



ANSFORD ACADEMY
LEARNING TOGETHER TO LEAD OUR LIVES

Curriculum, Assessment and Teaching and Learning Policy Suite

CURRICULUM POLICY

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Section A: Curriculum Rationale

The curriculum is the formal means by which the school translates its aims and values into practice. It comprises all the planned activities and experiences which the Academy provides to help students to learn.

The two broad aims for the Academy's curriculum reflect section 351 of the Education Act 1996, which requires all maintained schools to provide a balanced and broadly based curriculum that:

- **promotes the spiritual, moral, cultural, mental and physical development of students at the school;**
- **prepares students for the opportunities, responsibilities and experiences of adult life.**

Learning is based on the study of National Curriculum subjects, namely:

English, Mathematics, Science, French, Geography, Spanish, History, Design Technology, Art, Music, P.E., Drama, RE, Computer Science, Citizenship and Horticulture (KS4 only). Drama also forms part of the compulsory curriculum at Key Stage 3.

The curriculum is designed around the belief that students are most successful when they are autonomous learners who are able to take responsibility for their learning.

In Key Stage 3 (Years 7 - 9) there are a number of key components to the organisation of learning:

1. Subjects are timetabled and taught as distinct subjects. Online resources have been developed that allow students to access work which is appropriate to where they are and allows them to see the learning journey ahead rather than just what they are learning in a particular lesson or topic.
2. Google classroom is used to give students access to courses, learning goals for every topic in every subject and tasks to consolidate their learning.
3. Independent learning tasks are completed home

At Key Stage 4 (Years 10 - 11) students study a broad range of core subjects. In addition, they are able to express preference for further subjects to support their individual interests and aspirations.

The Academy's curriculum aims to provide opportunities for all students to learn and achieve to their full potential within a caring community. Responsibility for all staff across the academy to ensure this happens.

Section B: Key Principles

1. Equity of opportunity for all students.

All students will be valued equally and have an equal opportunity to experience a broad and balanced entitlement curriculum regardless of gender, religion, race, background or physical ability.

2. Personalisation to meet the needs of individuals.

What is taught and how it is presented needs to be matched to the learner's individual abilities and aptitudes. Some students are exceptionally able, others have profound learning difficulties. Some are highly motivated; others may have little incentive to learn. It is of the greatest importance to stimulate and challenge all learners and to maintain high expectations of their performance. A variety of activities which bring about effective learning and provide appropriate challenges should be deployed. Discussing learning objectives, expected outcomes and success criteria with the students along with encouraging self-review and target setting will do much to assist this process.

3. Breadth and depth of knowledge, skills and understanding.

The curriculum is designed to give all students access to a breadth of knowledge, concepts, skills, values and attitudes. Students' experiences of revisiting essential knowledge, skills and understanding from previous learning will allow them to gradually develop a deeper understanding of skills and processes within each subject area.

4. Balance to ensure a spread of learning opportunities.

The curriculum will be balanced in terms of the subjects of the National Curriculum, the areas of learning and experiences (including the organisation of the Key Stage 3 curriculum) and enrichment opportunities across both key stages. There will also be a balance in terms of teaching strategies and learning activities. Learning will also take place in a range of environments which extend beyond the classroom. Balance needs to be sought in the manner in which students are assessed. A range of different assessment procedures will be employed. There will be flexibility in what students encounter so students are not limited in their learning, if students have a particular personal interest then they will be encouraged to pursue this intrigue.

5. Relevance to students' needs and those of society.

The curriculum and styles of teaching and learning at Ansford Academy should be, and be seen by students to be, relevant to their needs both now and in the future. What is learned will be worthwhile and engaging. Learning should prepare students for further study, the world or work and to become active citizens.

