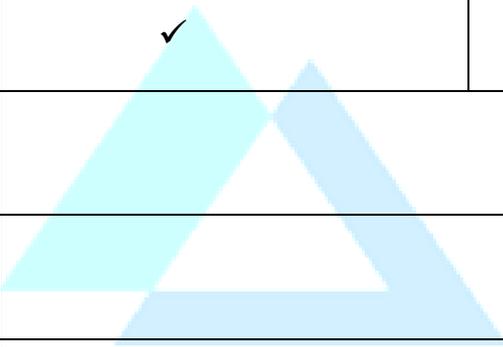


 <p>THE ASHLEY SCHOOL ACADEMY TRUST</p>	<p>Policy / Procedure / Academy Document</p> <p>Curriculum Policy</p>
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POLICY / PROCEDURE / ACADEMY DOCUMENT:	<i>Curriculum Policy</i>	
POLICY REFERENCE:	<i>TL-03-Curriculum</i>	
POLICY STATUS:	Recommended: 	Statutory:
THIS VERSION APPROVED (DATE):		
SIGNED (CHAIR OF MEETING)		
MINUTED (DATE)		
REVIEW DATE:	<i>January 2021</i>	
TRUSTEES MEETING	<i>Pupil Achievement</i>	
RESPONSIBLE OFFICER	<i>Deputy Headteacher</i>	



Curriculum Policy

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1. Introduction

The Ashley School strives to provide quality education and the most effective learning opportunities for all. Education and Learning are part of the development of the individual as a whole and include social, emotional, physical, spiritual, cultural, moral as well as vocational and academic. We all learn throughout our lives and our curriculum enables our pupils to gain knowledge, skills and understanding that will support their transition into the wider world beyond school.

Although the main thrust of the learning opportunities at the Ashley School will be the planned around achievement, we also learn from all we encounter, inside & outside of school. The curriculum is arranged and delivered by skilled teachers through a knowledge, subject, and skills based curriculum. It is therefore very important to join in partnership with parents & others to provide “learning opportunities” which are broad, balanced, differentiated, relevant, appropriate, that enable continuity and progression and with equal opportunity and access for all.

To assess the curriculum, we use *Learning Stages* to recognise and celebrate achievement following the removal of *National Curriculum* levels. This followed a significant review of the curriculum (relating directly to the expectations of the new national curriculum, for example in English and mathematics). We continue to develop innovative practice to assess our curriculum with a view to the wider national picture. We offer a range of accredited programmes as part of the Key Stage 4 curriculum but will continue to review them in light of the changes to GCSE and Entry Level in order to ensure they continue to be accessible by pupils.

We aim to provide and engage our pupils and others, with the very best education that our resources and creativity allow. Our curriculum is continually reviewed in order to meet the needs of pupils as profiles change. This policy should be read in conjunction with the *Teaching and Learning Policy* and the *Assessment Policy*.

The Deputy Head (Teaching and Learning) is: **Mr Aaron Wright**

2. Our Curriculum Aims:

As a school we will provide opportunities to:

- Raise standards of achievement for all pupils
- Promote skills for learning throughout the curriculum so that pupils are effectively able to
 - o Work independently
 - o Work with others
 - o Manage their own learning
 - o Be creative
 - o Reflect on their learning and progress.
 - o Develop their Social and Emotional aspects of learning
- Extend and enrich the range of learning opportunities available to learners which best meet their needs and interests;

To achieve this, we will

- Provide a stimulating, appropriate, relevant & differentiated curriculum
- Provide rich & varied contexts for pupils to acquire develop & apply a broad range of knowledge, understanding & skills.
- Promote pupils' self-esteem & emotional wellbeing by through pastoral and wider activities
- Support pupils to form and maintain worthwhile, meaningful & satisfying relationships, based on respect for themselves & for others through a PSHE & Talkabout programme for all years.
- Develop enjoyment of, & commitment to learning as a means of encouraging & stimulating the best possible progress & highest attainment for all, relative to their starting points.
- Build on pupils strengths & develop their capacity to learn & work independently & collaboratively.
- Equip pupils with the essential core learning skills of literacy, numeracy, IT as well as supporting social and emotional development.

