



Curriculum Approach

Curriculum Intent:

Young people will excel if what they are learning is challenging, relevant to their current and future aspirations, adapted to meet their needs and taught well. We provide a curriculum with academic rigour which is implemented effectively to stretch and challenge every learner. Our broad and balanced curriculum is underpinned by the development of skills, knowledge and understanding in English and mathematics, affording students the opportunity to access all other subjects at every level, building on from foundations laid down earlier and prepares learners for the demands of Post-16 education and beyond. We work collaboratively with a shared pedagogical practice to develop transferable skills and enhance the daily lived curriculum experiences of the young people at Duke's Aldridge Academy producing creative, resilient and successful adults, ready to face the physical, mental and social stress of daily life.

Our context:

We serve a diverse community with varied needs, with some arriving below expected levels in KS2. Year 7 on entry sit the NGR Tests in English to provide baseline data for literacy levels. To meet the needs of the learners, an intervention model consisting of nurture groups, small literacy and numeracy groups and mentoring is provided at KS3. The Accelerated Reader Programme, aimed at developing reading for pleasure alongside reducing the gap in chronological reading age is timetabled one lesson per fortnight in Years 7 and 8. A large number of casual admissions start Duke's throughout the year. As well as students with previous UK education, this cohort can be categorised as those with a disrupted education in language one and those with a robust education in language one. EAL induction classes are available to those at KS3 to support their transition and EAL can be taken as an option for those at KS4. We monitor and track the progress of the curriculum half termly. We are a NACE (National Association for Able Children in Education) school and have been named Master School for Accelerated Reader for the last five years.

Our Curriculum Model:

Our curriculum model is based on the SSAT's (The Schools, Students and Teacher network) 4 pillars of principled curriculum design:

- Intent
- Content
- Delivery and
- Experience

This model also utilises the pedagogic sequence and model:

- Teach
- Revise
- Assess and
- Review

The success of this sequence requires teachers to consider how to make all four elements cohesive, active and therefore truly meaningful for students in terms of retention and the development of higher level application and skills. The "review" element of this model facilitates closing of the gap for students with their knowledge acquisition and retention.

What we teach:

Literacy and Numeracy skills are vital for all next steps, for career acquisition, for life advantage and for earning potential- therefore we prioritise these. These skills need to underpin every practice and action for the students at Duke's.

English Mastery has been in place since September 2019 to improve the challenge and opportunity for our students. The robust set of texts English Mastery provides brings cultural capital to all our learners, without further disenfranchising our most disadvantaged students with a text choice that fails to expose them to the breath of literature. The depth of domain knowledge it provides our students further enhances awareness, allowing them to understand challenging texts in the context of the world at the time of their inception. The demands of mastery expects our students to secure knowledge which is built on year on year, developing and demonstrating the skills they can transfer to other texts they read, allowing them to apply the same questioning, thinking, analysis and evaluation to a whole new body of work.

Mathematics Mastery has been in place since September 2019 to provide teaching that goes from concrete to abstract; teaching that enables our students to think about the maths they are using and understand it- not just apply it blindly because they are directed to do so. Ultimately, we want our students to be able to look at a presenting problem and successfully decide what maths to use to solve it- and do it well.

We seek to apply the same logic to all our curriculum areas. We are piloting Ark's Geography Mastery programme in Years 7 and 8 and will aim to pilot their Science mastery when it becomes available.

How we teach:

We aim for mastery in all subjects- ie moving from concrete to abstract, being able to apply knowledge previously learned to new situations and topics, making links from prior learning and being successful in new learning situations not previously encountered. Thinking like a writer, thinking like a historian, thinking like a geographer, thinking like a scientist etc.

“If you can't explain it simply, you don't know it well enough” Albert Einstein

Learning must lead eventually to mastery as mastering rules allows the learner to break and transform them.