6. Coherence to ensure learning is consistent.

It is essential that the curriculum is seen as a coherent whole by the learner, with its various components related. Teachers across subject areas need to work closely together to ensure effective planning and delivery of the whole curriculum. Knowledge and concepts from one area should be used to illustrate and reinforce other areas and the development of skills and personal qualities is the joint responsibility of all teachers.

7. Continuity and Progression from one year to another.

It is essential that students add progressively to learning and that discontinuities and repetition are avoided. This applies particularly at the points of transfer between phases but it is no less important within the school as students move from year to year and teacher to teacher. Joint curriculum planning and the effective transfer of relevant information and records are vital to success in this area.

8. Active learning to enable students to become independent learners.

The curriculum will be designed in such a way as to allow students to gain the confidence to be increasingly independent in their thinking and learning, and to seek awareness as individuals and in cooperation with others.

9. Citizenship.

The curriculum is designed to:

- enable all students to understand the nature of the global and local community in which they live
- encourage an interest in, and concern for global issues, a commitment to fairness and readiness to work for a more just world, including the promotion of British Values
- provide an understanding of cultural diversity and how the lives of others can enrich our own
- encourage all students to play a full part in the life of the community
- support links with the community

10. Evaluation to maintain the pursuit of excellence.

The Academy must regularly evaluate the success of the curriculum in meeting the needs of its students. This will occur through the evaluation by students of their own learning, and through the evaluation by teaching staff of the learning programme and of the whole curriculum of which it forms a part.

Section C: Learning Across the Curriculum

1. Promoting spiritual, moral, social, cultural development and British Values across the curriculum

All national curriculum subjects provide opportunities to promote students' spiritual, moral, social and cultural development alongside the promotion of British Values. Explicit opportunities are provided in religious education, citizenship and the personal, social and health education programmes. A significant contribution is also made by the school ethos, effective relationships throughout the school, collective worship, and other curricular activities in line with the national Prevent strategy.

2. Promoting PSHCE

The Academy has established a coherent and consistent programme for PSHCE, which is taught weekly in key stage 3 and fortnightly lessons in key stage 4, tutor times, assemblies and collapsed PSHCE days. Key values and life skills are also promoted in some topics covered by other subjects. The Academy seeks to ensure students leave the Academy with key learning skills and attitudes for future life.

3. Promoting skills across the curriculum

The following key skills are embedded across the curriculum; they help learners to improve their learning and performance in education, work and life.

4. Literacy

Communication across the curriculum includes skills in speaking, listening, reading and writing. Departments identify in their planning opportunities to develop communication skills. KS3 Strategy training has helped to identify areas of focus and provide resource materials. Bedrock vocabulary at key stage 3 is designed to develop a reading culture and improve the vocabulary of students. Literacy Assessment Online will monitor the reading and spelling ages of pupils and help to identify gaps enabling intervention as appropriate.

5. Numeracy

Opportunities to apply calculation skills and the understanding of number to problems are identified across the curriculum.

Section D: School Trips, Visits and Extra-Curricular Activities

Extra-curricular activities offer a significant contribution to the whole curriculum in that they enhance provision and provide students with opportunities to involve themselves in activities, which they might not normally experience. Access to these activities is fair and equitable and in line with our policy. The Academy's News Update and website is used to celebrate the achievements of students taking part in extra-curricular activities. Activities are advertised through the school's weekly bulletin.

The curriculum is also enriched by outside speakers and visitors who come to school on a regular basis. Special events are also arranged including music productions and concerts. Current special projects involve STEM activities at key stage 3.

Section E: Student Grouping

Within a school situation, we need to group students according to our ability to accommodate them, our ability to teach them and their ability to learn. The purpose of our grouping is:

1. To ensure that each student is given the opportunity to develop educationally and socially, to the best of their capabilities.
2. To ensure that group size does not produce problems of safety and/or health.
3. To ensure that teachers are not overloaded with work from excessively large groups.
4. To ensure that groups are large enough to allow for useful discussion, when necessary.
5. To enable student movement between groups for social and academic reasons.

