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Nothing will be impossible for you.”  
**Matthew Chapter 17, Verse 20**



# Curriculum Policy

Author:	AP Curriculum & Timetable
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## **Introduction**

Our Academy vision is “Living Well Together with Dignity, Faith and Hope”. We aspire to take dignified decisions and afford dignity to all members of our community, regardless of background or circumstance. Our position as a Voluntary Aided Church Academy means that the Christian faith has a central role in all of our actions and decisions. We strive for excellence in all that we do, enabling our student to transform their lives and to hope for happy and successful futures.

At All Saints Academy, we have our Christian faith at the heart of our community, with respect, acceptance of different views and Christian morals promoted throughout all our activities. Our vision of “Living Well Together with Dignity, Faith and Hope translates into our everyday practice. The values of faith and hope are particularly relevant in this policy. We see education as a ‘gift’ and that all students should have faith and trust in our core beliefs and gain valuable learning experience through the curriculum especially in particular subjects such as Religious Studies and Learning to Learn.

## **Curriculum Statement**

All Saints Academy, in keeping with our Christian ethos, is committed to providing an outstanding quality of education for all students allowing each individual to achieve their full potential regardless of ability, heritage or background. Our vision is “Living Well Together in Dignity, Faith and Hope” and this translates into our everyday practice. The value of dignity is particularly relevant when we consider the needs of students with Special Educational Needs or Disabilities as we want to promote a curriculum which is inclusive and accessible by all.

We recognise the value of parents/carers in supporting their children and will look to engage them in planning to meet the academic and pastoral needs of each individual.

Through our links with the University of Bedfordshire, local businesses and other providers we are able to offer a range of visits, work experience and enrichment activities to enhance students’ wider learning opportunities.

## **Definition of the Curriculum**

The curriculum is deemed to be a range of formal and informal courses and experiences to which all students will have access. Curriculum provision will provide stretch, support and challenge, allowing students to flourish and make rapid progress. Students with particular learning needs are suitably supported enabling them to take full advantage of the opportunities offered by the Academy and to succeed in their learning. We want to create in our learners’ high aspirations and a sense of purpose in order to achieve their full potential.

## **Policy aims**

We have high expectations of all our students and encourage them to take responsibility for their learning through engagement in a varied, active and accessible curriculum. The progress of all students is monitored against ambitious targets that build on the strengths of each student.

- to provide a curriculum that is inclusive, challenging, innovative and personalized
- to provide a curriculum that allows students to flourish

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- to provide a curriculum that supports a wide range of pathways designed to meet the needs of all students
- to provide a curriculum that uses data and student information effectively for pathways that meet the needs of all students from admission and through each key stage transition
- to provide a curriculum that makes transformation possible for all
- to raise educational attainment across all subjects and areas of experience by challenging low expectations and helping students become confident and competent individuals who are increasingly able to take responsibility for their own learning as they move through the Academy
- to maximise the rate of student progress in learning and attainment to ensure all reach their true potential
- to ensure that students develop sound numeracy, literacy and ICT skills, including their functionality, which prepare students for the world of work and create a culture of lifelong learning
- to enhance student motivation, aspirations and attitudes to learning
- to monitor the progress of students’ attainment through the use of tracking data and reporting regularly to parents/carers

### Curriculum Organisation

At KS3 the curriculum complies with the requirements of the National Curriculum and is currently organised as follows:**Key Stage 3 (Years 7 and 8)**

Students are divided into two equal bands with the exception of Maths. Some lessons are set and some are mixed ability within those bands depending on the Curriculum Area specialisms.

The students follow a broad and balanced curriculum consisting of:-

English, Maths, Science, Modern Foreign Language (Spanish or French), History, Geography, Learning to Learn (L2L), Religious Studies, Computing and Physical Education.

Subject	YEARS 7 AND 8
	Hours per week
English	5
Maths	5
Science	4
Religious Studies	1
Create and Design	2
Humanities (Geography and History)	2
Learning to Learn	1
Modern Foreign Language (French or Spanish)	2
Physical Education	2
Elective	1
<b>TOTAL</b>	<b>25</b>

The students also experience a range of subjects on a rotational basis in Create and Design such as Art, Dance, Drama, Food Technology, Media and Music.

### Key Stage 4 (Years 9, 10 and 11)

At KS4 the curriculum complies with statutory requirements. Students build upon their experience, learning and knowledge from Key Stage 3 and choose their options early in the spring term of Year 8. Students are guided in their choices to select the best courses suited to their needs and all students will have a pathways interview with a senior member of staff.

