



Learn@
MULTI ACADEMY TRUST



DRAFT Curriculum Policy

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Curriculum Policy at Knowle DGE

The Curriculum at Knowle DGE is being revised and reviewed. The following is a working document that will change and adapt over the 2019-20 academic year.

Vision:

The Curriculum at Knowle DGE supports our mission statement: *all equal, all different, all achieving together* by giving pupils the opportunity to learn and develop in a supportive and creative environment. There is a focus on recognising achievement, supporting progression and providing an environment where pupils feel safe and are happy. Knowle DGE are committed to developing the skills and knowledge that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life.

Knowle DGE is a Nurturing Academy where we value the holistic progress of our pupils taking into consideration their social and emotional and developmental needs. Our curriculum combines knowledge based, skills based and therapeutically informed approaches in order to prepare our pupils for further education, the workplace and the wider world.

We have a Ways of Wellbeing curriculum adapted from the NHS 'Five Ways to Wellbeing' that focuses on 5 areas to holistically support mental and physical health in young people through communication, PSHE, charity/community work, being healthy and active and the environment and these core values underpin all that we do.

Knowle DGE is committed to ensuring every pupil makes progress regardless of their context or starting point. We will set high expectations which inspire, motivate, support and challenge pupils. We believe pupils should enjoy and be enthusiastic about the curriculum and their learning and should be engaged motivated and involved in all lessons. This can be driven through a personalised curriculum and range of teaching strategies and will result in a purposeful atmosphere where children are on task and learning.

At Knowle DGE we aim to give every young person the opportunity to achieve their full potential by providing them with a broad and balanced curriculum. We recognise that many of our learners require the curriculum to be differentiated by not only content but also in delivery and therefore the curriculum is individualised, creative, innovative and flexible allowing for the needs of each pupil to be met. It aims to promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development.

The Academy is committed to providing a broad and balanced curriculum, we have chosen to base the curriculum on an adapted National Curriculum in order to allow pupils the full range of opportunities available through it. This ensures the pupils have access to, and can attain, formal qualifications and career pathways in line with the majority of their peers, based on the National Curriculum for those pupils of compulsory school age.

The Primary curriculum at Knowle DGE follows an adapted national curriculum, with flexibility dependent on young people's needs. The Primary curriculum is 'theme

based' in its approach, which means that lessons revolve around a central topic and a key text. This helps solidify learning for the young people and gives purpose to their learning.

Our Secondary aged pupils have the opportunity to take part in Functional Skills, GCSE's and BTEC Vocational accredited courses. This is blended with opportunities for pupils to develop functional skills, independence skills and skills for working life as appropriate in line with the 14-19 Curriculum. Some subjects are taught discretely while others are covered via a creative curriculum approach.

Our Curriculum aims to reflect the Academy's local context by addressing gaps in pupils' knowledge and skills. The timetable and Curriculum are reviewed annually to ensure compliance with current legislation and guidance and taking into account best practice within special needs education.

We endeavour to provide opportunities for pupils who are identified as having a gift or talent to develop their skills and abilities in that area.

Curriculum Intent:

- That pupils access a broad and balanced curriculum that combines both knowledge based teaching with skills based learning
- That pupils develop skills in order to retain information meaning that knowledge is generative and has a positive impact on their long term memory
- That pupils develop a vocabulary sufficient to support them through qualifications and into the wider world
- That pupils develop knowledge that is connected in schemata which enables them to make links between learning
- That pupils make good to outstanding progress against personal targets
- That pupils have a sense of pride in their learning and achievements
- That pupils have opportunities to participate in a range of co-curricular enrichment activities within and beyond the Academy day
- That pupils develop communication skills in order to be able to clearly express their needs, access the curriculum and be ready for adult life
- That pupils develop reading skills through a phonics based reading scheme
- That pupils develop skills for independence
- That pupils use of ICT is encouraged, learning skills and safety for modern technology
- That pupils develop a greater awareness of their local community and make a positive contribution to society
- That pupils learn a range of skills for life beyond the Academy
- That all pupils are fully supported and guided through the process of planning their futures.