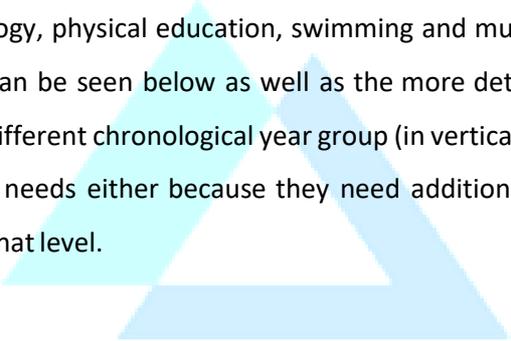
- Develop physical skills & encourage pupils to recognise the importance of pursuing a healthy lifestyle, keeping themselves & others safe.
- Develop pupils sense of identity through knowledge, understanding & appreciation of the spiritual, moral, social & cultural heritages of diverse society
- Develop principals for distinguishing between right & wrong
- Develop their understanding of, & respect for, the environment.
- Equip them to make informed, independent decisions & choices & to understand their responsibilities & rights as citizens
- Equip them for their future lives beyond school as continuous learners, workers & citizens within the community & the wider society.
- Provide for this school and support others through partnership where resources allow



3. Curriculum in Practice at the Ashley School

In practice, The Ashley School is organised around a key stage approach to curriculum design and implementation. Although the school has pupils in the age range 7 – 16 (years 3 to 11), the pupils follow an integrated programme of core and foundation subjects that allows pupils to develop as they progress through the school. Throughout, pupils have opportunities to develop key skills in literacy and numeracy as well as more independent skills to prepare them for the 'Key Stage 4' Vocational Programme and Post 16 transition, most usually as part of *East Coast College* (Lowestoft and Gt Yarmouth Campus).

The school timetable is organised so that pupils, including those in primary, can have specialist subject input (for example art, design technology, physical education, swimming and music) from the very earliest age. In brief, the curriculum structure can be seen below as well as the more detailed curriculum model. In some cases, pupils may be taught in a different chronological year group (in vertical groupings) in order to meet their academic, social and emotional needs either because they need additional support or because they have shown they are able to work at that level.



THE ASHLEY SCHOOL
ACADEMY TRUST

Curriculum Structure: Key Stage 2 (KS2 - Year 3 to Year 6)

Earlier in the school, pupils follow a more ‘traditional’ primary model where a large amount of time is spent with the class teacher. However, pupils receive specialist input for art, design technology, physical education, swimming and music. Pupils in Years 3/4, 5 and 6 make up ‘Key Stage 2’ and currently study the following subjects:

Core Subjects:	Curriculum Time:
English	5 hours per week
Mathematics	5 hours per week
ICT	2 hours per week
Physical Education	1 hour per week
Science	2 hours per week
Swimming	1 hour per week

Design Technology & Creative Arts:	Curriculum Time:
Art	1 hour per week
Music	1 hour per week
Design Technology	1 hour per week

Personal and Social Development:	Curriculum Time:
Humanities (History and Geography)	2 hours per week
Beliefs and Values	1 hour per week
PSHE/Talkabout	1 hour per week
Pastoral/tutor time	2 hours per week

All pupils are taught in classes of 12 pupils, on average, and are supported by an LSA who accompanies the group. This can vary but within the resources available. The Deputy Headteacher (Behaviour For Learning) decides upon the class groups with the Key Stage 2 Leader.

All pupils develop their phonics knowledge by following the *Letters and Sounds* programme in Key stage 2. Additional *Speech and Language* support is available for pupils who are identified and prioritised within the resource provision. This may be in class support (for example, Makaton) or in small groups. Similarly, a limited amount of nurture provision for selected pupils is available and this may take place in the classroom, 1:1 or in small groups.

There is a strong focus on the development of social skills in the curriculum. *Talkabout* (<http://alexkelly.biz/>) is a complete programme which helps us assess, teach and measure social skills. It uses a hierarchical method of teaching social skills which means that having assessed pupils start point, specific resources can be used to develop these core skills.

The hierarchical approach to teaching social skills is based on the clinical work of *Alex Kelly* and begins by developing a pupils self-awareness and self-esteem before progressing onto body language, conversation and friendship skills before working on assertiveness.

