



Mildenhall College
A C A D E M Y

Curriculum Policy

Adoption Date: July 2016

Last Reviewed: June 2017

Next Review: June 2020

This policy is reviewed every three years. It can be reviewed sooner if amendments to legislation or educational practice necessitate a change.

Links to other policies:

- Teaching and Learning Policy
- Inclusion Policy
- SEND Policy
- Equalities Policy
- Numeracy Policy
- Careers Policy
- Homework Policy
- Assessment, Recording and Reporting Policy
- SMSC Policy
- Sex and Relationships Education Policy
- PSHE Policy
- Communication, Reading and Writing (Literacy) Policy

Mildenhall College Academy

Curriculum Policy

Overview and information

- This policy provides an overarching framework that translates the values and aims of the academy into effective learning and teaching.
- The policy covers all that is learned in the academy, formally and informally, and within and beyond the academy day.
- The policy establishes principles against which other policies and procedures can be developed or reviewed so that they are consistent and coherent.
- The academy meets DFE expectations to deliver religious education and sex education to secondary age students; teach about drugs within the Skills for Life and science curriculum; avoids political bias; provides careers education and guidance with access to specialist support; makes provision for students with Special Educational Needs; decides whether to disapply aspects of the curriculum to provide more time for other aspects (such as the work-related curriculum or basic skills); and establishes a procedure for dealing with complaints.

The Local Governing Body

The Local Governing Body receives an annual report from the Principal on standards, detailing:

- Year groups.
- Comparisons with national averages and similar academies nationally and for the LA.
- Gender; ethnicity; special educational needs and other groups e.g. Student Premium.
- Students for whom the curriculum was disappplied.
- The evidence of the impact of interventions on standards.
- The views of staff about the action required to improve standards.
- The nature of any parental complaints concerning the curriculum.

All students have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account.

The academy aims to

- Cater for the needs of individual students of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties.
- Facilitate student's acquisition of knowledge, skills and understanding which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.
- Create and maintain an exciting and stimulating learning environment.
- Ensure that each student's education has continuity and progression.
- Ensure that there is a match between the student and the tasks s/he is asked to perform.
- Provide a broad and balanced world class curriculum.
- Recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in the educational process.
- Treat students in a dignified way.

We aim that all students should

- Learn to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team.
- Develop the ability to make informed judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources.
- Be happy, cheerful and well balanced.
- Be enthusiastic and eager to put their best into all activities.
- Continue acquiring a set of moral values, such as honesty, sincerity, and personal responsibility, on which to base their own behaviour.
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions.
- Care for and take pride in their academy.
- Develop respect and appreciation of the feelings and capabilities of others.

- Develop non-sexist and non-racist attitudes.
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data.
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- Develop an enquiring mind and scientific approach to problems.
- Have an opportunity to solve problems using technological skills.
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music and drama, and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity.
- Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events.
- Have knowledge of the beliefs of the major world religions.
- Develop agility, physical co-ordination and confidence in and through movement.
- Know how to apply the basic principles of health, hygiene and safety.
- Use their acquired knowledge and understanding to become active global citizens.
- Understand the world of work, the personal attitudes that enable success, and hence thrive upon the opportunities provided to experience high quality vocational work experience when they are almost ready to join the world of work.

Appendix 1

Mildenhall College Academy Curriculum Description

AT KEY STAGE 3

We ensure that the compulsory requirements of the National Curriculum are met.

All students study:

- Mathematics
- English and Drama
- Science
- French (and Spanish)
- History and Geography
- Art
- PE
- RE
- PSHE & Citizenship*
- ICT
- Design Technology
- Music

*within the Skills for Life programme.

