Title	**Curriculum Policy**
Reviewed	**December 2023**
Originator	**A Hewes**
Approved	*R Hardcastle*

Contents

1. **Academy Vision**

Sir Christopher Hatton Academy's vision is to provide an exceptional educational experience through exemplary teaching and a curriculum that ensures that every student at Sir Christopher Hatton Academy develops their individual talents, abilities and interests to their full potential. The curriculum therefore aims to meet the needs, interests and aspirations of all learners providing clear pathways for progression and personal learning and ensuring all in the academy have equal opportunities and equal access to the curriculum.

2. Curriculum Aims

We aim for our students to be:

- Successful and lifelong learners
- Caring and confident young people and adults
- Responsible global citizens
- Prepared for the changing world of work.

Objectives - Successful and lifelong learners

Our students will excel in learning by being:

- Resilient
- Self-regulated
- Determined
- Open-minded
- Courageous
- Curious
- Creative
- Committed
- Verbally confident
- Responsible
- Socially intelligent
- Empathetic

And by:

- Developing the key thinking and learning skills so that they can investigate, analyse and synthesise; create and develop ideas; evaluate and communicate
- Developing the UNESCO 21st century competencies of critical thinking, creativity, communication, and collaboration.

Caring and confident young people and adults

That are:

- Communicators: confident and creative
- Risk-takers: able to face new challenges and uncertainty confidently and with determination
- Caring: by showing empathy, citizenship and respect and a determination to make a positive difference

- Balanced: by understanding the importance of balancing intellectual, physical and emotional aspects of life
- Aware and understand how to be safe from abuse, extremism, and radicalisation, including online.

Responsible citizens

- Being socially intelligent
- Being open-minded
- Developing literacy, numeracy, ICT, communication, calculation, communication and collaboration skills
- Following a curriculum that develops an understanding of the local, national and global community
- Enabling every learner to leave school with the desire to make the world a better place.

Prepared for the changing world of work

Our curriculum will:

- Be inclusive to meet the needs of all our students
- Enable our students to achieve appropriate qualifications and awards
- Be balanced and develop the whole person intellectually, aesthetically, physically, emotionally, spiritually and socially
- Raise aspirations and widen horizons
- Make learning real, exciting and inspirational
- Develop enterprise and employability skills.

3. The Curriculum

The curriculum is broad and balanced with personalised pathways that will empower and prepare students for adult life. The curriculum structure is driven by Sir Christopher Hatton Academy's commitment to delivering educational excellence by providing a wide range of subjects and opportunities that will create a desire for learning. By the end of their school career students are equipped with the skills, knowledge and ethos required to be lifelong learners. The Academy's "Lifeskills" PSHE Programme ensures students are ready to take their place in society as young adults.

60 minute (55 minute on Tues / Thurs) lessons provide pace and challenge across the curriculum areas.
Students are taught in a combination of sets and mixed ability teaching groups.

3.1 Key Stage 3:

All students study English, Science, Mathematics, Humanities, MFL, PE, ICT, Music, Drama and Design Technology. The curriculum is flexible and is able to support personalised pathways in the core subjects of English, Maths, and Science.

During the first term in Year 7 students are placed in sets in Mathematics based on a range of data including KS2 results, CATs verbal and non-verbal reasoning scores.

Comprehensive monitoring and assessment ensures that sets are reviewed regularly, and changes made where necessary.

Learning needs are identified and addressed, including those of the more able student. With a clear focus on literacy and numeracy across the key stage, the curriculum and timetable provides a degree of flexibility to accommodate individual needs. An embedded PHSE (Personal, Health and Social Education) is delivered through the Lifeskills curriculum across the academy. A comprehensive literacy programme is delivered across the curriculum enabling students to see links between areas of learning. Students will learn either German or Spanish from Year 7. For some students, there is the opportunity to learn 2 modern foreign languages and/or take GCSEs in Home languages.