Section E: Monitoring and Evaluation

The processes of monitoring and evaluating are central to the provision of a high quality education for all students. The curriculum will be the subject of continuous review in terms of statutory requirements, the aims of the academy and the principles on which it is based.

This policy is monitored by the Curriculum and Standards Committee of the governing body.

The Headteacher, in consultation with the Deputy Headteacher: Curriculum and Standards, and Heads of Department, are responsible for day-to-day decisions about the management of the curriculum of the academy.

Section F: Linked Policies

This policy is linked to and should be read in conjunction with the following policies:

- Assessment Reporting and Recording
- E Safety
- Home School Statement
- More Able
- SEND

Appendix A: Curriculum Planning

CURRICULUM TIME AND PLANNING

The taught academy week comprises twenty five lessons of one hour duration. Teaching time per subject reflects the need to maintain a broad and balanced curriculum. A generous time allocation is made in particular for English, Maths and Science reflecting the importance of these subjects for all students at KS3 and 4 and the development of vital basic skills. A timetable of curriculum time allocations can be found at Appendix B.

All schemes of work will be designed to match the requirements of the national curriculum (or relevant exam syllabuses for subjects outside the national curriculum), whilst leaving opportunities for enrichment based on the interest of the students and staff.

A scheme of work for each subject is essential in helping to plan teaching and learning within, and across subjects, as well as documenting the curricular activities planned for groups of students. Schemes of work also provide a basis for monitoring and evaluating the curriculum. The schemes of work will be split into units/modules. These will be shown in outline form in the key stage overviews, which will indicate where and when each module will be taught.

Appendix B: Curriculum Model

CURRICULUM DELIVERY MODEL

50 PERIOD FORTNIGHT = 25 1xhour periods a week

	En	Ma	Sc	PE	DT	Ar	Mu	Dr	Fr	Sp	Hi	Gg	RE	Co	PSHE	Total
Year 7	8 16%	7 14%	7 14%	4 8%	4 8%	2 4%	2 4%	2 4%		4 8%	2 4%	2 4%	2 4%	2 4%	2 4%	50
Year 8	8 16%	7 14%	7 14%	4 8%	4 8%	2 4%	2 4%	2 4%		4 8%	2 4%	2 4%	2 4%	2 4%	2 4%	50
Year 9	8 16%	7 14%	7 14%	4 8%	4 8%	2 4%	2 4%	2 4%		4 8%	2 4%	2 4%	2 4%	2 4%	2 4%	50

	En	Ma	Sc	PE	Opt 1	Opt 2	Opt 3	Opt 4	PSHE	Total
Year 10	9 18%	7 14%	9 18%	4 8%	5 10%	5 10%	5 10%	5 10%	1 2%	50
Year 11	9 18%	7 14%	9 18%	4 8%	5 10%	5 10%	5 10%	5 10%	1 2%	50

GCSE/Technical option courses

A range of option subjects are offered for students to choose from. The options running each year will depend on student interest and school resources.

The options currently offered are (this may change depending on suitability of courses and staffing):
Art, Business, Child Development, Citizenship, Computer Science, Drama, DT, French, Geography, History, Horticulture, Hospitality and Catering, Music, PE, Religious Education, Spanish and Separate Sciences.

Yeovil College – Engineering (L2), Construction Trade (L1), Hair and Beauty (L1), Motor Vehicle (L1)

At both key stages students have access to the academy's Learning Support Centre which aids individual students whose learning needs cannot always be met within a classroom environment. PSHCE will take place through a weekly for key stage 3 students or fortnightly for key stage 4 lesson and PSHE days.

Students and their parents have been informed of the English Baccalaureate.