AT KEY STAGE 4

All students study a programme of GCSEs or equivalent qualifications including BTECs, OCR and Cambridge Nationals. Some students study courses that lead to entry level qualifications such as Certificate of Achievement. Core subjects are:

- PSHE & Citizenship*
- English (& English Literature)
- Non-GCSE Physical Education
- BTEC Sport (for most learners)
- Mathematics
- Double or Triple Science

*within the Skills for Life programme

All students then choose up to a further **FOUR*** subjects from the following

- History
- Geography
- Drama
- Art and Design
- GCSE PE
- Health & Social Care
- Business Studies
- Spanish
- Computer Science
- Music
- IT
- Statistics
- French
- Child Development
- Dance

In line with the national recognition for the **English Baccalaureate** most students are expected to follow courses leading to a C/5 grade or above in English (Language and

Literature), Maths, Science (Double), Humanities (History or Geography) and a Language (French or Spanish). Students have the opportunity to choose up to two other subjects from the list above.

The academy recognises students' individuality, academic and vocational interests and special skills when helping them to make the right choices about their personalised programme of study.

Increased Flexibility Curriculum:

The academy works in partnership with West Suffolk College to offer students a wider choice of NVQ, BTEC and CITB vocational courses at KS4. Students who enter this programme spend one day a week at either WSC or the BRS. This option applies to a very small number of students who would really benefit from a bespoke curriculum.

Students with learning difficulties may follow:

- ASDAN Youth Award
- COPE

AT KEY STAGE 5 (The Sixth Form)

Mildenhall College Academy offers a wide-ranging curriculum. Students have access to academic and vocational courses relevant to their interests and needs. Courses run on the basis of demand and therefore at times some courses do not run. Over recent years we have offered:

GCSE

English & Mathematics retake classes

GCE AS and A-levels

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|---------------------|------------------------|------------------------|
| •English Literature | •Biology | •Computer Science |
| •Chemistry | •History | •Further Maths |
| •Mathematics | •Physics | •Design Product |
| •Further Maths | •PE | •Philosophy and Ethics |
| •Media Studies | •Fashion | •Catering |
| •Music | •Government & Politics | •Criminology |
| •Music Technology | •Sociology | •Psychology |
| •Geography | •Music Technology | •French |

Vocational Courses at Level 3 (single, double or triple award)

- | | | |
|-----------------------|-------------------|------------------|
| •Health & Social Care | •Business Studies | •Public Services |
| •ICT | •Performing Arts | •Applied Science |

- Fashion
- Photography

•Art and Design

•Sports Studies

ONE YEAR COURSES:

OCR National Level 2

- Public Services

In order to widen horizons, enhance the curriculum and improve students' opportunities to obtain higher education places and /or good jobs:

- All Year 12 students studying A-level courses will take part in an Extended Project Qualification (EPQ)
- All students will take part in a PSHE & Citizenship programme

All Sixth Form students are supported by a personal tutor and progress is monitored through Go4Schools.

DIFFERENTIATION

Every faculty area will ensure that suitable materials (text books, work sheets etc.) are made available for all levels of academic ability.

In Schemes of Learning, faculties are expected to indicate the teaching approaches to be used with different abilities, and to recognise the need for differentiation within individual classes /sets.

RESOURCES

The quality of teaching, class size, in class support, maintenance of fabric and the financing of materials and equipment are vital components of academic success.

Academy staff aim to maintain a bright, warm and pleasant environment, with adequate resources to deliver the curriculum.

The academy is dedicated to the provision of ample, up-to-date IT resources so that all students and students may have regular access to computers.

The academy maintains a well-equipped Library, where a policy of enhancing the curriculum and supporting students' reading and study skills, is seen as essential.

RE

We acknowledge the fact that the majority of our children do not come from practising Christian (or other World Religious) homes. We therefore meet the requirements of the National Curriculum.

We recognise the beliefs and rights of students whose parents are members of other World Faiths.

We recognise the importance of RE in educating children to play a positive role in a multi-cultural Britain. RE seeks to inform and so to challenge prejudice and stereotyping. Parents may write to the Vice Principal to begin discussions about removal from aspects of the RE curriculum.