Implementation

- Teachers have good subject pedagogy

- There is a nurturing, safe environment to support learning
- There is a language rich environment in all subjects in which staff support pupils using a total communication approach
- Teachers check understanding and correct misconceptions
- A variety of teaching approaches is used building on developing a variety of experiences and skills for pupils
- Tasks are designed sequentially to support pupils develop and build upon their long term memory
- There is a focus on reading and skills to communicate giving them foundations for future learning

Impact

- To develop confidence, independence and self-worth; to improve mental and physical well-being
- To acquire new knowledge and skills, building upon skills known
- To improve all forms of communication in a language rich environment
- To make social and emotional progress measured through a range of Welfare data: attendance, behaviour, Boxall profiles well-being surveys
- To develop skills of independence that to enable success within education, life skills and their futures
- To be engaged and have a sense of pride in learning and personal development
- To have the skills to be able to read a sufficient level in order to be able to access qualifications and the wider environment such as further education and employment
- To be successful in sustained destinations and chosen career pathways

Literacy and Numeracy:

Literacy and Numeracy are taught discretely from Key Stages 1 to 5 and are consciously reinforced throughout all aspects of the curriculum. Phonics is embedded into the Key Stage 1 and 2 curriculum and there is a large focus across the Academy on developing speech, language and communication skills across all subjects.

Teachers follow the National Curriculum and plan activities appropriate to learners' age and abilities. Class teachers differentiate material for young people, allowing them to access a planned curriculum.

In KS 4 and 5, young people are entered for appropriate public exams. These may be at Entry level, (including Functional Skills) or at GCSE. See individual subject policies for further information.

Reading

At Knowle DGE we have a Library Bus and also reading areas in our Primary classes. It is our aim to provide an environment where pupils engage in and enjoy reading. Over 2019-20 Knowle DGE will be embedding a phonics approach to reading to support pupils develop the phonetic skills in order to be able to decode, as well as a word-aware approach to support the learning of high frequency words.

Maths

In Maths at KS2 and KS3 pupils follow the White Rose Maths curriculum which aims is to develop deep understanding, confidence and competence in maths working towards mastery of the subject. Pupils cover topics on Number, Measurement, Geometry and Statistics, building on prior learning, ready for their progression to KS4.

In Maths at KS4, pupils complete qualifications at Entry Level, Functional Skills level 1 and GCSE. Entry level develops the pupils' basic and relevant mathematical skills across real world subjects such as money, time and measurement. Functional Skills refines their problem solving strategies and practical skills required to tackle unfamiliar challenges in the world of work and everyday life. At GCSE pupils work towards a highly-regarded academic qualification in Maths, a strong foundation for employment.

English

In English at all stages, pupils follow a broad and balanced curriculum that enables them to develop their confidence, independence and ability in all areas of literacy. Each unit is planned to cover a wide variety of genres allowing for pupils to experience a range of text types through reading, writing and speaking and listening opportunities. At Knowle DGE we aim to use rich and varied texts to help pupils develop their vocabulary, word and sentence level understanding, communication and reading skills and develop a love of reading. Throughout each unit, a focus on communication and interaction skills as well as embedding the key literacy skills of writing and reading is paramount. Phonics is being introduced to the whole Academy in order to equip learners with the tools for independent reading and writing.

At KS2 and KS3 we encourage the use of IT where possible, so that pupils can word-process their work or carry out research. We also help our young people develop their spoken communication by encouraging discussion in class, with the aim of becoming more confident and being ready to take part in more formal assessments in KS4 .

In KS4, we begin studying for examinations and each class teacher will select the best course(s) for pupils in their class. Pupils can work towards Entry Level, Functional Skills or GCSE English Language and Literature. Reading and writing continue to be the main skills assessed in all of these qualifications, and pupils will be guided towards producing extended pieces of work independently, as well as comprehending meaning in written texts. We aim for each young person to finish KS4 with at least 1 qualification in English linked to their aspirations, to enjoy the subject and to be a confident communicator in written and spoken language.

Throughout all stages, assessments are in place to identify gaps in learning and fundamental skills. This includes phonics screening and reading and spelling age assessments.

PSHE and SMSC, the Ways of Wellbeing Curriculum

In September 2018 the WoW curriculum was introduced to holistically meet the needs of learners at Knowle DGE Academy. The Five Ways to Wellbeing are a set of evidence-based actions which promote people's wellbeing. They were developed by the New Economics Foundation and based on the findings of the 2008 Government Office for Science Foresight report on Mental Capital and Wellbeing that aimed to

develop a long term vision for maximizing wellbeing in the UK. This has been used to develop Knowle DGE's Ways of Wellbeing (WoW) Curriculum.

