



## Curriculum Policy 2022 - 2023

### 1. Aims of the Curriculum

The curriculum at Wellacre supports the aims, ethos and values of the school by:

- Providing opportunities for all students to learn and to achieve;
- Promoting students' spiritual, moral, social and cultural development and preparing all students for the opportunities, responsibilities and experiences of life;
- Ensuring that equality of opportunity in access to the curriculum is an entitlement;
- Ensuring that co-curricular and extra-curricular activities play an important part in school life;
- Providing students with every opportunity to be happy and successful learners;
- Building on students' strengths, interests and experiences both inside and outside school;
- Providing a well sequenced curriculum where knowledge builds on knowledge, developing student recall and a deeper understanding within and across subject disciplines;
- Ensuring that important skills are embedded in the curriculum for all subjects, using a wide range of practical, theoretical and creative learning opportunities.
- ◆ Supporting students' growing awareness of their knowledge and skills, and how they can relate this to their future learning and employment;
- ◆ Supporting students' growing awareness of the needs of the communities of which they are a part, and be prepared to contribute fully to the life of those communities;

Students who leave Wellacre should:

- be confident in their dealings with adults and peers;

- be resilient in the face of challenge;
- be able to develop good working relationships with others;
- have knowledge of a wide range of cultures and, through this, come to respect the rights and needs of others;
- be able to make sound judgements;
- have developed a love of learning that will last for the rest of their lives;
- be adaptable enough to react to the needs of a changing world;
- be articulate, literate and numerate, and have lively, enquiring, independent minds.

## The National Curriculum

In addition to supporting the aims, ethos and values of our school, our curriculum is mindful of the statutory requirements of the National Curriculum for all maintained schools and the key aims for all young people which are:

- ◆ To provide all students with an introduction to the essential knowledge they need to be educated citizens;
- ◆ To introduce students to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.

The curriculum is at least as ambitious as the national curriculum.

## 2. Roles and Responsibilities

**The Governing Body** will monitor the effectiveness of this policy and hold the Principal to account for its implementation. These responsibilities are delegated by the Governing Body to the Curriculum and Standards Committee.

**The Leadership team** is responsible for ensuring that this policy is adhered to, know what the curriculum is for, how it is constructed and what content is covered. Leaders need to know the quality of the content being taught; through regular conversations with Subject Leaders about what is being taught and the rationale for it being included. The Leadership Team also has a key role in monitoring the implementation and impact of the curriculum.

**Heads of Faculty/ Subject leaders:** are responsible for ensuring that their Curriculums are:

- ambitious, well designed and give all students, particularly disadvantaged students and students with SEND, the knowledge and cultural capital they need to succeed in life.
- coherently planned and sequenced, building towards sufficient knowledge and skills for future learning and employment.

They must also ensure that they:

- support teachers to have good knowledge of the subject(s) and courses they teach by providing effective support, including for those teaching outside their main areas of expertise
- facilitate the effective use of assessment within the faculty; to inform teaching and help students to embed and use knowledge fluently.

**Teaching staff** are responsible for:

- supporting the subject lead in the development of the subject curriculum they teach.
- implementing the curriculum within their classes, through coherently planned and sequenced lessons, which build towards sufficient knowledge and skills for future learning
- using assessment effectively to ensure that students are secure in their knowledge and understanding before teaching moves on.

### 3. Organisation of the Curriculum at Wellacre

Our taught curriculum is delivered through a fortnightly timetable with each day divided into 5 lessons (a 50 period fortnight). As part of our ongoing commitment to high quality pastoral support, student leadership, independent reading and numeracy activities, every day starts with a 25 minute form period.

Activity	Start Time	End time
Form time	8.40 am	9.05 am
Period 1	9.05 am	10.05 am
Period 2	10.05 am	11.05 am
Break	11.05am	11.25am
Period 3	11.25am	12.25pm
Period 4 (1hr35mins)	12.25 pm 12.25 – 1.00 pm: Y11, Y7, Y8 Lunch. P4 1.00-2.00pm 1.25 - 2.00 pm: Y10 and Y9 Lunch. P4 12.25-1.25pm	2.00 pm
Period 5	2.00 pm	3.00 pm
Period 6 (Weds Only)	3.00 pm	4.00 pm

### Key Stage 3 (Years 7 -9)

The curriculum for Key Stage 3 is as follows based on a 50 lesson fortnight:

Subject	Year 7 hours	Year 8 hours	Year 9 hours
English	8	8	8
Maths	7	7	7
Science	6	6	6
MFL (French)	4	4	4
History	3	3	3
Geography	3	3	3
RE	2	2	2
RESPECT	1	1	1

Technology	2	2	2
Computer Science	3	3	3
Food	1	1	1
Art and Design	2	2	2
Drama	1	1	1
Music	2	2	2
PE	5	5	5

## Key Stage 4 (Years 10 and 11)

The curriculum in Years 10 and 11 gives students more choice but within a framework that ensures that students receive a broad and balanced education. All students follow a common core of subjects and supplement this with three option choices. A structured guidance programme ensures that option choices meet the needs of individual students and choices are made in full consultation with parents/carers.

### Core Subjects at KS4

These are the subjects all students **MUST** study at Wellacre Academy:

- ◆ **Maths**
- ◆ **English Language and English Literature**
- ◆ **Combined Science or the three single Sciences**
- ◆ **PE**
- ◆ **RESPECT**
- ◆ **Work Experience** – Completed at the end of Year 10

The EBacc refers to a combination of subjects that the government thinks are important for young people to study at GCSE.