Pupils in Key Stage 2 follow the '*International Primary Curriculum*' (<http://www.greatlearning.com/ipc/>) in almost all subjects where the emphasis is on immersive learning (studying a topic in real depth). Pupil have a daily English and Maths lesson and specialist input for the foundation subjects.

Termly Themes are regularly updated and published on the school website to signpost key learning for each term with suggestions for supporting pupils at home.

Pupils in 'Key Stage 2' have the opportunity to attend Waveney Gym Club on a termly rotation as part of their enrichment activities. Pupils in 'Key Stage 2' attend a weekly whole school assembly based around spiritual development and wider citizenship. They also take part in themed days including 'Comic Relief', 'Sport Relief', 'Children in Need' and 'World Book Day' to support wider cultural development. We aim to support pupils in the development of their social skills and promote British values as part of the curriculum.



Curriculum Structure: Key Stage 3 (KS3 – Year 7 to Year 9)

Earlier in the key stage, pupils follow a broadly based primary model where a large amount of time is spent with the class teacher. However, pupils still receive specialist input for art, design technology, physical education and music. All pupils are taught in classes of 12 pupils on average, and are supported by an LSA who accompanies the group. As pupils progress through the key stage, pupils begin preparation for their transition to 'Key Stage 4'. In Year 9, there is some ability grouping for mathematics to enable more personalisation. Pupils currently study the following subjects:

Pupils in Years 7, 8 and 9 make up 'Key Stage 3' and currently study the following subjects:

Core Subjects:	Curriculum Time:
English	5 hours per week
Mathematics	5 hours per week
ICT	2 hours per week
Physical Education	1 hour per week
Science	2 hours per week
Swimming	1 hour per week

Design Technology and Creative Arts:	Curriculum Time:
Art	1 hour per week
Performing Arts	1 hour per week
Music	1 hour per week
Design Technology	1 hour per week
Food Technology	1 hour per week

Personal and Social Development	Curriculum Time:
Humanities	1 hour per week
Beliefs and Values	1 hour per week
PSHE	1 hour per week
Talkabout	1 hour per week
Pastoral/tutor time	1 hour per week

All pupils are taught in classes of 12 pupils, on average, and are supported by an LSA who accompanies the group. This can vary but within the resources available. The Deputy Headteacher (Behaviour For Learning) decides upon the class groups with the Key Stage 3 Leader.

Additional *Speech and Language* support is available for pupils who are identified and prioritised within the resource provision. This may be in class support (for example, Makaton) or in small groups. Similarly, a limited amount of nurture provision for selected pupils is available and this may take place in the classroom, 1:1 or in small groups. There are also targeted 'phonics' intervention groups to support pupils in their reading development. Pupils follow the *Letters and Sounds* scheme as well as the *Read Write Inc* scheme when intervention is identified.

As pupils progress through the key stage, they begin to adopt a more 'traditional secondary' approach. Pupils are taught in their mixed ability class group. However, in Year 9, pupils are taught in set ability groups in mathematics but in all other subjects pupils are taught in mixed ability class groups.

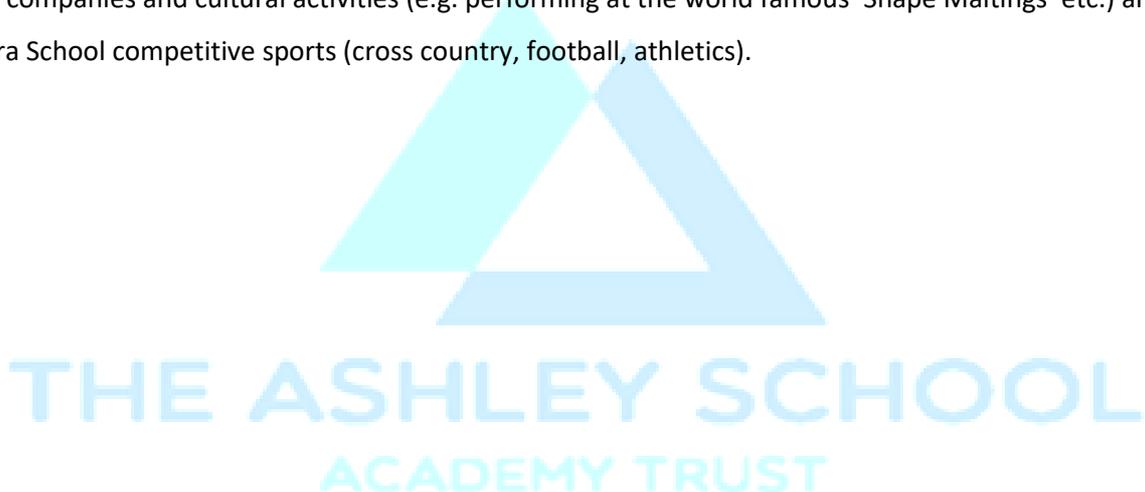
Termly Themes are regularly updated and published on the school website to signpost key learning for each term with suggestions for supporting pupils at home.