At Knowle DGE wellbeing amongst both pupils and staff is a priority. We aim to provide a curriculum that is enriching to both young people and staff's social and emotional development. We aim to provide a curriculum that will take into consideration pupil's holistic needs to help them develop greater awareness of themselves in relation to their health, their wellbeing, their community and their values. Our WoW curriculum complements the Academy focus areas of Nurture, Communication and the growth mindset and has cross curricular links embedded from a therapeutically informed approach.

The WOW curriculum runs every afternoon for Lesson 5.

There are 5 WoW areas:

- Connect
- Be Healthy
- Me in My environment
- Learn (PSHE Jigsaw)
- Give

PSHE is a timetabled session which follows the Jigsaw programme.

An annual plan of significant dates in the religious and cultural calendar ensures that there is a focus, through assemblies and PSHE lessons on important cultural and religious festivals and commemorative days. Health, Sex and relationships will be covered with parental consent for certain aspects of delivery. The development of social and communication skills is also a key part of the PSHE/SMSC curriculum. See PSHE policy for further information.

Other Subjects

RE

In Knowle DGE, RE will be covered in 'Me in my Environment', as part of our Ways of Wellbeing Curriculum. RE will be delivered in this way to maintain a clear and consistent routine and structure, as specified in the national curriculum and to support a more cross-curricular approach to learning.

In RE we follow the guidelines set by Bristol City Council for both Key Stage 2 and 3. We aim to explore the key beliefs of different religions and develop respect and understanding for other religions, cultures and viewpoints.

In Key stage 2 and 3 we hold fortnightly assemblies to reflect on our own and others experiences. These assemblies will support us to focus on our achievements and to develop a sense of self, community and belonging.

As part of our RE and WoW curriculum we will reflect on Mystery and Wonder, diversity, respect and acceptance. Mindfulness is now a key part of Religious

Education and to support pupils with the understanding of this our 'check in' activity in RE will be a mindfulness activity.

History

At KS2, the History curriculum is designed to develop an understanding of how Britain has influenced the world, and how the world has influenced Britain. During October, the focus is on Black History Month, with a focus on events and individuals in Bristol. Students will begin to understand that our knowledge of the past is constructed from various sources. In addition to Black History month, key themes for KS2 History this academic year include Pompeii and the Romans (T2), Inventors and their Inventions (T3), Changing World: Stone Age to the Iron Age (T4), World War II (T5), and Viking Invaders (T6).

In KS3, students will be taught overview of historical eras, as well as in depth studies of particular events. As with KS2, the focus in Term 1 will be on Black History Month, and students will learn to contrast and compare, and analyse trends, in particular focusing on the Windrush generation. This will comprise the local history study. The key themes for the rest of the academic year include Medieval Britain (T2), The Inventors of the Renaissance (T3), Industry and Empire (T4), WWII and the Holocaust (T5), 20th Century USA (T6).

The history curriculum is linked as closely as possible to the academy Themes, which aims to give students an opportunity to see learning as a connected process that has application to real life.

Students who wish to pursue History studies in KS4 have the option of completing a GCSE qualification.

Modern Foreign Languages

Pupils in Key Stages 2 and 3 have access to Spanish. Over the course of a year pupils learn a range of vocabulary such as how to do introductions, food, time (including days, weeks and years), hobbies and sports, directions, places and tenses. Pupils spend most of their time in language lessons speaking, listening and interacting with each other. This emphasis on communication underpins pupil's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.

ICT

ICT and computing at Knowle DGE is taught throughout Key Stages 2 and 3, developing skills that pupils need in order to safely access a range of ICT and computing devices as well as giving them skills that will help them in education and future employment. The curriculum covers using both apple and android devices, programming, coding and communications.

PE

The PE curriculum offers a broad and balanced scheme of work encompassing individual skills, health and fitness and team work. At Key Stage 2 pupils should have the opportunity to have 2 hours per week of PE. The learning will be enhanced by the sports premium and extra hours will be offered to learners. All Key Stage 2 pupils will

have the opportunity to participate in swimming lessons and their ability will be recorded.

At Key Stage 3 pupils will follow the long term plan and focus on specific skills in each sport. Pupils should have the opportunity to have 2 hours per week of PE . Pupils have the opportunity to peer assess and review their own performance. Pupils have opportunities to participate in specialist sports if their teacher is a non-specialists eg. Trampoline, high jump etc. Year 9 pupils will be registered for the DofE award and commence logging activities towards gaining the award.