Alongside these courses students are given the opportunity to participate in the external programmes to broaden their experiences such as the Duke of Edinburgh scheme, Youth speakers

Despite the changing nature of government policy - reflecting the move to linear exams, changes to headline measures and revised GCSEs commencing first teaching Sept 2016 - we will continue to offer a broad, balanced curriculum that meets the needs of all students and inspires and equips them to pursue whatever life opportunities they wish to, once they leave Ansford Academy.

Appendix C: School Day

SCHOOL DAY

Each lesson is 1 hour

Tutorial	9.00 - 9.20 (20 mins)
Period 1	9.20 - 10.20
Period 2	10.20 - 11.20
Break	11.20 - 11.45 (25 mins)
Period 3	11.45 - 12.45
Period 4	12.45 - 13.45
Lunch	13.45 - 14.30 (45 mins)
Period 5	14.30 - 15.30

Appendix D: Timetable Structures

Timetable Structures

Throughout the academic year, there will be points at which it is necessary to operate a non-standard timetable, in order to accommodate the staffing needs for trips and special events. As such, we will have 9 different timetables (A-I) to apply to the various events:

Timetable A: Standard Timetable, operating for a minimum of 165 days per academic year.

Timetable B: Year 11 College Day

Timetable C: Curriculum Visits Timetable, operating for up to 10 days per year, where staff who are released from a particular Year-group's lessons, are scheduled to take classes that would normally be taken by the staff supervising the trips.

Timetable D: Rewards Day, operating one day a year, where staff are scheduled as necessary to run the Rewards Day.

Timetable E: Interform Timetable, operating for 5 days per year, where some classes are collapsed and scheduled to teachers who are not involved in the running of Interform Sports.

Timetable F: Sports Day, operating for 1 or 2 days per year (weather dependent), where some classes are collapsed and scheduled to teachers who are not involved in the running of Sports events.

Timetable G: Controlled Assessments/ Year 8-10 Exam Weeks/ Year 11 Mocks/GCSE Operating for 13 weeks per academic year.

Timetable H: Leavers' Day, operating 1 day a year, where staff are scheduled as necessary to cover classes for those teachers involved in the event.

Timetable I: Curriculum Day Timetable, operating for up to 2 days per year, where staff are scheduled as necessary to run the curriculum days e.g. RE at KS4

Re-scheduling of staff for Timetables B-I will not count as "gained time being used for cover", allowing us to remain committed to the guidance on "rarely cover".

Appendix E: Alternative Education

In order for the students of Ansford Academy to achieve their potential, academically, socially and emotionally, we do at times provide an alternative to the main curriculum.

Within school, we might offer some 1:1 or small group work with one of the Academy's intervention Team.

We also have links with external agencies

- Divoky Riding School
- Forest School (internal)
- REACH (internal)
- Motor Project
- Future Roots (Ryalls Farm)
- Extended Work Experience
- Yeovil College Taster Programme

Appendix F: Curriculum Intent, Implementation and Impact

Intent

The curriculum is designed around the belief that students are most successful when they are autonomous learners who are able to take responsibility for their learning.

- Equity of opportunity for all students.
- Personalisation to meet the needs of individuals.
- Breadth and depth of knowledge, skills and understanding
- Balance to ensure an spread of learning opportunities without limiting students personal interests
- Relevance to students' needs and those of society.
- Coherence to ensure learning is consistent.
- Continuity and Progression from one year to another.
- Citizenship
- Evaluation to maintain the pursuit of excellence.