There is also a strong focus on the development of social skills in the curriculum. *Talkabout* (<http://alexkelly.biz/>) is a complete programme which helps us assess, teach and measure social skills. It uses a hierarchical method of teaching social skills which means that having assessed pupils start point, specific resources can be used to develop these core skills.

The hierarchical approach to teaching social skills is based on the clinical work of *Alex Kelly* and begins by developing a pupils self-awareness and self-esteem before progressing onto body language, conversation and friendship skills before working on assertiveness.

All classes in 'Key Stage 3' have the opportunity to take part in 'Outdoor Education' where they get to experience *learning outside the classroom* through activities like orienteering. The curriculum is collapsed on a Friday Afternoon carousel to enable this to take place.

Pupils in 'Key Stage 3' attend a weekly whole school assembly based around spiritual development and wider citizenship. They also take part in wider themed days including 'Comic Relief', 'Sport Relief' and 'Children in Need' to support cultural development. Other enrichment opportunities also take place, focusing on developing skills (for example literacy) through 'World Book Day' as well as the opportunity to host visiting theatre companies and cultural activities (e.g. performing at the world famous 'Snape Maltings' etc.) and inter and Intra School competitive sports (cross country, football, athletics).



Curriculum Structure: Key Stage 4 (KS4 – Year 10 to Year 11)

Pupils in Year 10 and Year 11 work towards accreditation and qualifications with the majority following ‘Entry Level programmes’ with further personalisation to enable some pupils to study GCSE English, mathematics and science *where appropriate*. Pupils also follow a vocational and enterprise programme in order to support their post 16 transition. Pupils have some degree of choice but all pupils will study:

KS4 Core Curriculum	Curriculum Time:
English Qualification: <i>OCR Entry Level</i>	<i>3 hours per week</i>
Mathematics Qualification: <i>AQA Entry Level</i>	<i>3 hours per week</i>
ICT Qualification: <i>OCR Entry Level ICT</i>	<i>2 hours per week</i>
Science Qualification: <i>AQA Entry Level</i>	<i>2 hours per week</i>
Physical Education	<i>2 hours per week</i>

Design Technology and Creative Arts:	
Design Technology Qualification: <i>AQA Unit Award</i>	<i>2 hours per week</i>
Food Technology Qualification: <i>Pearson [EdExcel] BTEC Level 1 Home Cooking Award</i>	<i>1 hour per week</i>

Personal Social Development	
Beliefs and Values	<i>1 hour per week</i>
PSHE	<i>1 hour per week</i>
Pastoral/tutor time/Talkabout.	<i>1 hour per week</i>

Options Programme	Curriculum Time:
Art – Drawing, painting and sculpture. Qualification: <i>OCR Entry level Art and Design</i>	<i>2 hours per week</i> (pupils choose one option to study for 2 years)
Expressive Arts - combining performance, music, art and media. Qualification: <i>Trinity Arts Award</i>	
Physical Education – Leadership in Sport.	
Creative Technology – combining elements of 21st Century Technology and practical Design Technology Qualification: <i>OCR ICT Functional Skills (AS PER CORE)</i> <i>AQA Unit Awards (Where Applicable)</i>	

Vocational Courses are offered to our pupils and pupils in the locality partnership in the following areas:	Curriculum Time:
Flex Programme Qualification: <i>City and Guilds Entry Level Skills for Working Life</i>	<i>2 hours per week</i>
Flash Programme Qualification: <i>City and Guilds Entry level Employability and Personal Development</i>	<i>3 hours per week</i>

The vocational curriculum allows pupils to get a taster for practical areas like construction, horticulture, outdoor and leisure activities. Pupils also get to take part in ‘**Enterprise**’ activities through ‘Ashley Shiners’ and ‘Ashley Growers’ to enhance independent skills and support the development of real ‘work based’ skills including money management. Further opportunities for work experience or work based learning are available where appropriate to support transition.