Non negotiables of every lesson

- High Expectations evident in work appropriately challenging with stretch for all
- Structured Planning in which ordering of concepts is well planned, linked to long-term planning and the transitions between tasks are seamless
- Modelling using clear explanations, rooted in excellent subject knowledge
- Differentiation based on data which meets and exceeds the needs of all learners
- Questioning which are very-well considered for developing higher-level thinking skills (explain, analyse, justify)
- Assertive monitoring to understand the exact point of error and reteach to this point i.e. “closing the gap”
- Returning to previous learning and making sure it has been embedded in long-term memory.

When we teach/How we plan:

We build knowledge systematically to get coherence over time, therefore which knowledge comes first is important as well as skills and dispositions and the relevant stage before moving onto more complex iterations of the domain. The Mastery programmes we use are sequenced expertly to allow our students to ensure the discipline is coherent over time. We seek to do the same in all disciplines and ensure that the planning and teaching are sequenced on a spiral curriculum. For this we plan KS3 to build upon the work at KS2 and KS4 to meet the requirements of KS5. This model avoids repetition whilst deepening learning and developing the required skills for the upcoming key stage.

Our Key Stage 3 curriculum is anchored in excellence, embraces curiosity and encourages risk taking. The promotion of scholarship and challenge is at its heart. Students are encouraged through this scholarly approach to become masters in a subject field, especially in English and mathematics which supports their learning across the curriculum. Our curriculum provision at KS3 allows students study a broad range of subjects over two years. In addition to a core of English, Mathematics and Science, students are taught Humanities: Geography, History and Religious Education, a Modern Foreign Language: French or Spanish, Design Technology: Food Technology, Textiles and Resistant Materials, Art, Computer Science and Information Communication Technology, Performing Arts: Drama and Music, Sport & Physical Education, Personal, Social& Health Economic education.

Students are fully prepared for their transition from key stage 3 to 4 through individual 1:1 interviews to ensure that their personalised needs are being met, whilst parents are inducted into the process through a very well attended options evening.

Our Key Stage 4 curriculum builds on strong foundations from key stage 3 whilst providing our students with an excellent platform for further study in FE and the option to continue their studies at a top university or through an apprenticeship. As a school we have created an ethos in which our students are equipped with the tools to question the world around them, are able to tackle difficult challenges in a positive and diligent way. Above all, we aim to nurture students who can operate independently in the world: who can develop their own ideas, and who have initiative and drive. Our wide GCSE offer allows students to achieve the EBacc with the number of students studying towards these qualifications increasing over the last five years. Our inclusive curriculum design consisting of traditional GCSEs, vocational courses and foundation learning enables students to build individualised course packages meeting the needs all; from the most academically inclined, to those who are best motivated by practical approaches to learning.

Our PSHEe curriculum is delivered as a subject on the curriculum, these cover topics such as work experience, sexual health and relationships, drug awareness, mock interview day and study skills. This is further supported through the tutorial programme which promotes wellbeing, develops revision skills and addresses what it means to be a global citizen.

We are committed to our students experiencing the world of work in preparation for life beyond Duke's. Each student in Year 10 has a week's work experience in the summer term to promote independence and gain an insight into their chosen career path as well as a 1:1 careers interview by trained staff. Students in Year 11 experience interview skills day off site in time for their college interviews and applications. Post 16 providers are invited to Year 11 parents evenings as well as assemblies. Students are supported with their applications during a drop down day

where providers are also present and conduct interviews. Those requiring additional support for interviews are escorted to their interviews by members of the differentiation department. A number of MAT students have consistently gained scholarships to prestigious independent schools over last few years.

We provide opportunities for students to sit GCSEs in their home language.

Please refer to appendix I for subject time allocations and our website for individual subject curriculum plans.

Cultural Capital:

Our focus on enrichment and learning outside of the classroom provides the cultural capital needed to realise aspiration.

