



Curriculum Policy Ark Alexandra Academy

Principles

Our curriculum delivers high academic standards for our students to provide them with the very best opportunities for their future: a life currency that will open doors. Our curriculum is designed purposely to ensure all students, especially our most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, have the wisdom, knowledge, skills and cultural capital to succeed and be happy in life. Whilst enabling student to secure strong outcomes in English and maths, the breadth of the curriculum provides students with the opportunities to pursue their strengths and passions. The curriculum prepares students for the rigorous academic standards demanded by universities and serves the demands of our community by empowering students to be confident, articulate and resilient, who can present themselves positively to prospective employers. Our faith resonates through the curriculum instilling a sense of responsibility and developing young people who are emotionally intelligent, empathetic and caring. Our curriculum actively encourages students to contribute positively to the school and local community. Our curriculum, along with our strong ethos and culture underpins our drive to raise aspirations and enable greater social mobility in Hastings.

Intent

Our curriculum intends to:

- enable and deliver strong academic progress and outcomes for all students especially the most disadvantage and those with SEND or high needs;
- be coherent and sequenced towards cumulatively sufficient knowledge and skills for university or higher-level training, such as apprenticeships or a career of their choice;
- provides the breadth of subjects for students to be highly successful and pursue their passions;
- endorse inclusive Christian vision by developing the whole child;
- have purpose and relevance to life beyond school and beyond school age;
- demonstrate the importance of academic skills as well as emotional intelligence to the workplace and the world of work;
- ensure our young people must be highly literate and numerate;
- give all students the cultural capital they need to succeed;
- inspire and motivate our students to enjoy learning to continue learning beyond school years;
- equip the students with the qualifications to meet local employment needs and services in the Hastings community;
- prepare our students to be confident and articulate verbally;
- challenge all students to think hard and learn that 'a little struggle' is typical and essential to solving problems;
- develop creative, emotionally intelligent and physically active young adults in order that they can lead a happy and healthy lifestyle.

Church School Status

Ark Alexandra Academy is proud to be a Church of England School and the vision and values of the school are intrinsically shaped by the Christian vision. We recognise that each pupil is a unique individual and so we ensure the rounded development of the whole child through

academic achievement and spiritual development. Whether our pupils are from different faiths or none, the vision and values are relevant to all pupils and drive our curriculum decisions, so pupils experience a broad and balance curriculum that is exciting and relevant enabling them to flourish.

Key Stage 3 and 4 curriculums

Our focus at key stage 3, (years 7, 8 and 9) is to provide a broad curriculum with a strong emphasis on the core subjects, to build upon the foundations that primary schools have secured. Our year 7 students join our family with skills, concepts and knowledge that we must develop and nurture. The curriculum is oracy rich to develop our students to be confident in presenting themselves, their ideas and their opinions. Careers education is a crucial part of the KS3 curriculum and by the end of year 9, students will have a clear a long-term plan that maps the route to them achieving their goals for their future.

Our GCSE curriculum is 2 years, (years 10 -11) in order to maximise the time for the students to achieve the highest academic outcomes. Success in the GCSEs will raise aspirations and increase social mobility, an issue that is a continuing challenge in our local area. Our students' study 4 option choices alongside the core subjects in order that they are able to pursue their passions and interests and develop a love of learning.

We need to expand and enhance our students' understanding of their place and role in the world and expose them to significant contrast and diversity. When considering the subjects to offer for GCSE, we have ensured that all students study geography and history from year 7 and that they study either geography or history as GCSE options or they can study both subjects at GCSE.

6th Form Curriculum

We want all our KS5 student to go to university or into a career of the choice. The breadth of the 6th Form curriculum ensures that our students can pursue a range of strong facilitating subjects as well as courses that provide a firm platform into further education in work related courses. Similarly, the foundation course and BTEC level 3 courses support progression into apprenticeships at any point during KS5. At Ark Alexandra Academy 6th Form we know every student, their ambitions, and their challenges. We track and monitor each students' progress every 3-4 weeks in order that students achieve their targets.

Subject leaders have developed their curriculum and schemes of learning for a 5-year or 7-year progression in order that the KS4 subjects secure the essential and basic knowledge required for success at A level and BTEC level 3.

The students' personal development remains a priority as well as enriching their 6th form experience through engaging in voluntary work, developing their character and moral values and preparing them for the world of work. We want our students to be the leaders of the change and social mobility locally and beyond.

Implementation

Whilst our intent is strong and focused, we are working with the legacy of two different curriculums.

An overview of the curriculum can be seen in Appendix A.

Core Subjects

- On average 57% of the timetable is dedicated to English, maths and science in years 7 –

11.

- Maths Mastery and English Mastery curriculums are followed at key stage 3.
- 20% of each year group's lesson is Maths and between 20-28% is English.
- Additional Literacy is provided for students who require more intensive support.
- English and maths classes are taught in mixed ability groups in year 7 and 8 to ensure the curriculum is accessible to all.