Speech and Language Support is available for selected pupils who are supported in and out of lessons and provided with additional literacy support. There is additional support for 'phonics' which is delivered through targeted intervention programmes and by using "Lexia" software in class teaching.

There is a strong focus on the development of social skills in the curriculum. *Talkabout* (<http://alexkelly.biz/>) is a complete programme which helps us assess, teach and measure social skills. It uses a hierarchical method of teaching social skills which means that having assessed pupils start point, specific resources can be used to develop these core skills.

The hierarchical approach to teaching social skills is based on the clinical work of *Alex Kelly* and begins by developing a pupils self-awareness and self-esteem before progressing onto body language, conversation and friendship skills before working on assertiveness.

Most classes are taught in mixed ability groups of average size 12, and are supported by an LSA who may vary depending on the lesson and specialism. The Deputy Headteacher (Behaviour For Learning) decides upon the class groups with the Key Stage 4 Leader.

In Year 10 and 11, pupils are taught in set ability groups for English and mathematics and some pupils are identified to follow GCSE Science.

Termly Themes are regularly updated and published on the school website to signpost key learning for each term with suggestions for supporting pupils at home.

Additional *Speech and Language* support is available for pupils who are identified and prioritised within the resource provision (for example with the *SMiLE* group).

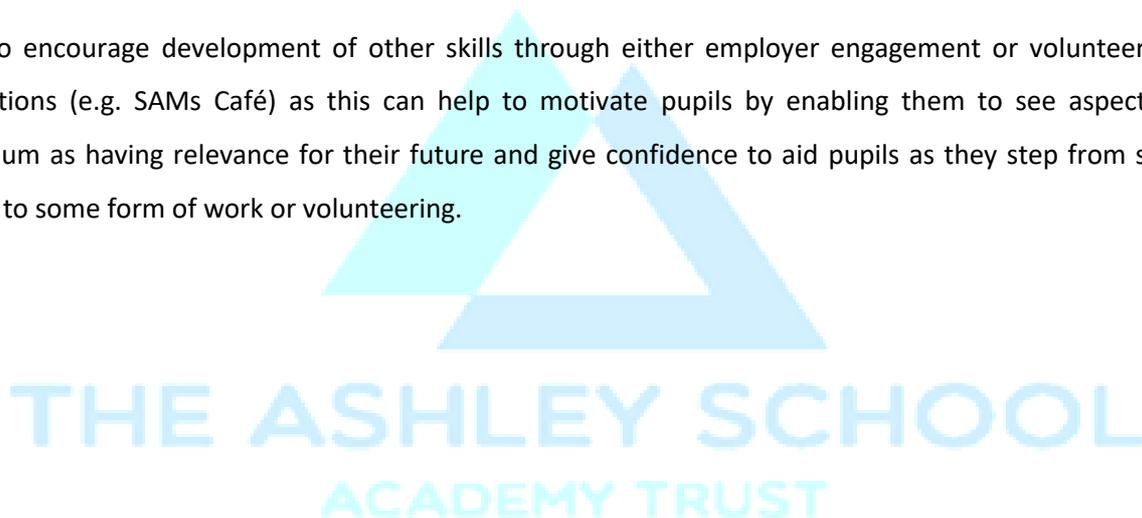
All year groups have the opportunity to take part in a 'Vocational Programme' where they get to experience outdoor education, basic construction, food safety etc. Other enrichment opportunities also take place, focusing on developing skills (for example literacy) through 'World Book Day' as well as the opportunity to host visiting theatre companies and cultural activities (e.g. performing at the world famous 'Snape Maltings' etc.) and inter and Intra School competitive sports (cross country, football, athletics).