It includes:

- English Language and Literature
- Maths
- the Sciences
- Geography or History
- a language

Students at Wellacre are encouraged to complete the EBacc suite of subjects, however not all students are compelled to do so.

Option subjects include the following (these are subject to change each year and are dependent on the needs and wants of the students and the subject expertise of teaching staff); History, Geography, Computer Science, RE, French, I-Media, Performing Arts, Sport, Art and Design, Music, Constructing the Built Environment, Food and Nutrition and GCSE Biology, GCSE Chemistry and GCSE Physics.

All subjects at KS4 are taken at Level 2: GCSE or Applied equivalent.

The curriculum for Key Stage 4 is as follows based on a 50 lesson fortnight:

Subject	Year 10 hours	Year 11 hours
English	8	8
Maths	8	8
Combined Science	9	9

Core PE	3	3
RESPECT	1	1
OPTION 1	7	7
OPTION 2	7	7
OPTION 3	7	7

## Grouping Arrangements

	Blocks determining student groupings			
Year 7 Band G & L	English, Humanities, MFL and Technology.		Maths, Science, Computing and PE.	
Year 8 Bands G & L	English, Humanities, MFL and Technology.		Maths, Science, Computing and PE.	
Year 9	English, Humanities and MFL.		Maths Science and Computing	Technology and PE
Year 10	English	Maths	Science PE	Option blocks A B C
Year 11	English	Maths	Science PE	Option blocks A B C

- Students are split into two equal bands in Years 7 and 8.
- Details on the grouping of students can be found in the Wellacre Grouping Statement (Appendix A).

## 4. Social, Moral, Spiritual and Cultural (SMSC) development

At Wellacre this is promoted through the RESPECT curriculum; a diverse and varied subject which covers statutory Relationship, Sex and Health Education (RSHE) and Citizenship, along with other non-statutory elements of Personal, Social, Health Education. It also covers Careers Information, Education and Guidance (CIEAG), E-Safety, PREVENT and aspects of Religious Education (KS4 only). All students in Years 7-11 have one hour of RESPECT a fortnight.

Relationships and Sex Education (RSE) is covered in a separate policy. Wellacre was an 'early adopter' of the new RSHE curriculum, which has given the DfE and Wellacre the opportunity to learn lessons about:

- best practice on how these subjects are taught most effectively;
- how schools that currently teach a large proportion of the existing RSHE requirements and PSHE are ensuring they teach the new requirements;
- how the department can best support schools.

Through our partnership with the Alliance for Learning Teaching School, Wellacre contributes to leading the North West PSHE Hub, and has been involved in leading training for implementation of the new statutory RSHE guidance to over 400 schools.

### Co-Curricular Provision

Every Wednesday all students participate in a co-curricular activity from 3pm to 4pm. Each activity will run for a term and students have an element of choice. The aim is to provide

successful and meaningful opportunities for all students, regardless of social background or ability that: enhance 'cultural capital', contribute to our local community and/or develop skills or knowledge beyond the taught curriculum. Most students, unless they are part of a longer term project (for example the Combined Cadet Force), will take part in three different types of activity per year. One will be a community or environment option for example, working on our Eco Centre or with our local care home meeting with residents. Another will be a wellbeing activity e.g. sport or mindfulness. A third option will be based on enhancement of 'cultural capital', such as Art or Politics/Debating.

### **Curriculum Enrichment**

In addition to Wednesday Co-Curricular sessions, students are provided with plentiful opportunities to take part in workshops, field trips and visits to enrich and extend their learning beyond the classroom.

We also have a wide range of successful sport teams taking part in local and regional competitions in football, rugby, cross-country, athletics, basketball and cricket. Many of our students are Sport Leaders and organise sporting competitions for Trafford primary schools.

### **Community, Careers and Culture Week**

Each year in July, we hold a Community, Careers and Culture Week for KS3. Students take part in a number of workshops led by members of our local, national and international community which enhance our SMSC provision.

All students from year 7 to 9 are given the opportunity to gain a meaningful encounter with an employer through Take Your Son To Work Day; this is a hybrid approach with students working virtually or face to face.

Year 10 students undertake a week of work experience which develops self-confidence, supports growing independence and forges links with local employers and apprenticeship providers. The experience also supports students in preparing for interviews, completing their CV's and personal statements.

### **Careers Education, Information and Guidance (CEIAG)**

Under Gatsby Benchmark 4, teachers highlight the relevance of their subject for a wide range of future career paths. Careers and enterprise education is a part of students' standard lessons, linking curriculum to real-world career paths. Students and staff use Xello as part of their career learning with staff setting meaningful and relevant learning assignments that support and enhance the curriculum content.

Students have access to an impartial Connexions Careers Advisor and a bespoke careers offer which includes invite only events linked to career choices. Wellacre annually hosts a Careers Fair in the Spring Term to coincide with National Careers and Apprenticeship Week, with over 30 providers representing a wide range of sectors. CEIAG is part of the RESPECT programme in all year groups and has a designated area on the school website from which students and parents can find further information.

### **Review**

A full curriculum review is undertaken each academic year to ensure that the curriculum matches individual student needs. This review is conducted by the Assistant Principal Curriculum and Data, the Principal and in consultation with Heads of Faculty. The policy is formally reviewed by the Curriculum and Standards Governing Body Committee annually.