We have an extensive enrichment curriculum linked with the wider appreciation that the curriculum is indeed the everyday experience of each of our students as individuals. This is manifested in the curriculum for our students through subject specific events, drop down days, safeguarding topics, the CEIAG opportunities for each year group, educational visits, visitors from the world of arts and industry, National competitions such as Robotics challenge, sporting teams and Debating competitions. To support the careers and guidance education, students in every year group are also exposed through mentoring to professionals from the worlds of higher education, business and commerce e.g. Linklater, Civil Service, British Telecom and , Speakers for schools programme and The Guild of Entrepreneurs. The Aldridge Attributes; Passion, Determination, Risk taking, Teamwork, Problem solving and Creativity are interwoven into the curriculum as well as cross curricular “Enterprise Days” to further enhance the employability skills of our students. We have extended cultural capital through introducing ‘Duke’s 101 wall of cultural experiences’ launched December 2019.

The Impact:

The impact of our curriculum is measured via our academic and destination outcomes. Our aim is to have all students leave Duke’s at the end of their five years to go onto education, employment or training.

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Despite our boy-heavy intake, our students perform at national expectation for all students. We know that boys nationally perform less well than girls – at an average of 0.2 less strongly.

More information about the curriculum can be found in the curriculum plans for each year group. Please contact Mrs Mertcan, Vice Principal – Curriculum Development and Learning, via email nme@dukesacademy.org.uk should you require more information on any aspect of the curriculum.



Allocated hours per subject Years 7 to Year 9

| Subject | No of periods per cycle (/50) | Number of terms | Variation for Year 9 |
|----------------|--------------------------------------|------------------------|-----------------------------|
| Art/Design | 4 | 1 | 3 |
| D&T | 2 | 1 | none |
| Food | 2 | 1 | none |
| IT Skills | 1 | 3 | none |
| Music | 2 | 3 | none |
| Drama | 2 | 3 | none |
| PSHE | 2 | 2 | 1 |
| English | 9 | 3 | none |
| Maths | 9 | 3 | none |
| Science | 6 | 3 | 9 |
| PE | 4 | 3 | 3 |
| RE | 2 | 3 | none |
| MFL | 4 | 3 | none |
| History | 3 | 3 | none |
| Geography | 3 | 3 | none |

Notes:

- Students receive 2 hours of technology (Food, D&T, Textiles*) per cycle Years 7-9
- Students receive 2 hours each of Music and Drama per cycle Years 7-9
- IT Skills is delivered 1 hour per cycle Years 7-9
- *Art has been merged with Textiles and delivered as Art Design for 4 hours per cycle to improve quality of provision

Allocated hours per subject Years 10 and 11

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|---------------------------|----------------------------|-----------------|
| English | Mathematics | Science |
| 9 hours | 9 hours | 9 hours |
| Physical Education | Religious Education | PSHEe |
| 2 hours | 2 hours | 1 hour |
| Option 1 | Option 2 | Option 3 |
| 6 hours | 6 hours | 6 hours |



Appendix 2 – Curriculum intents

| <u>Curriculum Intent</u> | |
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| <p>Young people will excel if what they are learning is challenging, relevant to their current and future aspirations, adapted to meet their needs and taught well. We provide a curriculum with academic rigour which is implemented effectively to stretch and challenge every learner. Our broad and balanced curriculum is underpinned by the development of skills, knowledge and understanding in English and mathematics, affording students the opportunity to access all other subjects at every level, building on from foundations laid down earlier and prepares learners for the demands of Post-16 education and beyond. We work collaboratively with a shared pedagogical practice to develop transferable skills and enhance the daily lived curriculum experiences of the young people at Duke's Aldridge Academy producing creative, resilient and successful adults, ready to face the physical, mental and social stress of daily life.</p> | |
| Subject | |
| English | <p>We teach our English curriculum at Duke's because our students come to us from many diverse backgrounds. Therefore, our intent is to ensure that they can access a range of strategies or a 'tool-kit' in order to confidently understand and enjoy a wide range of both taught and unseen texts in the academic and real world. Our curriculum is designed to bridge cultural gaps and give our students a solid foundation in English Language and Literature.</p> |
| Mathematics | <p>To provide a curriculum that meets the needs of all students, enabling progress at all stages with stronger emphasis on stretch and challenge.</p> <p>Students will be provided with a range of techniques that they can apply to a variety of topics in order to solve problems in different contexts.</p> <p>We aim to build on knowledge and skills acquired at Key Stage 2 and carefully guide and prepare them through to Key Stage 4 in order to succeed in their exams and also lay a stronger foundation post 16.</p> <p>Whether or not they decide to pursue the subject beyond KS4, they would have gathered enough knowledge and skills to improve their ability to solve real life problems and to think critically which are central to an improved quality of their lives as a whole.</p> |