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Subject	YEAR 9	YEAR 10	YEAR 11
	Hours per week		
English	4	4	4
Maths	4	4	4
Science	4	6	6
Religious Studies	1	1	1
Humanities (Geography <b>OR</b> History)	2	2	2
Learning to Learn	1	-	-
Modern Foreign Language (French <b>OR</b> Spanish)	2	2	2
OPTION A	2	2	2
OPTION B	2	2	2
Physical Education	2	1	1
Elective	1	1	1
<b>TOTAL</b>	<b>25</b>	<b>25</b>	<b>25</b>

As well as the core curriculum (Maths, English, Science, Religious Studies and Physical Education) the students will choose from a selection of EBacc, GCSEs and BTEC subjects on offer.

Students can select **two** from the following; Art, Computer Science, Dance, Drama, Business Studies, Food studies, Health and Social Care, History, ICT, Geography, Graphics, Music, Photography, Physical Education.

The students are taught in the core subjects of Maths and Science across the bands and in English and other foundation subjects they are separated into two equal bands. Some students will follow a more selective option route consisting of vocational subjects and additional English and Maths and Princes Trust.

Year 9 students have an additional core lesson of Learning to Learn.

During Year 10 and 11, all students are given the opportunity for a 1:1 interview on Impartial Advice and Guidance from our partner provider. At the end of Key Stage 4 students will select their pathways into Post 16 with the guidance of a senior member of staff.

### **Key Stage 5 (Year 12 and 13)**

In the Sixth Form we encourage our students to be independent learners, develop their life skills to be prepared for the transition to Further/Higher Education, Apprenticeships and the world of work. We offer a range of Level 3 courses; A Level courses and/or a mixture of A Level and BTEC courses best suited to students' needs and aspirations. Students who need to retake English and Maths will have this opportunity alongside their subjects. All students have enrichment and an Academy work experience session with a view to preparing these students for the next stage in their careers.

Please see our Sixth Form Pathways booklet for the range of subject choices. Students are regularly supported in their future aspirations with the opportunity to have a 1:1 interview with a Careers Adviser. The number of young people deciding to join All Saints Academy Sixth Form is increasing and we encourage all students to consider staying on to further their studies.

### **Progression Pathways**

All Saints Academy is committed to preparing students for their careers in a wide variety of employment sectors. Hence, the careful planning of the curriculum to support these different

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pathways. With Raising Age of Participation (RPA). The curriculum will provide a range of progression pathways, allowing all students the choice of being able to remain at All Saints after Year 11/Year 12. Students will have access to personalised and individual progression pathways from Year 7 through to Year 13/14. More detailed information for each subject within a Curriculum Area can be found on each Curriculum Area page as indicated on this website and with reference to our KS4 and KS5 Pathways booklets.

### **Leadership of the Curriculum**

- Specified members of the SLT have responsibility for oversight of the curriculum and general organisation including organising the timetable, placement of students, organisation of IAG, viability of courses and making recommendations as to new courses
- Curriculum leaders have responsibility for strategic leadership and direction of their specific subject. Responsibilities include the organisation and regular review of schemes of work, monitoring and evaluating the work of the subject area, providing efficient resource management for the area and ensuring that the subject curriculum meets the needs of all students
- Each Curriculum Leader is line managed by a member of SLT

### **Monitoring the quality of curriculum provision**

Quality of delivery of the curriculum is rigorously monitored by regular evaluation of teaching and learning, which will include:

- Formal lesson observations
- Book Scrutinies
- Learning Walks
- Curriculum Area reviews

### **Monitoring, Evaluation & Review**

The Governing Body has delegated to the Principal the responsibility for reviewing the implementation and effectiveness of this policy. The Governing Body will approve all major changes to this policy. The policy will be promoted and published throughout the Academy.

The Governing Body will receive regular reports and updates on:

- Curriculum planning in all key stages
- Quality of teaching of the curriculum (including off site provision and aspects of curriculum delivered by external providers)
- Curriculum monitoring, review and updates

The policy will be reviewed annually.

### **Related Academy Policies**

The curriculum policy should be read in conjunction with the following policies:

- Teaching and Learning Policy
- Literacy Policy

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- Numeracy Policy
- Sex and Relationships Education Policy
- Examinations Procedure
- SEN policy
- Policy on Admission to Sixth Form