Curriculum Policy

Our aim

The curriculum at Wellacre is ambitious for all students in its breadth and depth. Each subject has carefully considered the 'powerful knowledge' within their discipline to thoughtfully plan and sequence a curriculum so that knowledge builds cumulatively over time. Subject pedagogy is well developed so that the curriculum is adapted to meet the needs of all students. Reading is at the heart of our community and the curriculum is enriched with wide ranging fiction and non-fiction disciplinary texts.

We provoke interesting conversations, through the study of challenging and complex materials, which promote students' spiritual, moral, social and cultural development.

Our curriculum is a model of progression; students are making progress if they are learning the curriculum. Essentially, the curriculum is designed so that students know more, can do more and are remembering more.

The National Curriculum

In addition to supporting the aims 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 in every subject.

1. 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 knowledge is covered. Leaders need to know the quality of the content being taught; through;

- **Quality assurance** -Assurance drop ins, Lesson Walkthrus alongside book looks and curriculum conversations with students; Student Voice and Data Captures.
- **Senior leader/ Governor meetings** - By invitation, Curriculum Middle Leaders attend ALT/ Governor meetings to present their curriculum rationale and evaluate the effectiveness of its implementation; providing an opportunity for discussion, questions and professional challenge.
- **Appreciative Inquiries** - Activities will be largely Instructional Rounds (Lesson visits) in the spirit of appreciative inquiry. This will focus on each department in turn; identifying and emphasising doing more of what is already working, rather than looking for problems. Reviewers (Senior Leaders, Curriculum Middle Leaders and members of the T&L group) appreciate that the purpose of this Instructional Round is to focus observations on a description of what they see and hear in classrooms and not an evaluation or judgement of it. In other words, to gain a snapshot of common practices at Wellacre. We have enshrined our pedagogical approaches to support curriculum implementation (instructional core) in the Teaching, Learning and Behaviour Manifesto. The instructional rounds incorporate a range of subjects and year groups in order to distil a narrative around our practice. The ambition is that this approach will continue to sustain the growth in culture around T&L that effectively embraces our instructional core.
- **Link Meetings** - Address how Quality assurance and Educational Research has been used to inform Curriculum development.

Curriculum Middle Leaders: are responsible for:

- Developing a curriculum using the best available evidence, including high quality research, that is ambitious, well designed and gives all students, particularly disadvantaged students and students with SEND, the knowledge they need to achieve well and progress to the next stage of their education, training or employment.
- Developing a curriculum that is coherently planned and sequenced so that students know more, remember more and are able to do more.
- Creating a curriculum that develops students' literacy, oracy and fluency in reading.
- Creating a coherent curriculum overview that is regularly reviewed and updated, shared on the school website and acts as a helpful context to learning for parents and students.
- Creating a Medium term plan which provides specificity over Curriculum Related Expectations so that there is clarity for all in terms of what students are expected to know and be able to do.
- Supporting teachers to have expert knowledge of the subject(s) and courses they teach by providing effective training and support, including for those teaching outside their main areas of expertise.
- Leading subject curriculum meetings, so that best pedagogical approaches are shared and subject teachers are clear how to teach the subject curriculum effectively.
- Leading on assessment of their curriculum so that teachers check students' understanding systematically and adapt their teaching appropriately.
- Leading quality assurance processes around the intent and implementation of the curriculum to inform curriculum development and subject specific CPD .

Teaching staff are responsible for:

- Supporting the Subject Lead in the development of the curriculum they teach.

- Effective implementation of the curriculum, reflecting the coherent planning and sequencing of lessons and using agreed pedagogical approaches so that students know more, can do more and remember more.
- Using regular formative assessment to identify misconceptions and gaps in learning; adapting their teaching where appropriate.

2. 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, every day starts with a 25 minute form period.