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| Science | <p>To provide a broad and balanced curriculum that is accessible and stimulating, for a diverse cohort of students of all abilities, while providing stretch and challenge. Teaching and learning will provide an awareness of STEM and increase cultural capital amongst students.</p> <p>All students, regardless of previous experience, will acquire subject knowledge and skills required to succeed in exams and gain a qualification for further education or a career of their choice. They will also gain an understanding of the role Science plays in our everyday lives within an ever changing scientific landscape. This includes the influence that Science has on the everyday products we use in our daily lives at home and at work.</p> |
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| Humanities | <p>The aim of the Humanities Faculty is to teach engaging high-quality lessons, give effective feedback and get all students to make progress and achieve within our subject areas. In doing so, we aim to enrich our students lives by instilling a sense of wonder and place so that they are able to understand the world and their place in it. The Humanities: Geography, History, RE and Sociology, ensure students are truly human in the best sense of the word: curious and well informed about the world and people around them. Students will build skills in writing and critical reading. All Humanities students need to ask questions about what they are learning and to think analytically about questions they are asked, drawing from a range of information to support their views.</p> |
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| History | <p>The History curriculum is structured around the use of engaging historical enquiries, which build on core historical skills whilst also offering our students rich, deep and varied historical knowledge. KS3 content builds the understanding needed for KS4 without repetition. Our KS3 curriculum introduces and embeds the core historical skills required for success at KS4.</p> <p>Our curriculum is inclusive to all and representative of our students. We emphasise the teaching of hidden histories, e.g., the history of women and the history of ethnic minorities, so that our students see their own pasts reflected in the lessons we teach. Alongside factual knowledge is promoted thinking skills. Our History curriculum imbues British values, with a particular focus on the importance of tolerance and democracy. Our curriculum is a living document which evolves to suit the needs of students and staff.</p> |
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| <p>Geography</p> | <p>The intent of the Geography curriculum is to capitalise on the wealth of different lived geographical experiences of our students and engage their inquisitive minds through a broad and balanced curriculum.</p> <p>Our aim is to build and develop the range of skills; for example, understanding, evaluating, critical thinking and opinions; in KS3 needed for KS4 geography.</p> <p>Our students will be able apply, participate and display their key knowledge and skills in assessments and debates; on issues impacting the world that they live in, on sustainability, globalisation, climate change, urbanisation and the conservation of our environment.</p> <p>Through the study of Geography students will have enduring enthusiasm, appreciation and respect for the world around us.</p> |
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| <p>Religious Education</p> | <p>Religious education contributes to student's development in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. We intend to improve student's religious literacy, critical thinking skills and open their minds to different world views. The RE curriculum intent is for students to learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to a range of questions. Our aim is to give students a greater understanding of different faiths and points of view, and gain an awareness of their own and others' identities. This will enable them to have the skills to challenge misconceptions about religious and non-religious beliefs. We want our students to develop a clear sense of what is of real value in this world. We hope to broaden their mind and to create greater tolerance through better understanding of different faiths and beliefs. These skills and knowledge gained will lead students to contribute to the creation of a better world for all.</p> |
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| <p>Sociology</p> | <p>Sociology is the study of society, how we organise/act in groups and the implications of social structures. The intent of the Sociology curriculum will be for all students to understand how human action shapes and is shaped by cultural and social structures in society. Students need to be curious and critical about how class, gender, race, age all impact our interactions and experiences within different structures.</p> <p>Students will be open minded, critical and reflective in their thinking. Students will develop exam and essay writing skills to highlight what they have learnt and draw critical conclusions about the society and world that we live in.</p> <p>Students will gain a range of transferable skills including: research, analytical and communication that can be applied to all subjects and useful for them post 16 and beyond.</p> |
