

E-ACT POLICY

PARKWOOD ACADEMY

CURRICULUM

Date agreed by Governors	
Date of review	
Responsible officer	Principal / Business Director

Parkwood Academy Curriculum Policy

Aims

At Parkwood, we believe that every student, regardless of ability, gender, ethnicity, religious or sexual orientation has the right to;

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

For the purposes of this policy and for use across the Academy, we understand the word 'curriculum' to refer to the totality of the students' learning experience and, as such, refers not only to the 'taught' curriculum (accessed through the timetable), but to 'additional' learning experienced through trips, visits, before/after academy events, interventions, SEN/EAL provision, Vocational Skills placements, IAG etc

Monitoring and Review

In order to ensure that curriculum provision is matched to the needs of our students, the local, national agenda as well as that of our sponsor E-ACT, it is necessary to view the details of this policy as fluid in some measure and makes it necessary to review this policy at least annually.

This policy should also be read alongside other Academy policies including, although not exclusively, Quality Assurance, Teaching and Learning, SEN/EAL, Behaviour for Learning and Assessment, Recording and Reporting.

It is the responsibility of the Principal, through the Vice Principal (Curriculum) and in liaison with Curriculum Learning leaders and other relevant stakeholders to monitor the implementation of the curriculum across the Academy.

Members of the Academy council are allocated to the Vice Principal (Curriculum) and meet regularly in order to ensure that student voice has a mechanism to air concerns and comments about the student experience.

The Quality Assurance process allows curriculum review to take place throughout the year and also ensures that students and staff regularly discuss their experiences of the curriculum. This feedback is minuted in Line Management meetings and passed through to Senior Team for actioning, where appropriate.

Curriculum features as part of the Governing Body agenda either with the Standards and Achievement sub-committee or as part of the Full Governing body meeting.

Liaison with our sponsors and sister Academies, SSAT and a continuing relationship with the LA means that the SLT at Parkwood are enabled to act upon the necessary and relevant changes to the curriculum speedily and effectively.

It is the responsibility of Curriculum Learning leaders to ensure that all key elements of their areas are planned and delivered in a logical sequence in order to promote continuity and progression in learning. To help them achieve this, Senior Team will provide transitional data related to past attainment, build links with Primary School Partners where necessary and allow guided time in team meetings for staff to examine the curriculum and the impact of student data upon this.

It is the responsibility of all teachers to ensure that all teaching plans provide a clear and concise specification of what is to be done and how. In this they will be supported by their Curriculum Learning Leader, who will ensure that long term planning is available to all staff and is reviewed regularly.

At given times, it may be necessary for teaching staff to provide evidence of long, medium and short term planning and how this relates to the classes for whom they are responsible. Planning proformas and guidance on their use are available to all staff (refer to Teaching and Learning policy).

Support for Students

We believe that the curriculum should prepare every student for the life ahead of them and support their individual needs and aspirations.

Therefore, where a student is identified as having a need, the curriculum will, where appropriate, seek to address that need through alternative or additional provision (refer to SEN, EAL and G&T Policies).

To this end Parkwood Academy supports students through Pride, Phoenix and Turnstyle provisions running alongside the 'mainstream' provision, through withdrawal for SEN interventions and through enhancement for G&T and AimHigher students.

Resources for the Curriculum

The Parkwood Curriculum is well resourced in terms of CPD for staff, accommodation, equipment and external provision where appropriate.

Staff are encouraged to use their Performance Management (see Performance Management policy) to identify training needs related to the delivery of the curriculum at the beginning of every academic year. A Vice Principal is designated the role of monitoring the quality and uptake of this throughout the year and ensuring its relevance and implementation into practice.

Accommodation is allocated on the whole in 'areas' and, where possible, subject specific rooms are used for their given purpose. Some areas, such as PE and Technology allocate their rooms/areas on a rotation basis in order to get the best use of them.

In the case of PE, the new building project has meant that the use of external, off-site facilities has become necessary.

The timetable endeavours to ensure that consistency of accommodation is provided for students where possible.

The curriculum is well supported in terms of ICT and other specialist equipment. A team of specialist support staff ensures that equipment such as ICT, Laser cutter and Cadcam etc are well maintained and up to date in terms of safety.

Curriculum Learning leaders are allocated a budget based on student allocation and are encouraged to use this (at least in part) to support curriculum delivery. A separate budget is available for them to 'bid' for where curriculum development is necessary.

The Place of the Specialisms

Parkwood Academy has been awarded the dual specialist status of Languages and Sport. We feel that this reflects the nature and interests of our student body as well as excellent delivery of teaching.

It is the responsibility of the Directors of Specialisms to ensure that the curriculum is enhanced and permeated in all areas by these subjects. This will be achieved through their input into the Academy Improvement Plan, liaison with other Curriculum Learning Leaders and their Specialist development plans.

Arrangement of the Timetable

From September 2011 the timetable will be divided into sessions lasting 100 minutes.

Each day will consist of three 100 minute lessons and 15 minutes of Tutor Time.

The timetable will be spread across two weeks to allow full and complete delivery.

Year Seven

As a transitional year group, we believe that it is important that Year 7 experience a curriculum that supports their induction into the secondary system and builds on their prior experiences in the primary sector. Central to this year group is the development of excellent Literacy, Numeracy and Personal Skills

Subject	Minutes per cycle
Competency	400
English	400
Mathematics	400
Science	400
ICT	100
Design Technology	200
MFL	300
PE	300
Expressive Arts	200
Humanities	300

Years Eight and Nine

We believe that these year groups should experience a broad and balanced curriculum that thoroughly prepares them for the expectations of Key Stage 4 and will allow them to make informed choices about the courses they will take at the end of Key Stage 3. Again, we believe that the best preparation for this is through development of Literacy and Numeracy Skills.

Subject	Minutes per cycle
English	500
Mathematics	500
Science	400
PE	300
MFL	300
ICT	100
PSHCE	100
RE	100
Design Technology	200
Geography	100
History	100
Art	100
Drama	100
Music	100

Years Ten and Eleven

These year groups are viewed as preparation for life after Parkwood. We believe that it is necessary to raise students' aspiration and allow them the opportunity to take up courses in any career they choose. Therefore, students are encouraged to develop a broad range of skills that will equip them to proceed to the courses most appropriate to them.

Subject	Minutes per cycle
English	400
Mathematics	400
Science	500
PE	300
ICT	100
Option A	300
Option B	300
Option C	500
RE	100
PSHCE	100

In some cases, Y10/11 students will opt to take an external Vocational Skills Placement and, in these, cases their curriculum offer will be altered slightly although the emphasis will remain with Literacy, Numeracy and the statutory core offer.

In order to ensure that the provision at Key Stage 4 is current, Parkwood is committed to maintaining the excellent relationships we share with the Sixth forms and local colleges and the Universities.