

# The Manor Academy

## Curriculum Policy Statement

**Our vision:** *to support and challenge all learners to aspire to fulfil their potential now and in the future.* We aim to achieve our vision by providing a curriculum that is fit for purpose, meets individual student need and is designed to help students to develop confidence in themselves and their abilities, to feel valued and value others and to appreciate the world at large. We want every student in our care to believe in their ability to achieve their best and to aspire to fulfil their potential at all times.

The staff and governors at The Manor Academy are committed to providing full entitlement and participation for all students in the school curriculum. All teachers have a responsibility for ensuring that every student has full access to each curriculum area and for meeting the individual needs of every student in their classes. Their responsibilities include identification of students with DSEN, the provision of an appropriately differentiated curriculum, tutoring and assessment techniques which will enable all students to achieve their full potential. We aim to develop the curriculum to reflect and extend the abilities, experiences and interests of all of our students.

We believe that all students, irrespective of their abilities, may at times need additional support. We are concerned that equality of opportunity should exist through curriculum organised action and the provision of learning support via the Flourish Department. The school is firmly committed to providing the resources needed to meet the DSEN of all students and being openly accountable to their parents / carers. For more details on the inclusive nature of the curriculum please refer to the School SEN Policy.

### Our aims

We aim to provide a curriculum that serves the needs and aspirations of all learners and will:

- inspire, challenge, engage and support all our students to reach their potential
- provide every student with the skills, knowledge and qualification to enable them to access the next stage of their education / career;
- provide continuity and progression and build on prior achievements
- foster an enjoyment of learning and a commitment to lifelong learning;
- develop in our students the resilience and flexibility to be able to adapt to the changing world they will meet;
- help our students to develop personal moral values, respect for religious values and tolerance of other beliefs and cultures
- promote learning in its broadest sense, across and beyond the taught curriculum.

## Achieving our aims

In order to achieve our aims we need to:

- develop independent learning opportunities for all students
- embrace the use of new technologies to increase opportunities for learning
- respond flexibly to the individual needs of our students
- develop students' self-esteem through creating a climate of individual success and achievement
- recognise that academic learning and vocational learning are equally valued and provide the highest quality provision / resources for both pathways
- build on learners' previous successes ensuring smooth progression at all points of transfer
- encourage and support all learners to continue their education post-16 and post- 18 through the provision of appropriate independent advice and guidance
- recognise, reward and celebrate success at all levels
- work collaboratively with other institutions and partners in order to maximise the learning opportunities available to our students

## The curriculum on offer

### Key Stage 3

On entry to the school students are placed in tutor groups, this is not based on academic ability. The KS3 curriculum is delivered via a timetable of 28 x 1 hour lessons. In addition to this there is a 15 minute tutor period every morning, one of which is devoted each week to a year group assembly running from Monday to Thursday. On a Friday all students have extended squad time for 45 minutes.

During year 7 and 8 all of the students (with the exception of the most vulnerable or those needing high levels of support) follow the same timetable. The allocation of lessons per week in year 7 and 8 is as follows:

Year 7 & 8	Periods
Maths	4
English	4
Science	4
PE	2
MFL	2
History	2
Geography	2
DT (ICT, RM, Art, Food)	4
Performing Arts (Mus, Dan, Drama)	3
RE	1
	28

In year 7 students who enter school below a score of 100 in their SATs for English are withdrawn from Languages and receive extra Literacy lessons. During these lessons the content is delivered to them by the Catch up faculty. The students are then re-integrated into Languages in year 8 if we feel this course is suitable for them (following a general MFL course rather than specialising in one Language). Students who enter school below level 4 in Maths follow the IXL programme.

### The KS4 options process

Towards the end of year 8 all students are given options choices in subject areas. Throughout this options process students are guided by subject staff and tutors. Parents are fully informed of the process via a letter.

Options are available in all faculty area's they include:

Option Choices at the end of Y8
GCSE Art
GCSE Business
Construction BTEC
GCSE Drama
Engineering Btec
GCSE Geography
GCSE History
Hair & Beauty VTCT Level 2 Diploma
Health and Social Care BTEC
Hospitality BTEC
ICT (ECDL)
GCSE Physical Education
GCSE Product Design
GCSE Religious Studies
GCSE Sociology
Sport BTEC
Triple Science (for the most able)
XL Club intervention (For SEND Students)

The Curriculum time in years 9, 10 and 11 is as follows:

Year 9, 10 & 11	Periods
Maths	5
English	5
Science	5
PE	1
MFL or Option 3	3
History or Geography	3
Option 1	3
Option 2	3
	28