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| <p>Modern Foreign Languages</p> | <p>“It is a truth universally acknowledged” that the study of Modern Foreign Languages enhances listening skills and memory, thus developing an appreciation and passion for language and culture. With the support of the three pillars of language progression – vocabulary, phonics and grammar – students make rapid progress in their chosen language. The MFL curriculum at Duke’s enables students to develop their confidence and autonomy to access new and unfamiliar language through the use of decoding skills. These skills are brought about by the explicit teaching of phonics, sound patterns, grammar patterns and links with other languages, among other strategies. Students develop the ability to express themselves clearly and precisely, and work towards becoming a fluent and spontaneous speaker of the foreign language. Students will discover that the ability to speak a Modern Foreign Language opens doors – professionally, personally and socially – and is a valuable skill for life beyond the classroom.</p> |
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| <p>Expressive Arts and Technology</p> | <p>The Expressive Arts and Technology curriculum at Duke’s Aldridge Academy underpins a commitment to high quality provision that inspires a strong, and vibrant Arts and Technology presence. It recognises that the study of Art, Design and Technology, Drama, Food and Nutrition, Music, Media Studies, Hospitality and Photography will educate the whole child. Through the development of communication skills, critical thinking and problem solving, students are encouraged to question the world around them.</p> <p>The Arts and Technology curriculum at Duke’s will cultivate talent by providing an inspirational, inclusive platform for our students to develop and showcase their skills. Through studying Arts and Technology at Duke’s our students will see that the creative industries are a viable career option beyond secondary education.</p> |
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| <p>Art</p> | <p>Through the study of Art & Design we aim to engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, investigate and create their own works of art, craft and design. As students’ progress, they will be able to think critically and develop a wider understanding of the context of a variety of artworks. They will explore how art continues to contribute to the culture and richness of our society. Students learn to think and act as artists, craftspeople and designers, working creatively and intelligently. Creative skills are valued and actively sought across a wide range of employment sectors, as employers are looking to recruit employees who are adaptable and resourceful.</p> <p>The curriculum we offer is subject to on-going and rigorous review processes; we aim to ensure that the curriculum is effective in meeting the needs of all our students. The curriculum is developed to maximise opportunities and reflect the high expectations of our department. We recognise the value of students wider experiences and the importance of learning both in and outside the classroom as well as across subject areas. All students have access the full curriculum content. The Art Department is committed to ensuring the quality of student outcomes and providing valuable and safe learning experiences.</p> |
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| <p>Design technology</p> | <p>Studying Design and Technology includes the use of a broad range of knowledge, skills and understanding, and prompts engagement in a wide variety of activities. Pupils design and make products that solve real and relevant problems within a variety of contexts. Through evaluation of past and present Design and Technology, they develop a critical understanding of its impact on daily life and the wider world.</p> <p>The Design and Technology Curriculum at Duke's Aldridge Academy will be inspiring, rigorous and practical whilst preparing our young people to live and work in the designed made world.</p> |
| <p>Drama</p> | <p>The intent of Drama at Duke's Aldridge Academy is to give students a space for artistic expression, the acquisition of knowledge and skills and exploration of the world around them. The dual pillars of Drama as an art form in its own right and a vehicle for exploration are experienced with equal weight.</p> <p>The Drama department aims to develop individuality; to encourage students to think and express themselves with flair and confidence and encourage tolerance and understanding. Through Drama, we encourage students to question the world around them whilst participating in the creation of high-quality performance work. The skills of teamwork and collaboration are integral to the Drama curriculum at Duke's and teaching our young people to collaborate and communicate add to the vital life skills experienced in the subject.</p> <p>Alongside the classroom-based experience is a high-quality enrichment offer that includes (but is not exclusive to) performances/productions, clubs, theatre trips and collaborations with local and national arts organisations. We have fostered very close links with a number of local arts organisations that provide a wealth of experiences for our students. The enrichment that is offered by the department is open to students.</p> |