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	7	7
Maths	8	8	8
Science	6	6	6
MFL (French)	4	4	4
History	3	3	3
Geography	3	3	3
RE	2	2	2
RESPECT	2	2	2
Technology	2	2	2
Computer Science	3	4	4
Food	1	1	1
Art and Design	1	2	2
Music	2	2	1
PE	5	4	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, supplemented with four 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**

All students have a **Work Experience** which is completed at the end of Year 10

At Wellacre we believe it is important that students have the opportunity to select a varied rich curriculum.

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); GCSE History, GCSE Geography, GCSE Computer Science, GCSE Religious Studies, GCSE French, GCSE Drama, GCSE Art and Design (Graphic Communication), GCSE Business Studies, GCSE Biology, GCSE Chemistry, GCSE Physics, GCSE Design and Technology, Cambridge National I-Media, Cambridge National Sport Studies, Eduqas Constructing the Built Environment and Eduqas Hospitality and Catering.

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	2	2
OPTION 1	5	5
OPTION 2	5	5
OPTION 3	5	5
OPTION 4	5	5

Grouping Arrangements KS3

	Blocks determining student groupings		
Year 7 Band G & L	English, Humanities, French, Technology, Food,	Maths, Science, Computing and PE.	RESPECT (Personal

	Art, Music.		Development)
Year 8 Bands G & L	English, Humanities, French, Technology, Food, Art, Music.	Maths, Science, Computing and PE.	RESPECT (Personal Development)
Year 9 Bands G & L	English, Humanities, French. Technology, Art, Food, Music, PE.	Maths Science and Computing	RESPECT (Personal Development)

*Students are split into two broadly equal prior attainment bands in Years 7, 8 and 9.

Grouping Arrangements KS4

<table>
<tr><td></td><td colspan="8">Blocks determining student groupings</td></tr>
<tr><td rowspan="3">Year 10</td><td>G Band</td><td>L Band</td><td rowspan="3">Science
PE</td><td rowspan="3">Option A</td><td rowspan="3">Option B</td><td rowspan="3">Option C</td><td rowspan="3">Option D</td><td rowspan="3">RESPECT (Personal Development)</td></tr>
<tr><td>English</td><td>English</td></tr>
<tr><td>Maths</td><td>Maths</td></tr>
<tr><td rowspan="3">Year 11</td><td>G Band</td><td>L Band</td><td rowspan="3">Science
PE</td><td rowspan="3">Option A</td><td rowspan="3">Option B</td><td rowspan="3">Option C</td><td rowspan="3">Option D</td><td rowspan="3">RESPECT (Personal Development)</td></tr>
<tr><td>English</td><td>English</td></tr>
<tr><td>Maths</td><td>Maths</td></tr>
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3. 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 (CEIAG), Online Safety and ICT, PREVENT and aspects of Religious Education (KS4 only). All students in Years 7-11 have one hour of RESPECT a week.

Further information about RSE in the curriculum can be found on the school website under Relationships and Sex Education (RSE) policy.

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:

- Creative and Community
- Academic Enrichment
- Wellbeing

Curriculum Enrichment

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

We have a wide range of successful sports 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.

Drama and Music produce a bi- annual school production, which involves a number of students from all year groups. The Music department runs the school choir, who perform shows throughout the year. Instrumentalists have the opportunity to perform at various events, individually or as part of the school band.

Community, Careers and Culture Week

Each year in July, we hold a Community Cohesion Day 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.

In the same week, all students in Years 7 - 9 are given the opportunity to engage meaningfully with an employer through a work experience day.

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, personal statements and gaining an insight into how they can contribute to the life of communities through employment.

Careers Education, Information and Guidance (CEIAG)

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

Students in Keystage 4 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 Post 16 Careers Event in the Autumn Term for KS4 students and parents. Wellacre also takes part in the National Careers and Apprenticeship Week with students taking part in activities during their lessons and form time. 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 meets students' needs. This review is conducted by the Assistant Principal Curriculum and Data, the Principal and in consultation with Curriculum Middle Leaders. The policy is formally reviewed by the Curriculum and Standards Governing Body Committee annually.