



Curriculum Policy

Author of Policy
Lee Sargeant
Headteacher

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Signed on behalf of Governing Body

A handwritten signature in black ink, appearing to be "L. Sargeant", is written over a grey rectangular background.

OUR MISSION

'I have come that they may have life and have it to the full' John 10:10

All Saints Academy ensures that every student is **well-educated**, prepared for the **future** and is able to **live life** to the full. This allows our children to **succeed beyond potential**.

OUR VALUES

To achieve our mission, we have four core values:

- FAITH – putting Christian faith at the heart of every action and providing a safe environment and caring ethos for all
- FOUNDATIONS – creating strong foundations in learning, behaviour and success for all
- FAMILY – understanding the importance of family, the value of community and ensuring support for all
- FUTURES – preparing for bright futures shaped from excellent progress, achievement and choice for all

This policy and the associated procedures are based on these principles, aims and beliefs.

Aims of the Curriculum

- To provide equality of opportunity and ensure the Academy provides a curriculum that can be accessed regardless of ability, gender, race, religion, and where practicably possible disability.
- To ensure that there is a clear intent for what students will have learnt and developed in each subject over the five years at All Saints.
- To ensure that subject knowledge and skills that students learn are based on ambitious and rigorous standards for each subject and that this permeates every lesson (Example in Appendix A).
- To ensure that the intended curriculum for each subject is mapped throughout Key Stage 3 and 4, to provide a sequence of learning that always contributes to the knowledge and skills required to be successful.
- To ensure that all students will enjoy and experience success and that achievement will be recognised, recorded and celebrated.
- To provide a balance between the acquisition of knowledge and the development of skills, underpinned by Christian attitudes and values that will enable students to become responsible members of the community.
- To develop students as independent thinkers able to take responsibility for their own learning.
- To ensure that meaningful, learning experiences, which fall outside the specific taught curriculum, are also recognised and utilised to the full.
- To develop appropriate teaching and learning styles in order to ensure effective delivery of the curriculum.
- To ensure rigorous assessment which informs how effectively the curriculum is learnt (in conjunction with the Academy Assessment Policy)

To meet these aims the Academy recognises that all students are entitled to a curriculum, which is characterised, by a clear intent and successful implementation, which results in excellent outcomes for students. The curriculum is designed to include breadth, balance, coherence, relevance, differentiation, personalisation and progression.

Breadth

A broad curriculum will bring students into contact with the elements of learning, knowledge, concepts, skills and attitudes and areas of learning experience including aesthetic/creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological. The primary method of delivery for this is through subject areas. The school recognises the part that the informal and extended curriculum has to play in these areas.

Balance

A balanced curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole.

Coherence

A coherent curriculum will be planned as a whole and will embrace the different areas of learning and experience so that these do not appear as discreet and unconnected, but as contributing to overall progress and achievement.

Relevance

A relevant curriculum will link schoolwork to students' own experiences and make plain the application of what is learned to adult life.

Personalised

A personalised curriculum will endeavour to tune individual provision to individual need. The governors recognise the complexity of this and understand the draw a personalised curriculum has on resources if individual needs are to be met. However, in meeting this challenge the school uses personalised learning practices, these include:

- Assessment for learning, setting targets and identifying what students need to do to get there.
- Using a range of teaching techniques including ICT and greater curriculum choice with specialism.
- Organising the Academy day and resources to best match learning needs.
- Building in links and support from outside the classroom, from parents, employers and the wider community
- Students will follow a different curriculum, particularly at KS4 in order to meet their individual needs. The school places particular emphasis on offering high quality and diverse opportunities for students to study vocational courses with various providers.

It is not the Academy's policy to move students out of their chronological year group as a method of personalising learning. As a rule the Academy will look for additional opportunities and differentiated work to personalise the curriculum for students of different abilities.

Teaching and Learning

We place great emphasis upon the notion that teaching and learning processes are as significant as curriculum content in determining pupil progress and achievement. To this end we seek to develop shared experience, between teachers and students. We encourage teachers to review their teaching methodology and monitor approaches through classroom observation and professional review meetings. We also recognise the importance of shared experience between students themselves and that teachers can learn from students. We value non-formal learning situations as a distinctive aspect of the ethos of the school.

Entitlement

Students are entitled to receive a curriculum, which prepares them for adult life by reflecting the needs of society which is broad and balanced and which provides learning experiences in all of the key areas. R.S. is at the heart of our curriculum; in recognition of this all KS3 and KS4 study R.S. To ensure a breadth of subjects students have an entitlement to be offered a range of subjects. This ensures that students have access to the cultural capital they need in order to give them an advantage in adult life.

Curriculum Deployment

Subject delivery and the organisation of students within classes is the responsibility of Heads of Departments, subject teachers and the Senior Leaders. Students will be in a mixture of setted groups, based on ability and mixed ability groups. This will be determined in the best interests and needs of students, to ensure they make maximum progress.