At Key Stage 4 pupils have the opportunity to participate in sports for life and learn about recreational activities that improve health and well-being. Eg. Gym visits, cycling, rock climbing, walking in parks, community facility visits, team games etc. Learners should have the opportunity to have 2 hours per week of PE. Pupils have the opportunity to enrol on Sports Leaders/DofE course or a GCSE course.

Music

At Key Stage 3 we cover playing and performing a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. We look how to improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. We cover how to use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. We also cover how to identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. We cover listening with increasing discrimination to a wide range of music from great composers and musicians. By the end of Key Stage 3 pupils have developed a deepening understanding of the music that they perform and to which they listen, and its history.

Science

Science provides an excellent vehicle for looking at the world, building upon each pupil's experiences in everyday life. We hope to contribute towards widening pupil's horizons and their understanding of how things work. Pupil's scientific knowledge will be developed using a skills based approach through which we want them to expand their curiosity and awareness. Science is an essential part of a broad and balanced curriculum and gives pupils many of the skills and qualities essential for future employment.

We aim for every pupil completing Key Stage 4 to leave with a recognised qualification in Science. Key Stage 4 pupils at Knowle DGE have several options iGCSE Science / GCSE Biology or an Entry Level Certificate in Science. These specifications aim to give pupils an understanding of the fundamental principles of science. These qualifications are assessed through exams and controlled experimentation. The GCSE specifications follow the 1-9 grading system. Full specifications for all taught courses can be found at

<https://www.cambridgeinternational.org/Images/329756-2019-2021-syllabus.pdf>
<https://www.aqa.org.uk/subjects/science/gcse/biology-8461>

<https://qualifications.pearson.com/content/demo/en/qualifications/edexcel-entry-level-certificate/science-2016.html>

<https://www.kerboodle.com/app/courses/7879>

<https://qualifications.pearson.com/content/dam/pdf/Entry%20Level%20Certificate/Science/2016/Specification%20and%20sample%20assessments/Entry-Level-Certificate-in-Further-Science-specification.pdf>

Motor Vehicle

In KS3 pupils do an introduction to workshop safety and basic uses of tools and equipment preparing them for KS4 and 5 where they cover IMI Awards modules introducing them to repairs and maintenance within the motor industry. We cover all aspects of health and safety and tool usage and maintenance and introduce pupils to basic engine repairs and servicing for both motorcycle and automobile vehicles. We also give them a taster of body repairs and refinishing and outboard boat engine repairs.

Construction

A Pearson BTEC Entry 3 Level 1 in Construction and the Built Environment Award will be achieved in Key Stage 3 upon completion of units in Health and Safety, Carpentry, Bricklaying, Plumbing and Joinery.

BTEC qualifications have been developed to provide specialist work-related qualifications in a range of areas of construction for Key Stages 4 and 5. The course offered is practical and gives pupils the opportunity to complete assignments and activities based on realistic situations linked to working in a variety of construction related environments. The course aims to provide pupils the theory and practice for what it will be like to be at work as well as developing your communication, number, IT, time management and teamwork skills.

Environmental Land Based Studies

At Key Stage 3 Environmental Land Based Studies cover aspects of horticulture like the growing of plants and garden maintenance. We also cover the environment and how to keep yourself safe in the wider world. Forest School lessons are used to give pupils a better understanding of nature, the world around them and the skills to improve their social skills.

At Key Stage 4 and 5 Land Based Studies covers the BTEC Syllabus in level 1 and entry level 3 in Vocational studies qualification. These qualifications provide a sound knowledge and skills base, which will allow progression to further learning or qualifications, or into employment opportunities in the land-based sector.

Hospitality and Catering

The Hospitality and Catering courses provide young people the opportunity to explore food by preparing, cooking, tasting and eating. In Key Stage 3, pupils are given an introduction to the subject to develop skills in weighing, measuring, use of kitchen equipment and basic cooking technique. At Key Stage 4 and 5, 3 hours per week courses are designed to develop skills and techniques in food preparation as well as a number of food related areas such as:

- Food hygiene and safety
- Healthy eating
- How to shop and cook on a budget
- Where and how our food is grown and or produced

Young people will be given the opportunity to cook foods from different cultures, assist in the café and be involved with catering events throughout their years of study.

The BTEC Hospitality and Catering courses are a natural progression for young people wishing to pursue a career in the hospitality industry and are seen as a route onto a college course in the catering industry.