## KS4 Careers advice

Delivery Date	CEIAG Activity
Autumn Term	Careers Library Visits during tutor time – Aiming to introduce students to the services on offer in order to support when choosing options.
	Trip To Oxbridge/Loughborough University in Term 1/2 for High Achievers and PP
	7 teaching weeks of Careers: The options process in the PDE Curriculum
	KUDOS Lesson for Year 9 delivered allowing students to identify interests, skills and link to pathways and careers.
	IAG Interview Window for Year 9 Opens Nov to Dec – students receive impartial advice from careers adviser via arranged interviews.
	Trip To Oxbridge/Loughborough University in Term 1/2 for High Achievers and PP
	Options Assembly by Loughborough University – Aim Higher
Spring Term	Year 9 grade run to parents to help inform options process
	Parents consultation Evening – discussion with subject teachers about progress in subjects and possible options choices
	Year 9 Options evening – sessions with subjects in order to identify choices.
	6 teaching weeks Careers: Employability Skills and Future Choices in the PDE Curriculum

The CEIAG programme throughout all year groups in the school adheres to the principle of independent advice and guidance given to students in accordance with the statutory responsibility placed on schools. The school employs a person centred approach to interviewing in order to provide non-directive one-to one advice and guidance for students to complement the careers lessons and support provided during the above programme. The school also has links with a multitude of independent advice services to promote impartiality including its partnership with Futures Business Services and The North Ashfield Partnership. A wide range of other activities are incorporated into the CEIAG curriculum.

During the options process students are asked to make 4 subject choices. One of these are from an English Baccalaureate (EBacc) group of humanities subjects, History or Geography. The second choice the students need to make is if they would like to continue studying a Modern Foreign Language from the choices or French or Spanish. If they do not choose an MFL subject they can select a further option from the 'open' list of subjects. Students must select a first and second preference. Those for whom prior academic performance has indicated that the EBacc is a viable pathway are encouraged to include a Language as one of their choices. Virtually all students are guaranteed their first preference. If the second preference is not deemed to be the most appropriate pathway to success for the student then they are offered another choice from a group of non-EBacc subjects. In this instance the issue will be discussed by the Head of Year or a member of the SLT with the student, and parents will be kept informed during the process.

The final 2 subject choices that the students can make come from an “open” pot of subjects. Students must select a first, second and third preference. The academy does all it can to ensure that the students study 2 of their preferred subjects in KS4. However there may be occasions where uptake to a course is so small that it fails to make a viable class. In this case the school reserves the right to cancel a course.

With Maths, English Language and Literature, Core and Additional Science as well as PE being compulsory elements of the KS4 curriculum this option process ensures that all students (save those requiring the highest levels of support) have a full quota of subjects for the “Progress 8” and “Attainment 8” measures. The options process allows students to have a large degree of ownership in the curriculum that they follow in KS4. The investment in vocational courses (Hair & Beauty, Construction, and Hospitality) underlines the school’s commitment to this critically important aspect of our curriculum offer and supports our vision to ensure all learners achieve their full potential. We want to have a proven track record of delivering high quality, successful vocational pathways that engage students, keep them in education and help us to achieve very positive destinations for our students who want to pursue these career routes early exposures to the subject.

Students who require high levels of support (previously those in the Nurture group) will study the subjects in the Core curriculum and 2 choices from the “open” pot of subjects. However they are not asked to select from the EBacc group of subjects for MFL. During this time they will instead study an XL course which covers Skills for Employment and Further Learning.

### **The Post 16 Options process.**

During year 11 all students begin the Post 16 options process. An overview of the careers education and advice and guidance (CEIAG) in chronological order specifically related to the Post 16 options process is given below:

<b>Delivery Date</b>	<b>CEIAG Activity</b>
<b>Autumn Term</b>	Nottingham University (trainee) Careers Adviser interviews.
	Careers Adviser interviews.
	Step-Up careers booklet. Delivered via the tutor programme. Covers different options (linked to student skills and career aspirations including Post 16, College and Apprenticeships.
	Derbyshire skills Festival. Students who potentially want to pursue a vocational education at the end of year 11 are taken to the Derbyshire Skills Festival.
	Post 16 Options Assembly.
	Post 16 Options Evening.
	What Next Careers and Opportunities Fair. Selected students are taken to the Futures Career Fair at Nottingham.
	Post 16 Taster Day. Students sample 5 level 3 courses or 2 level 2 vocational courses to see whether they would be interested in studying them in Post 16.
<b>Spring Term</b>	University Experience. A visit to Loughborough University for selected students.