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| <p>Food technology</p> | <p>The Food curriculum at Duke's Aldridge Academy underpins a commitment to high quality provision of teaching and learning to deliver a good understanding and skills which pupils in Key Stages 3 and 4 would be taught in relation to cooking, nutrition and healthy eating.</p> <p>The food curriculum aims to equip students with the knowledge, understanding and skills required to apply the principles of food science, nutrition and healthy eating. Thus, encouraging young people to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.</p> |
| <p>Media Studies</p> | <p>The intent of the Media Studies curriculum is to enable students to develop a critical understanding of all areas of Media and its role in society. Students will learn about the different media forms, the ways in which they are produced and consumed, and the wider impact on individuals and society. Alongside developing their analytical skills, students will create their own media products using technology effectively to create and share their work.</p> |

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| <p>Photography</p> | <p>The Art & Design GCSE in Photography is designed to provide students with engaging, challenging and meaningful experiences in developing skills in Photography and other related mediums.</p> <p>The GCSE follows on from Art & Design at KS3 where students study formal elements, composition and framing.</p> <p>The study of Photography focuses on creating and developing photographic projects. Students are encouraged to develop their own personal interests and skills using digital and analogue cameras, digital editing using Adobe Photoshop , film and mixed media techniques. Learners studying Photography will gain opportunities to develop both artistic and technical skills that they will find valuable throughout their lives.</p> <p>Through the study of Photography at Duke's Aldridge Academy students will research photographers and artists that inspire their own work and develop their ideas through to a final outcome. Through the process of working towards their final outcome, students will be encouraged to develop their own analytical and critical thinking, problem solving and resilience.</p> |
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| <p>Music</p> | <p>The Music curriculum at Duke's Aldridge Academy aims to develop a deep appreciation of music by harnessing students' performance, composing and listening skills.</p> <p>Duke's Aldridge Academy's enriched Music provision captures a wide variety of topics and instrumental disciplines to ensure students acquire a valuable skill set that transcends well beyond the music classroom.</p> <p>Music study, in conjunction with other subjects, ensures a broad, rounded education, equipping students with all the necessary tools to be successful irrespective of their starting point.</p> |
| <p>Textiles</p> | <p>The study of Textiles focuses on developing and making a wide variety of textile outcomes. Students are encouraged to develop their own personal insights and knowledge to extend their understanding. Learners studying Textiles will have opportunities to develop both artistic and technical skills that they will find valuable throughout their lives.</p> <p>Through the study of Textiles at Duke's Aldridge Academy, students will research artists and designers to inspire their own work and develop their ideas into a personal response. Through the process of working towards their personal response, students are encouraged to work more independently to develop their problem solving and critical thinking skills.</p> |

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| <p>Computer Science</p> | <p>To provide students with a curriculum that underpins the foundational principles of how computers and computer systems work, and practices of computation and computational thinking. This knowledge and understanding will enable them to progress at all Key Stages and apply the academic principles learnt to real-world systems and for the creation of purposeful innovations in the future.</p> <p>Students will be provided with a solid grounding in computational thinking which will develop and hone powerful techniques such as analysing, modelling and problem-solving which will better equip them to function in modern society. They will be exposed to real-world problems and given the opportunity to decompose problems to find working solutions. Students will also be taught programming skills to equip them to create programs, systems and be digitally literate.</p> <p>The skills and knowledge students will obtain from our Computer Science curriculum will enable them to advance to key stage 5 and prepare them for their future employment.</p> |
| <p>Physical Education</p> | <p>The PE Department at Duke's Aldridge Academy strives to provide students with a holistic experience of Physical Education. This is achieved through:</p> <ul style="list-style-type: none"> ● Students learning to compete in a variety of activities to develop a broad range of skills ● Students learning the value of physical activity, collaborating with others to achieve a common goal or purpose, and the habits they can create to sustain a healthy active lifestyle. ● Students having the opportunity to develop observational and analytical skills enabling them to give constructive feedback ● Fostering a positive environment where students can freely make mistakes and readily experience success |
| <p>PSHEe</p> | <p>The intent of the PSHEe curriculum is to equip all students with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. Students will be encouraged to be enterprising and supported to make effective transitions, take part in positive learning and career choices and in managing finances effectively. Students will have opportunities to reflect on their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they may encounter now and in the future.</p> |
| <p>British Values</p> | <p>The aim of Duke's Aldridge Academy is to ensure all students leave school at the end of Year 11 prepared for life in modern Britain. British Values will be embedded into the curriculum throughout the Academy: democracy, rule of law, individual liberty, and mutual respect and tolerance. Aspects of Spiritual, Moral, Social and Cultural learning is covered in PSHEe and throughout the curriculum to ensure student have a well-rounded approach to their learning.</p> |