Performing Arts

At Key Stage 4 pupils can access BTEC Level 1 Performing Arts. This qualification has been designed to enhance learner's life skills in a range of vocational contexts, as well as encouraging the knowledge and understanding that are required in the modern performing arts industry. We will be covering 4 units over the two year course each unit has specified learning outcomes and assessment criteria, as well as an assignment brief with set tasks relevant to that brief. The pupils will be guided and take part in a number of practical and academic sessions throughout the 2 year course.

Nurture

The Nurture Room is designed to be warm and welcoming in order to provide a consistent, predictable and safe place for young people. The room is organised and equipped with early developmental needs in mind. The room has four areas that whilst are clearly defined, are also flexible, a home area (Play/Cozy Corner), a kitchen area, a work area (Task Table) and a reflection area (Snack/Social Table).

There are two specially-trained members of staff whose task is to model courteous and supportive behaviour whilst making the children feel accepted and valued. Our aim is to be a bridge between home and school. Missed learning opportunities are addressed according to the individual profile of needs. We provide support to promote positive emotional and social growth and cognitive development, at whatever level of need the child manifests.

Art

Within art pupils are encouraged to explore a range of materials and artists. This includes developing work around abstract, sculptural, photography, historical and cultural elements within art, to enhance their creativity and understanding of the world around them. All pupils have opportunities to enter competitions locally and nationally. Pupils work towards a range of qualifications at Entry level and GCSE.

DT

Within DT pupils engage in a range of projects to enhance their skills such as health and safety, problem solving, creativity and innovation.

Pupils take part in projects such as making light boxes, stereos, using soldering, range of textile projects, engaged in STEM projects and cooking. Pupils use different tools and equipment including CAD CAM to create and develop their understanding further.

Careers

It is our aim that young people become independent, measured through engagement and success in qualifications, skills for life developed and monitored through the Lodge, sustained destinations, and delivered through the Careers programme. With an independent careers adviser and a programme of education, information, advice and guidance for all pupils from Years 7 -13. We believe our pupils are well prepared for their futures. All staff at Knowle DGE Academy play an active role in preparing them. We have a full programme of careers education that is delivered through the WoW curriculum, PHSE, special events, enrichment programmes, visits, trips and assemblies and also within subject areas and tutor time.

Enrichment:

The curriculum is enriched by educational trips and visits, local community links and opportunities within the timetable to engage with new experiences for example: Outdoor education, music workshops and educational visits.

Accreditations:

Primary pupils will be entered for public examinations where appropriate. Learning outcomes for core subjects in Key Stage 4 and 5 are accredited via either Functional Skills, Entry Level or GCSEs. Additionally, pupils in Key Stages 4 and 5 take a range of 'options' which are at BTEC, GCSE or IMI level.

Responsibilities:

Class teachers are responsible for:

- medium and short term planning
- differentiation to meet the individual needs of pupils
- summative and formative assessment
- following the Academy marking policy
- using a range of teaching and learning strategies, techniques and resources
- directing the work of Learning Facilitators to support pupil progress
- attending and contributing to training and meetings are requested

Subject Heads and Heads of Hub are responsible for:

- Monitoring medium and short term planning
- Monitoring differentiation within planning and classes within their subject and/or area
- Analysing and acting upon data and progress information
- Monitoring marking within their subject/area
- Developing the curriculum in their area and maintaining their professional development
- Supporting deliver training to the wider school staff

Deputy Head is responsible for:

- Co-ordinating and collating monitoring information

- Reporting to SLT and Academy Council bi-ermly on curriculum, progress and learning and teaching
- Liaising with Subject Leads and Heads of Hub on analysis of data and progress information
- Overseeing curriculum development across the Academy
- Overseeing whole staff professional development and training

Monitoring and Evaluation:

The Heads of Hub, Subject Leads and Deputy Head will co-ordinate the monitoring cycle. This will include:

- auditing planning
- moderating assessment data
- lesson visits
- analysing progress data
- learning walks
- Book looks
- curriculum development and planning
- initiating training/workshop opportunities with specific focus linked to the Academy Development Plan

See Monitoring, Evaluation and Development of Learning and Teaching policy for further information.

Resources:

Resources are allocated in line with the priorities indicated in the AcademyDevelopment Plan.

CPD:

All staff are provided with opportunities for professional development and training in line with the Academy Development Plan and the organisations training needs analysis and strategy. Training needs will be linked to the Academy's performance management process.

Equal Opportunities:

The Academy supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The Academy promotes an ethos of respect for everyone.

