



Shavington Academy

Curriculum Policy

2022-2023



Shavington Academy strives to provide a world class education for all its pupils. The Academy has, over the course of the last five years, quality assured its provision against national benchmarks, including: RE Mark Gold, Investors in careers, Inclusion Quality Mark, Dyslexia Friendly, Excellence in Mentoring, Arts Mark Gold and most recently Careers Mark.

It provides a wide range of learning opportunities and activities for all its pupils during the structured day and with a varied programme of enrichment and extra-curricular activities during the lunch time, after school, through action support sessions and also during the school holidays.

INTENT

The Academy strives to:

- Have high expectations and respect for all pupils and parents/carers and partners
- Work in partnership with parents, Children and Young People Services, external agencies, local business, industry and community so that pupils are provided with support and learning opportunities
- Provide an orderly, caring, safe, secure and stimulating environment
- Promote equal opportunities for all pupils, tolerance and inclusion
- Provide a wide and enriched extra-curricular programme
- Equip pupils for life in a modern British society

A Curriculum for the Future

The challenge at Shavington is to continually maintain a curriculum that:

- Raises achievement in all subjects, particularly in English, Mathematics and Science
- Fully equips all learners with the personal, learning and thinking skills they need to succeed in education, life and work in Modern Britain
- Motivates and engages all learners to achieve their full potential
- Builds resilience
- Enables a smooth progression from primary, through secondary and beyond
- Encourages young people to continue on to further study higher education, apprenticeship or work-based learning
- Meets the needs, interests and aspiration of all our learners
- Provides support and mentoring for vulnerable groups of pupils and individuals
- Ensures that assessment supports effective teaching, learning and encourages learners to reflect on their own progress
- Provides opportunities for focused support and challenge where needed • Meets national initiatives and government requirements

Curriculum Aims

- To enable all young people to become: successful learners; confident and considerate individuals; responsible citizens
- To encompass a planned and coherent approach to personal development that promotes in pupils the following messages and goals: be healthy physically and emotionally; stay safe; enjoy & achieve; make a positive contribution; achieve economic well being

- To provide opportunities for pupils' spiritual, moral, cultural and spiritual development and an understanding of the values of a modern British society
- Equips all pupils with the necessary qualifications, skills and qualities for the opportunities, responsibilities and experiences of adult life
- To support mental and physical development, personal, social and health education
- To provide a flexible curriculum which promotes learning achievement and progression for all pupils
- To provide support and mentoring for vulnerable groups of pupils (for example, Cared for Children, children entitled to the Pupil Premium, new arrivals, young carers, ethnic groups, EAL, SEN).
- To incorporate assessment into the learning outcomes to encourage learners to reflect on their own progress.
- Provides regular feedback to pupils and parents/carers on attendance, punctuality, progress and future targets set to improve performance
- To encourage a positive, caring, supportive, safe and secure environment within the academy identifying vulnerable groups of pupils and individuals and provide support and mentoring to help them to achieve their potential
- To seek the continuous support and work in partnership with all parents/carers, extended school services, other agencies, local businesses and industry
- To offer a wide range of cultural, sporting and other challenging activities in a local, national and international context

Implementation

Organisation of the Curriculum

The academy has a timetable of 25 hour long periods over one week. We provide a broad and balanced curriculum that supports progression in pupils' chosen path, but also keeps their options open for career choices later in life. This comprises of a range of subjects providing activities and experiences to enable pupils to learn, progress and develop. It is fundamental that the learning of each year builds on the next in a GCSE ready context, without a distinction between lower school and upper school.

The Year 7, 8 and 9 Curriculum:

- English, Maths & Science
- History & Geography & French
- Technology & Computer Science
- Art, Music & Physical Education
- Philosophy & Ethics (this has a non-statutory programme of study)
- SPARK (Personal, social, health and economic education)

There is always a mix of traditional GCSEs and vocational subjects available to support the needs of all learners. The curriculum offer of options is kept under review to meet new and emerging interests, specialisms of staff, national and local priorities.

The Year 10 & 11 curriculum provides a core programme of study in:

- English, Maths & Science
- Physical Education
- SPARK (Personal, social, health and economic education) & Philosophy & Ethics
- History and /or Geography and / or Computer Science

Pupils choose three optional subjects from a range of arts, social sciences, vocational subjects and new subjects. In summer 2021 we offered GCSE courses in; Ancient History, Art, Citizenship, Computer Science, Drama, Design & Technology (Engineering), Film Studies, Food & Nutrition, French, Geography, German, History, Photography and PE. As well as vocational qualifications; BTEC Music, BTEC Sport, Cambridge National Certificate in Child Development and Cambridge National Certificate in Creative Media.