The needs of the students are the driving factors when timetabling decisions are made and therefore, we do our best to ensure that we maximise the teacher's strengths according to the needs of each class, within the constraints of a split site. We have prioritised year 11 when constructing the timetable and allocating teachers.

KS4: Curriculum choice

- Students are guided through an options process in consultation with the parents and teachers.
- Students are not forced into any "route" but are guided based on interest, strengths and possible careers.
- 99.4% of year 9 students were allocated their first choice options.
- Whilst we understand the importance of EBACC we believe in students studying the right courses for them to be highly successful and to develop a love of learning. As such modern foreign languages, triple science and additional literacy options are discussed with students and parents.
- The core subjects and humanities account for two thirds of curriculum time.
- Because of the increased demands from the triple science course year 10 students are given additional curriculum time to complete the course.
- To reflect the demands and opportunities that are available in the local community, Health and Social care, Hospitality and catering, Art, Photography, Dance, Drama, Enterprise and Design technology are some of the courses that are offered at Key stage 4
- This offer supports students' access to quality key stage 5 courses in our own or in local post 16 provision.
- CEIAG interviews and support is provided for all students with targeted students receiving more bespoke support and guidance.
- Some students in year 10 are provided with additional literacy support. This is in addition to three other option choices

KS5 curriculum

- It is consistent in all our communications that every student will have a 7-year curriculum at Ark Alexandra in order that it becomes the norm and the expected. This communication is also made very clear to parents at the year 6 Open Evenings and at every other opportunity.
- Parents are provided with relevant details and information at the Introduction to Post 16 Parent Meetings in years 9, 10 and 11.
- An Induction programme is available to targeted students which includes 6th Form taster sessions.
- Targeted student meetings take place for the autumn term year 10 and then throughout the year.
- Every student entering year 12, will have a formal interview ensuring they are going to study the most appropriate course that builds upon their strengths, their passions and

career aspirations.

- At the interview our expectations are made clear and are non negotiable
- We will not support a student's request to study A level courses unless they have the essential GCSE base line.
- Through our Foundation Course we will support students who may have just missed their level 4 in English or maths.
- CEIAG support and guidance is provided throughout KS5 in order that each milestone towards their ambitions is achieved.
- More intensive support is provided for students who are experiencing hardship or other personal challenges.
- Higher attainers are supported in acquiring places at top university through our work with Villiers Park.
- Regular learning walks are scheduled to assess the implementation of the course
- 3-4 weekly monitoring of student progress informs 1 to 1 meetings with teachers to formulate clear actions that will secure greater progress.
- Knowledge gaps are identified and addressed through the re-teach with a re-test cycle.
- The Head of 6th Form will actively intervene with HODs if necessary, in order that student targets are achieved
- Ark Network Leads support and challenge the curriculum planning and implementation.

Subjects: Schemes of Learning

Middle leaders have developed curriculum maps that are planned from year 13 or year 11 backwards in order that every teacher has a clear and depth of understanding of the curriculum and the importance and relevance of every unit. The schemes of learning take into account the demands of the A level and the GCSE knowledge and concepts.

Schemes of learning:

- identify the essential, concepts and knowledge that the students must learn and apply.
- demonstrate where the essential knowledge will be re-taught and re-learnt.
- Allocate time to re-teach and re-test so that we are sure the knowledge has been learnt
- plan for and revisit prior knowledge
- maximise opportunities for literacy and oracy
- plan for homework as integral to the lessons and the essential learning.

Every teacher must:

- have the 'big picture' of the 5/7-year curriculum in order that they can contextualise the relevance and importance of the learning in any one lesson.
- know exactly what the students must learn and when and develop high quality lessons so that the knowledge is readily learnt and applied.
- have a detailed understanding of the level of excellence that needs to be achieved.
- write models of excellence and use them with students to define what excellence "looks like".
- Share with the students the 'bigger picture', what they are learning and why.

The implementation of the curriculum is monitored and measured through:

- lesson observations and lesson planning
- HoDs learning walks and book monitoring
- SLT learning walks during line management: observing, checking student books

- Student book monitoring: that the essential knowledge is clearly evident within each student's book
- Formative assessments: the teacher's marking targets with the student's response that demonstrates improved learning and progress
- Evaluation, monitoring and training through the Ark Network leads
- External monitoring

The monitoring will inform the actions expected of the HoD:

- The priorities for the department's co planning sessions
- Engineering the pairings for the co planning of lessons
- CPD required for individual teachers
- Department training and development
- Refinements to the SOL

Enrichment

We want our students to have new and diverse experiences, particularly in the sports and the arts. We are introducing an enrichment programme for all students: period 6 on a Monday and a Tuesday. Enrichment provides our students with the opportunity to interact with different students and adults, develop strong working relationships with each other and with different members of staff, enhance their communication skills, teamwork, self-confidence. We believe that these are essential qualities that our students at Ark Alexandra need to develop and practice.