Extra Curricular Activities

These are many and varied and form an important part of our curriculum offering. Activities include: Retreats, Sport, Theatre/Museum/Art Gallery visits, trips aboard and in this country, Activity Days and outside speakers/visitors.

The Timetable

The timetable is organised to facilitate effective delivery of the Curriculum.

Quality Assurance

The curriculum is monitored by Senior Leaders and Governors, to ensure that there is quality. How this is done is set out in the Academy's quality assurance programme.

Appendix A

Modern Foreign Languages

Key Knowledge Pupils will know:	Key Skills Pupils will be able to:
<p>Key Threshold Concepts</p> <ul style="list-style-type: none"> • Colloquial, idiomatic French exists and allows for more authentic communication <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Pupils will be able to refer to cultural events of Francophone countries • Exposure to literary and non-literary texts putting the French into a new context <p>Subject – specific Knowledge</p> <p>Three themes are covered:</p> <p>1. Identity and Culture</p> <p>Relationships – family and friends Days out Leisure activities Use of technology Reading and music TV habits Daily life Shopping Festivals, celebrations and traditions Mealtimes</p> <p>2. Local, national, international and global areas of interest</p> <p>Regions Tourist information Weather and natural disasters Plans Pros and cons of where people live Holidays Travelling Eating out Holiday disasters protecting the environment Ethical shopping Volunteering Big events</p>	<p>Listening, Reading, Writing and speaking</p> <ul style="list-style-type: none"> • Demonstrate understanding of and be able to say familiar words and phrases, spoken clearly and repeated if necessary. • Demonstrate understanding of and be able to say a range of familiar phrases and opinions, spoken clearly. • Demonstrate understanding of main points and opinions from sentences using familiar vocabulary, spoken clearly. • Transcribe and translate familiar words. • Demonstrate understanding of main points and opinions from a sequence of related sentences using a range of familiar vocabulary, short phrases and common verbs in the present tense, spoken clearly. • Transcribe and translate familiar short phrases. • Demonstrate understanding of main points, opinions with reasons and some details in short passages which include reference to either the present or the future, spoken clearly Transcribe and translate short phrases. • Demonstrate understanding of main points, opinions with reasons and details in a range of short passages which include reference to the present and the future, spoken clearly. Transcribe and translate longer phrases. • Demonstrate understanding of a range of short and longer passages which include opinions with reasons, details and reference to the present, the past and the future, spoken clearly Transcribe sentences.

3. Current and future study and employment

School subjects and facilities

School in France

Rules

Healthy and Unhealthy Living

Extracurricular activities

School successes

Work preferences

Future plans

Earning money

Work experience

4. Grammar

Nouns and articles

Prepositions

Present tense, regular and irregular verbs

Questions

Negatives

Future tenses, regular and irregular

Perfect tense with avoir and être, regular and irregular

Il faut

Modal verbs

Infinitives

Adjectives

Comparative and superlative

Possessive

Imperfect tense

Object pronouns

Pronouns (demonstrative, relative, subject etc.)

Pluperfect tense

Passive voice

Present and past participles

Linguistic Knowledge

- Range of communication and decoding strategies including: ignoring unneeded words, using context, using grammatical markers and categories, using social and cultural context
- Acquisition of 2000+ word vocabulary across the three themes

- Deduce meaning and demonstrate understanding of overall message, key points and details in a range of longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, justified opinions and some less familiar, as well as familiar, language and grammatical structures, spoken clearly.
- Deduce meaning and demonstrate understanding of overall message and detail in longer passages (including authentic sources, adapted or abridged) which include a range of at least three different tenses, justified opinions and some more complex grammatical structures and less familiar vocabulary, spoken clearly.
- Demonstrate recognition of themes and ideas in longer passages (including authentic sources, adapted or abridged) covering some contemporary and cultural themes, including some different types of spoken language, a combination of complex tenses and grammatical structures (covering some grammar up to and including the 10th Step) and some less common vocabulary, spoken clearly.
- Extract and evaluate information in longer passages (including authentic sources, adapted or abridged) covering a range of contemporary and cultural themes, including some more abstract ideas, different types of spoken language, a combination of complex tenses and grammatical structures and some uncommon vocabulary, spoken clearly.
- Draw conclusions and interpret meaning in a range of longer passages (including authentic sources, adapted or abridged) covering a wide range of contemporary and cultural themes, including abstract material, different types of spoken language, multiple tenses, complex grammatical

Cross –Curricular Knowledge

- Key skills
 - problem solving
 - communication
 - team work
 - resilience
 - creativity
 - numeracy
- Subject overlaps
 - Geography
 - Health and social care
 - History
 - RS
 - Art and Design
 - Maths
 - Science
 - Personal, social and emotional
 - PE
 - English

structures and a range of uncommon vocabulary, spoken clearly.