education and employment, post 16. This includes a review of 16-19 qualifications chosen (apprenticeships, A Level and vocational learning) and longer term destinations into university education at age 18, as available from local colleges.
- Parents are encouraged to actively engage with the school and to provide feedback about their child's experiences. We place a high value on clear communication pathways to inform parents and carers about the development, progress and opportunities for their children and to listen to their views.

These many and varied processes facilitate our understanding of how our students have progressed in knowledge, vocabulary, skills and confidence through the various stages of their education at Hayle Academy to ensure that all our students can achieve high value qualifications and the resilience and life skills that will provide a platform for future success and happiness.

Assessment & Feedback

The cycle below outlines our curriculum structure. It starts with the planning of the overall curriculum and then moves into how the curriculum is delivered. Finally, it outlines how our students are assessed in order to establish next steps for learning.



Our assessment and feedback processes focus on what the student knows and is able to do well and what they need to do to improve. Feedback provides a 'TI – To Improve' task so that they can immediately apply the feedback. This closes the gap between what the students know now and what they could know. During the teaching sequence, teachers plan specific assessment points. This allows teachers to gain feedback on student progress but also feedback on how successful their delivery of the curriculum has been. This is important as it facilitates teachers to adapt and refine their lessons.

Curriculum Review

Curriculum implementation will be reviewed and quality assured through reviews across secondary schools in the Trust, scrutiny by the local governing body, line management within the school and through lesson visits and work scrutiny. The curriculum delivered in each subject is reviewed annually by senior leaders and subject leaders to ensure the sequence of delivery allows students to build on their knowledge and that students are sufficiently stretched and challenged. The curriculum hours and subjects offered will be analysed by the senior leadership team and governors on an annual basis. The senior leadership team will discuss curriculum content and delivery annually. Governors, parents and students will have the opportunity to review the curriculum content and delivery through governor meetings and visits as well as parent and student surveys.

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