The curriculum offer of options is kept under review to meet new and emerging interests, specialisms of staff, national and local priorities.

Pupils are supported in their choices by a Future's Fayre, Taster sessions, Parents' Evening and a revisited options process that provides opportunity for reflection over time.

Pupils are able to study for a range of accreditations examined at 16. The majority of courses are within the DfE Discounting Tables, however, the suitability for the pupil always takes priority over accountability measures.

Enrichment

- External guest speakers
- Opportunities for student leadership, volunteering and charity work
- Summer schools, visits to the theatre, art exhibitions and field trips
- The attitudes and values Shavington Academy seek to foster, reflected in the atmosphere and ethos of the academy

Work Related Learning/ employability skills – A programme of planned activities and opportunities that:

- Equips pupils with the necessary employability skills
- Increases awareness of possible progression routes
- Improves motivation, resilience and self-confidence
- Allows pupils to achieve economic well-being and become responsible citizens.

Impact

The Shavington Academy Curriculum incorporates provision for different cohort of pupils, but seeks to develop a growth mind set and avoid labelling:

- Pupil Groupings: our ethos within the Academy is that intelligence is not fixed and therefore strive to ensure all pupils have access to content and skills that are the most challenging. This ethos ensures that pupils do not have their learning or achievement capped, based on their primary journey and it allows pupils to flourish. Support is provided for those that may find this challenging, but we still enable opportunity through this broad-banded approach to groupings.
- Gifted and Talented Pupils' needs are met by means of a broad, balanced and challenging curriculum. They have access to provision for additional out of school hours, study programmes and master classes in cross curricular areas. e.g. Further Maths is offered in Year 11.
- Pupils with Special Needs: curricular areas provide appropriate material and work is prepared with care in order to match pupils' abilities. In some cases, the curriculum is modified to respond to emerging needs and personalised to the individual. For example, where mental health needs emerge. Those needing additional support may receive one to one, small group sessions or in class support. Where necessary, external agencies are commissioned e.g. speech and language specialists, dyslexia support etc.
- Vulnerable Groups: Additional support to narrow the gap in achievement for vulnerable pupils is planned, delivered and monitored to secure progress. This support is targeted to emerging need. e.g. academic mentoring, one to one Maths tuition, breakfast homework club etc.

POST 16 Guidance and Planning

Our planning strategy is informed by the following current priorities:

- offering a 1:1 guidance interview with a qualified Careers Advisor for all pupils in Year 11
- supporting individual aspirations, improving attainment and ensuring positive destinations
- meeting the needs of specific groups, including looked-after children, young carers, children from economically deprived backgrounds and children with special educational needs and disabilities
- Developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- Improving young peoples' working lives by helping them to identify the values that are important to them, such as contributing to the wellbeing of others through their paid and voluntary work
- Working with parents/carers, alumni and education, community and business partners to meet pupils' career development needs
- To further develop CEIAG provision in order to raise aspirations
- Work towards keeping the NEET figure at 2% or below
- Arrange highly engaging activities to promote positive destinations
- To further develop the Careers section on the school website

Provisions within the Academy

- Pupils in Y10 will have the opportunity to participate in at least one mock interview with appropriate individuals, from local business, colleges, universities and advisors
- Pupils are encouraged to make realistic, but inspirational, decisions based on ability, aims and career aspirations
- Pupils will have access to support in preparation for the transition to further education or training, including building on the softer skills which employers' value
- Pupils will have access to the 'START' programme to support careers decisions and applications
- Where necessary, contact will be made between the advisors, CEIAG Co-ordinator and parents/carers to support applications and transition
- External speakers will be invited in to support student learning and to support the thinking and decision-making process
- The CEIAG lead maintains and oversees the tracking data of applications and destination data of leavers
- A Future's Fair is organised annually to provide access to local businesses, colleges, training providers, universities and the armed forces for all year groups, parents and the community
- Planning and implementation of work experience for Year 10, with a view to promoting independent learning skills and aspirational placements
- All information is given without bias and prejudice regardless of race, gender, religion, disability, background, financial implications or sexuality.

Shavington Academy also seeks to further develop meaningful links to bring young people into working contact with adults who can give them insights into the world of work, outside their family or local experience, this can take many forms, and there is a continued drive to extend the breadth and depth of these links. Shavington Academy is an 11-16 school, which means that our learners need to be aware of the opportunities available to them for future study or training. We have a long and successful history of supporting pupils into positive destinations at 16. This is brought about through a careers guidance programme that encourages pupils to engage with planning their futures.

Approved at the Pupil, Curriculum & PCDL Committee

Signed: *P. Barker* (Committee Chair)

Signed: *E. Casewell* (Head Teacher)

Dated: 10.10.2022

Review Date: Autumn 2023