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| SEND & EAL | <p>At Duke's Aldridge Academy our intention for students with EAL or new to the country, is for them to acquire the language skills and proficiency required to thrive in education and beyond. Through our high-quality planning, teaching and provision we aim for early identification and intervention for EAL students to ensure that progress and opportunities are maximised and ensure that all students have access to a broad and balanced curriculum which is adapted to enable students to understand that relevance and purpose of learning.</p> |
| Health and Social Care | <p>The intent of a Health and Social Care curriculum is to provide an understanding of healthcare and social services. It aims to develop skills and attitudes necessary for individuals to effectively support and promote well-being of a wide range of individuals in society. The curriculum intends to cover a wide range of topics from illness and disease, lifestyle choices, ethics, communication skills, healthcare services and social issues. By focusing on these areas, the curriculum aims to prepare learners for post 16 learning and careers in health care and social care.</p> |
| CEAIG | <ul style="list-style-type: none"> ● To provide a broad, balanced and impartial education in careers and future pathways that empowers students with the knowledge to make informed decisions. ● To embed into the curriculum opportunities for students to develop and use employability skills that will allow them to flourish in the world of work. ● To make links between subject areas and careers education to ensure that students see how their academic studies can link to future study and employment. ● To help students develop into reflective individuals who are empowered to choose their own path through an awareness of their personal qualities and goals. ● To give students the opportunity to grow their own networks and develop their cultural capital through careers activities and events which broaden their horizons. ● To provide comprehensive and accessible careers provision which supports the needs of all students. ● To equip students with the knowledge and skills they need to be fully prepared for their next stage of education or employment whether they choose to go on to university, a college, an apprenticeship or work. |



Appendix 3 - Subjects offered at KS4

| Subject | Awarding Body | Type |
|---------------------|----------------------|-------------|
| Art | AQA | GCSE |
| Art & Crafts | WJEC | ELC |
| Computer Science | OCR | GCSE |
| Design & Tech. | EdExcel | GCSE |
| Drama Tech Award | WJEC | Vocational |
| EAL | EdExcel | ELC |
| English Language | AQA | GCSE |
| English Literature | AQA | GCSE |
| Food Technology | AQA | GCSE |
| French | AQA | GCSE |
| Geography | AQA | GCSE |
| H S Care | EdExcel | BTEC |
| History | AQA | GCSE |
| Hospitality | WJEC | Vocational |
| Maths | EdExcel | GCSE |
| Media Studies | WJEC | GCSE |
| Music Performance | EdExcel | BTEC |
| Music Technology | EdExcel | BTEC |
| Photography | WJEC | GCSE |
| Re | EdExcel | GCSE |
| Science | | |
| Biology | AQA | GCSE |
| Chemistry | AQA | GCSE |
| Physics | AQA | GCSE |
| Combined | AQA | GCSE |
| Sociology | AQA | GCSE |
| Spanish | AQA | GCSE |
| Sports Studies | OCR | Vocational |
| Textiles | AQA | GCSE |
| Entry Level English | EdExcel | Entry level |
| Entry Level Maths | EdExcel | Entry level |
| Entry Level Science | AQA | Entry level |
| ESOL | EdExcel | Entry level |
| Pathways | WJEC | Entry level |