3.2 Key Stage 4

The core curriculum consists of:

- GCSE English
- GCSE Maths
- GCSE Science
- GCSE Geography or History
- PE (non - exam course)
- RE
- Lifeskills PSHE
- GCSE Spanish or German is strongly recommended

The options process allows students to choose from a variety of academic and/or vocational subjects based on their individual interests through a highly personalised "route" based program. The provision is regularly reviewed and the curriculum currently enables a large majority of students to choose options which meet the EBacc criteria.

The EBacc

A broad range of GCSE subjects are offered to students, with EBacc options featuring strongly: Computer Science, Geography, History, German, Spanish, as well as the opportunity to sit GCSEs in heritage languages. The EBacc is not a compulsory element of our curriculum, however, more able students are advised to study these facilitating subjects with a view to future study at top universities, and all students are required to study at least one EBacc subject. In addition to Maths, English and Science.

KS3 students are offered a wide variety of enrichment activities are provided on Tuesday period 6 as part of the academy's Enrichment Program.

The curriculum is underpinned by a robust system of Information Advice and Guidance (IAG) across the Academy. This includes a programme of training for all staff, careers advice and guidance and the tutor system.

3.3 Post 16 Provision

The post-16 provision is developed around the Governments 16-19 study programme. Personalised learning lies at the core of progression into this route as with Key Stage 4 and is underpinned by a rigorous system of IAG supported by individual learning plans. To support this individual learning there are three pathways available to those who move into sixth form.

The curriculum offers breadth of provision through collaboration with education partners, employers and work based learning providers to ensure that the Post 16 provision offers a wide range of A-level courses together with level 3 vocational qualifications. IAG within the academy ensures that options are available to meet the needs of all learners.

The sixth form curriculum provides clear pathways of progression with opportunities for students to progress successfully on to university, apprenticeship training, employment or further education. Most students follow a two year course which can lead to a maximum of three years for some students. A levels or a combination of A level on vocational equivalent qualifications. Where appropriate a small number of students will take four A levels. Re-takes in English and Maths are a core element of the sixth form where this is required, in order to ensure that students at all levels may achieve the base-line qualifications needed to progress.

4. Reporting and Assessment

Rigorous and on-going assessment is essential in developing a curriculum to suit the needs of students. Across the key stages students' progress is regularly assessed (formative and summative) and reported upon to parents. The Senior Leadership Team (SLT) uses the data to monitor the curriculum and to contribute to curriculum developments.

5. Staff Development

In-house CPD is delivered on an ongoing basis in order to ensure curriculum teams are kept abreast of changes and to improve standards of teaching and learning. Performance Management is used strategically to identify and address training needs. Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively.

6. Management, Leadership and Quality Assurance

The Vice Principals and the Co-Principals have overall responsibility for the day to day organisation of the curriculum and reporting to the Academy Committee and The Directors. The curriculum leaders' work with the Senior Leadership Team (SLT) to provide a strategic lead and direction on the curriculum to ensure Sir Christopher Hatton Academy delivers the policy's aims.

The role of middle leaders is to:

- Keep up to date and review developments in their subject, at both national and local level ensuring development planning links to whole-school objectives

- Regularly monitor and review the plans for all teachers, ensuring that all classes are taught the full requirements of the curriculum.

- Examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used and that planning leads to a broad and balanced curriculum taking into account the needs of different learners.

- Monitor the way in which resources are stored and managed.

- Ensure that both formative and summative assessments are used to promote learning.

- Ensure that clear learning outcomes are identified in plans and that students receive consistent and developmental feedback on their work.

The role of the curriculum team and specialist teacher is to:

- Keep up to date with developments in their subject, at both national and local level ensuring development planning links to whole-school objectives.

- Plan and deliver lessons that meet the full requirements of the curriculum.

- Use appropriate teaching strategies that take into account the needs of different learners.

- Use resources effectively in order to deliver the aims of the curriculum.

- Plan for and use both formative and summative assessments to monitor and track pupil progress.

- Ensure that clear learning outcomes are identified in plans and that students receive consistent and developmental feedback on their work.