RE

All students, years 7 – 10, will have a lesson a week dedicated to RE. This lesson not only teaches students about our Christian faith, other religions and diversity, it also endorses our values: Faith, Excellence and Kindness. It provides an explicit opportunity to teach essential character traits. RE is offered as GCSE subject to all students.

PSHE

PSHE is essential for students to understand themselves, others and the world around them and enables them to enjoy a healthy, safe, responsible and fulfilled life. Students in years 7-10 have two dedicated tutor times to PSHE each week. We will also schedule 'drop days' where students will be immersed in PSHE / SRE related themes. Topics include: on-line safety, keeping safe, criminal exploitation, mental health and drug awareness.

NB: For year 2 of Ark Alexandra: In year 11, most subjects are taught as co-ed, however there are some subjects that remain single sex. All other year groups are co-ed.

Impact

The impact will be evident through:

- Student engagement and enjoyment

Student feedback will measure how much students are enjoying their learning and how much

progress they feel they are making in each subject.

- Subject progress and attainment

There are calendared summative assessment points where department, class and student group data is analysed to measure student progress and attainment. There are also formative assessments throughout the year that demonstrate the successful impact on the curriculum. Student books are an essential measure of the successful implementation of the curriculum as well as providing a clear indication of progression in the student's learning.

- Student progress and attainment

The question level analysis identifies what knowledge the students have learnt well and what they still need to learn. This informs the planning for the re-teach of the highest leverage knowledge and provides the student with another opportunity to demonstrate that they can demonstrate the learning through an improved answer in the re-test.

- Their destinations and continuation in education, training or employment

Post 16 and 18 destination data is critical insight into the success of our curriculum. Expectations are that all students will attend further education, university or higher-level training, such as apprenticeships or a career of their choice.

- Evidence of student's implementation of our values through their behaviours, actions and interactions

Whilst it is not always a quantitative measure, we will see and hear our students having Faith in their God and themselves, motivated to strive for excellence, and being kind to others and to themselves.

- Rewards, repair and consequences data

The rewards data will tell us how well our students have learnt and have adopted the behaviours of our values. The repair and consequences data will be a measure of where we must improve and where we need to adapt our curriculum and support of particular groups or individuals.

- Attendance

Attendance to school will improve because students are happy and are finding school fulfilling, they will want to be at school and they will not want to miss a day's learning.

The evidence of impact will direct our thinking and therefore curriculum development refinement, always keeping our Hasting students at the centre of all that we do, plan and implement.

Appendix A – Curriculum Overview Key Stage 3 and 4

Subject	Year 7		Year 8		Year 9		Year 10			Year 11			Total by Yr. 11
	Hours per week	%	Hours per week	%	Hours per week	%	Hours per week	Classes	%	Hours per week	Classes	%	
English	5.00	20	5.00	20	5.00	20	5.00	8	20	5.00	8	20	950
Maths	5.00	20	5.00	20	4.00	16	5.00	8	20	5.00	8	20	912
Science	4.00	16	4.00	16	4.00	16	5.00	8	20	4.00	8	16	798
Triple Science							2.00	2	8	3.00	1	12	190
Geography	2.00	8	2.00	8	2.00	8	2.00	4	8	3.00	4	12	418
History	2.00	8	2.00	8	2.00	8	2.00	4	8	3.00	4	12	418
MFL/Literacy	1.00	4	1.00	4	2.00	8							
French							2.00	1	8	3.00	1	12	342
Spanish							2.00	1	8	3.00	5	12	342
Art	1.00	4	1.00	4	1.00	4	2.00	2	8	3.00	2	12	304
Dance	0.50	2	0.50	2	0.50	2	2.00	1	8	3.00	1	12	247
Drama	0.50	2	0.50	2	1.00	4	2.00	2	8	3.00	2	12	266
Food	0.50	2	0.50	2	0.50	2	2.00	2	8	3.00	2	12	247
PE (Core)	2.00	8	2.00	8	1.50	6	1.00	8	4				247
PE (BTEC)							2.00	2	8	3.00	2	12	190
PE (GCSE)							2.00	1	8	3.00	1	12	190
RE	1.00	4	1.00	4	1.00	4	1.00	8	4				152
Design Technology	0.50	2	0.50	2	0.50	2	2.00	3	8	3.00	1	12	247
Digital IT							2.00	2	8	3.00	2	12	190
Enterprise							2.00	2	8	3.00	3	12	190
Health & Social Care							2.00	2	8	3.00	1	12	190
Literacy							2.00	2	8				76
Sociology							2.00	2	8				76
Photography							2.00	2	8	3.00	2	12	190
Child Development										3.00	1	12	114
Total	25		25		25		25			27			