	Destination interviews. All year 11 students have individual interviews with a member of the SLT to discuss appropriate Post 16 pathways and options.
	Nottingham University presentation. Aimed at the most able mathematicians to promote Math related degrees and careers.
	Apprentice Fair workshop. Local employers meet students to discuss and promote career opportunities Post 16.
	RBS Employability workshop. The RBS deliver a session on CV writing and interview technique to selected students.

## KS5

The KS5 curriculum is delivered via a weekly timetable (28 x 1 hour lessons). In addition to this there is a 15-minute tutor period every morning. On a Friday MC students have an extended tutor time for 45 minutes at the end of the day.

The KS5 curriculum provides opportunity for students to study 3 or 4 A-levels, entry to which is dependent upon prior attainment at GCSE. The A-level pathway is designed for students with 5 or more GCSE's at grade C+ (level 4 in Maths and English). In addition to this some A-level courses have their own higher entry criteria (see Manor College prospectus). The intended destination for students on this pathway is University, an apprenticeship or a job with good prospects. As well as completing academic courses, students take part in a wider programme of study, which includes volunteering, an extended project and work related learning. This wider programme allows students to develop transferable *employability* skills, which enhances their personal portfolio, helping them to stand out from the crowd.

Any student who has not previously achieved GCSE level 4 in English and Maths must study that subject in Post 16.

All A-levels receive 5 periods of curriculum time per week and the Extended Project Qualification receives 3 periods of curriculum time per week. GCSE Maths and GCSE English receive 3 periods per week. The curriculum allocation to volunteering and work related learning varies, however students must undertake a minimum of 2 hours weekly volunteering.

### **Promoting safeguarding through the curriculum and teaching and learning.**

The ethos at the Manor Academy is that effective safeguarding of students will be achieved by putting students at the centre of our Academy; therefore the curriculum keeps safeguarding at the forefront of all that we do. The academy, led by senior members of staff, is committed to providing a safe environment and vigilant culture where students and young people can learn and be safeguarded; consequently child safety is a prominent feature of the curriculum and teachers' practice at the school.

Safeguarding is not just associated with PHSE and teachers consistently incorporate elements of safeguarding into their lessons, activities and schemes of work; consequently safeguarding is seen as part of wider teaching and learning. All pupils participate, irrespective of their individual needs and difficulties.

Furthermore the schools tutor programme and assemblies allow students to gain a valuable insight into topic areas associated with safeguarding such as challenging radicalisation, anti-bullying and e-safety. The school has developed links with a variety of bodies to further enhance its approach to safeguarding such as Nottinghamshire Police, SEXions and Stonewall. The views of students are also considered when developing the schools approach as students are regularly asked about their views and level of understanding on key safety areas.

The Academy also addresses pupils' emotional, mental and physical well-being. The curriculum is flexible and relevant, and engages pupils' interest in its approach to promoting safeguarding. PHSE is at the centre of this process and lessons provide all pupils with the awareness and knowledge they need in order to recognise and avoid dangerous, destructive, or unlawful behaviour and to respond appropriately. The PSHE programme

- Health and Well-being
- Relationships including SRE
- Living in the Wider World
- Current Affairs
- E-Safety
- Child Sexual Exploitation
- Discriminatory Behaviour
- Extremist Behaviour
- Substance Misuse

## **Life after levels**

### *Rationale*

From 2017 GCSE grades will cease to exist in their current format, and will instead be replaced by numbers in the range 1-9, with 1 being the lowest grade. In order to bring our assessment into line with this The Manor Academy will be implementing a 5 year learning programme with consistent use of the numerical system from year 7. This will enable students, staff and parents to clearly identify which students are falling behind and which are doing well.

## **Working in collaboration and Teaching School Alliance**

Through our membership of the Redhill Teaching Alliance, the school collaborates with other local secondary schools on both curriculum and teaching and learning developments. Through this collaboration staff participate in NQT, RQT and outstanding teacher training. This alliance work also allows for cross school curriculum development and moderation.

The collaboration has also allowed for staff to visit other schools to share best practice ensuring that The Manor remains outward facing in its curriculum development.

This has resulted in the following strategies being implemented at The Manor.

- Literacy Developments
- Curriculum Developments

- Using SLE's (Senior Leaders in Education) to offer subject specific support

### **Curriculum Review**

Each year the Senior Leadership Team will review the curriculum to ensure that the subjects offered and the amount of curriculum time allocated to each are still suiting a) the needs of the students and b) any national directives. In addition to this each faculty area will annually review its schemes of learning for each course to ensure that they still meet the necessary requirements of the syllabus.