4. Work Experience, Employer Engagement and Transition

Wherever possible, Y11 pupils will have the opportunity to take part in work experience. This is designed to enhance their skills developed as part of the vocational programme but also support their transition to post 16 providers. We aim to support pupils to engage with future employers or volunteering organisations for life beyond the school by promoting knowledge of industrial, commercial and public employers. We believe this would develop employability and key skills and support personal and social development.

We value the development of social skills and this is apparent through the curriculum [*Talkabout*]. As such working a part of a team, recognising and controlling risks, health & safety considerations and adjusting to a culture outside school are important areas that work experience and employer engagement represent.

We also encourage development of other skills through either employer engagement or volunteering with associations (e.g. SAMs Café) as this can help to motivate pupils by enabling them to see aspects of the curriculum as having relevance for their future and give confidence to aid pupils as they step from school to college to some form of work or volunteering.



5. Spiritual, Moral, Social and Cultural Development

The PSHE programme is tailored to the needs of each group and covers appropriate social and moral curriculum relevant to pupil level and need. The Beliefs and Values curriculum contributes to the social and spiritual aspects of the curriculum again, at the level appropriate to pupil need. Incorporated into both are British Values that support development of citizenship. Other opportunities to look at aspects of the cultural global community are given provided throughout the year through collapsed curriculum days (e.g. 'World Book Day') as well as those supporting good causes for those less fortunate ('Sport Relief', 'Comic Relief', 'Children in Need', etc.). As a school, staff supports pupils to develop not only in PSHE and Beliefs and Values but throughout the curriculum. We have introduced a 'Social and Emotional Aspects of Learning' [SEAL] curriculum in 'Key Stage 3' during pastoral time. In the same way, enhancing social skills using the specific 'Talkabout' programme has resulted in a scheduled period across the school for Year 6 to Year 11. Some pupils have specific 'Talkabout' (*a social skills programme developed by Alex Kelly*) intervention to support them. The following extract is taken from the *Department for Education* to highlight the key areas.

Moral development

Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

Social development

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Cultural development

Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the

knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

Promoting personal, social and health education and citizenship

We promote PSHE, Beliefs and Values along with Social Skills in order to develop pupils understanding of be a good citizen. We also promote pupil wellbeing and endeavor through these subject areas to ensure pupils have an understanding of how to keep themselves safe.

Assemblies

The school has a published annual assembly programme that includes a theme for each week focused on developing spiritual, moral or social development. All staff will deliver at least one assembly on a broad theme which also link to the broader SEAL themes elsewhere in the curriculum.

This Curriculum Policy reflects the broad and balanced curriculum on offer at The Ashley School Academy Trust but our curriculum is constantly being reviewed to match the needs of pupils. We continue to endeavor to prepare pupils for life in modern Britain.

6. Evaluating the Curriculum:

The curriculum is reviewed annually to ensure the most effective model is in place within the available resource.

To do this:

- A curriculum model and staffing structure is developed and discussed regularly with senior leaders
- Dialogue with Subject Leaders and Key Stage Leaders takes place through scheduled 'XLT' meetings to identify priorities and plan effectively.
- Subject Leaders meet regularly with the DHT (T&L) to look at the curriculum.
- Pastoral Leaders meet regularly with the DHT (B4L) to review class groups and curriculum support.
- Planning with in available resources through a curriculum 'comb'.
- Deployment of resources under direction of Headteacher is reviewed.
- Outcomes for Key Stage 4 are constantly reviewed and evaluated by DHT (T&L). These are shared with Pupil Achievement Committee of the Trustees Board.

7. Reference: Qualification Links

OCR

<http://www.ocr.org.uk/qualifications/>

AQA

<http://www.aqa.org.uk/qualifications>

Pearson

<http://qualifications.pearson.com/en/qualifications/myskills/btec-home-cooking-skills.html>

City and Guilds

<http://www.cityandguilds.com/>

Arts Award

<http://www.artsaward.org.uk/>

Sports Leaders UK

<http://www.sportsleaders.org/>



THE ASHLEY SCHOOL
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Person Responsible for this Policy: A Wright

Updated: January 2018

Next Planned Review: January 2021