PSHE & CITIZENSHIP

The academy continues in its tradition of actively developing good citizens and engaging students in the consideration of major personal issues relating to personal choice over sexual behaviour; the use of tobacco, alcohol and drugs; personal relationships; citizenship and moral responsibility through the Personal, Social and Health Education programme. The non-statutory framework for Personal Well-being, Economic Well-Being and Financial Capability is delivered through the academy's Skills for Life programme.

The academy Skills for Life team and PSHE Co-ordinator support the delivery of Citizenship and PSHE by bringing in experts and producing up-to-date materials. Often these experts are members of the local community.

LOCAL COMMUNITY / COMMUNITY EDUCATION

The academy is committed to Community Education in the broadest sense.

All faculties are encouraged to actively make a link with local employers & organisations. Vocational links ensure that the curriculum is relevant to the needs of the majority and help to prepare them for the outside world.

Links are particularly vital in Careers Education (see Careers policy) and to the Sixth Form.

We prepare students for the world of work, be this at 16, 18 or after a degree course. This is done through PSHE, work experience, conferences and visits.

LEARNING SUPPORT (Please see SEND Policy).

Children with learning difficulties (both E and K) are considered full members of the academy community. To ensure that this is so:

- The Student Support Centre is situated in a central position
- Students with special needs are integrated in mainstream classes for the majority of their timetable

Withdrawal will only be used:

- On an occasional basis in support of classroom teachers

- In English for those with severe learning difficulties
- In French for those who need additional Literacy help

The faculty will provide advice and training to staff about:

- Individual student's needs
- On how to prepare appropriate learning materials and resources
- On a range of teaching strategies

EAL students are supported in their learning by an EAL Co-ordinator.

The academy Lead for Able, Gifted and Talented students identifies gifted and more academically able students and supports them academically and socially. Those who qualify are registered with the Young Gifted and Talented National Academy. The Lead for Able, Gifted and Talented helps faculties prepare resources and develop strategies that add depth and enrichment to the education of these children.

DELIVERY

It has long been the academy's policy to enable faculties to group students by ability in the way which professionals teaching subjects in these areas believe is the most effective to improve students' learning. This makes for a variety of student groupings.

Most areas now set classes according to ability.

KS4 option groups are often mixed ability although where possible setting is put in place.

Initially grouping will be based on KS2 English and Maths prior attainment and according to the results of CAT and other GL assessments undertaken within two weeks of entry to the academy. Faculty and Subject teams review the groupings after the first half term in Year 7 and make alterations within the constraints of the timetable.

There will continue to be scope for students to move between groups if their ability/learning needs alter significantly.

LEADERSHIP OF THE CURRICULUM

The Vice Principal responsible for Curriculum will oversee the implementation of this policy. The Vice Principal will also manage curriculum change, share in the appointment of suitably qualified staff to each Faculty, inform the Principal and Faculty/Subject Leaders of National Curriculum developments and guide the academy through preparations for implementing change. The curriculum model is monitored and discussed annually by the Senior Leadership Team and Middle Leaders and is then timetabled by the Academy Manager with support from the Vice Principal (Curriculum).

The Vice Principal (Curriculum) will meet with Faculty Leaders and their line managers (SLT) to discuss curriculum and staffing issues. The SLT line manager will discuss any curriculum and staffing issues as part of their weekly meeting schedule.

Within each Faculty/Subject the Faculty/Subject Leader is responsible for the management of the curriculum and staff.

This includes ensuring that:

- Schemes of Learning are regularly updated
- Curriculum maps are maintained
- All members of staff are conversant with these schemes
- Every member of the Faculty adheres to academy policies on assessment
- Appropriate measures are undertaken to enhance exam results
- Intervention plans are in place to support those students who are beginning to fall behind
- There is appropriate differentiated work at all levels
- Examination specifications are regularly reviewed
- Bench marking is reviewed annually in setting targets for improvement
- There are opportunities for enrichment and extra-curricular activities