Implementation

General

- Students at Ansford Academy follow a three-year KS3 and a two-year KS4.
- Students set themselves Learning Goals (minimum predetermined) that reflect their personal ambitions and interests.
- Students are expected to produce work at their goal and to improve their work if not achieved.
- Students take part in upto 3 Theme Days per year with various foci.
- Students take part in upto 2 Curriculum Days per year with various foci.
- Reporting home focuses on 'Approach to Learning' and 'independent learning' so detailed conversations can take place to develop students' individual learning needs.
- Students have the opportunity to take part in various external programmes eg The Duke of Edinburgh Scheme, Rotary Youth Speaks, etc.
- A variety of Trips, Visits, Events and 'Ansford Extra' are offered throughout students' time at Ansford Academy.
- Ansford Academy has developed links to External Agencies where required to provide further opportunities for students, such as Forest School, REACH, Ryalls Farm, extended work experience, Yeovil College, Motor Project and Divoky Riding School.
- The curriculum is also enriched by outside speakers and visitors who come to school on a regular basis.
- There is a MABLE programme of events for targeted individuals across year groups, for example University visits.
- Occasionally students are able to study an additional qualification, if appropriate, outside of their normal timetable eg French (if not running as an option), Psychology.
- Students are given a variety of opportunities to take on leadership roles - Sports Leaders, Language Leaders, Prefects, School Council, representing the Academy at local events e.g. Remembrance Sunday Service, etc.
- PSHCE lessons are linked to Core Themes (Health and wellbeing, Sex and Relationships and Living in the Wider World).
- Students and parents are provided with impartial Careers Advice and guidance throughout their schooling to enable them to make informed decisions.
- Students participate in Career activities such as College taster sessions, practice interviews, FE and HE information evenings, careers fair, work experience, university visits, etc to enable students to have a variety of experiences to help inform their choices for post 16.
- Staff are provided with differentiated Professional Learning that allows staff to develop their practice - both internal and external provision.
- Ansford Academy aims to ensure specialist subject teachers for core subjects.
- A whole school initiative on Oracy in place to help students to develop effective speaking and listening skills.

Key Stage 3

- English, Maths, Science, Computer Science and Languages are referred to as 'Step' subjects and are timetabled and taught as distinct subjects. Online resources have been developed that allow students to access work which is appropriate to where they are and allows them to see the learning journey ahead rather than just what they are learning in a particular lesson or topic.
- Humanities, Creative Arts and Technology subjects are taught in termly 'Themes' which connect distinct subject learning delivered by subject specialists.
- Each theme begins with a 'kick off' phase designed to immerse students in the themes and culminates in a 'mission' requiring students to apply what they have learned in different subjects throughout the theme course.
- In all subjects students will experience a mixture of traditional taught lessons, lectures and group activities.
- All students have regular coaching meetings with their tutor which are designed to support them to organise their work and reflect on what has gone well and next steps.
- An online learning platform which gives students access to course outlines, learning goals for every topic in every subject and tasks to consolidate their learning.
- Independent learning tasks are completed at home.
- A significant number of students are entered for the FCSE (Foundation certificate in Secondary Education) qualification for French or Spanish.
- Students experience 2 hours of Physical education and have the opportunities to take part in extracurricular activities.

Key Stage 4

- A broad, varied, differentiated and inclusive curriculum is on offer. The traditional GCSE courses are offered alongside technical awards (Creative iMedia, Sports Studies, Child Development, Engineering, Hospitality and Catering, Hair and Beauty, Horticulture (L1), Construction and built environment and construction and trade (L1).
- Links with Yeovil College have provided a broader range of subjects offered to students
- The KS4 curriculum is preceded on students preferences, thus making the offer reflect students' interests and requirements rather than a predefined blocks to choose from.
- Students have fortnightly coaching sessions to provide opportunities to discuss their studies and produce strategies to enable further achievement.
- EAL students are encouraged and supported to study for a GCSE in their native language
- Students have the opportunity to undertake the EPQ. (Extended Project Qualification)

Impact

The impact of Ansford Academy's curriculum is measured through:

- Outcomes for all students
- Approach to Learning data
- Internal assessment data
- Destination data
- Attendance data
- Behaviour data
- Engagement in enrichment activities
- Student Voice
- Parent Voice
- Progress towards the Gatsby Benchmarks

The impact of our curriculum is also measured by how it helps our students become valuable members of our community, future active citizens and also providing students with the opportunity to succeed with their personal career journey of their own choice.