

## **Curriculum Policy**

### **Aims of the Curriculum**

The curriculum at Stanchester Academy supports the aims, ethos and values of the school by:

- Promoting an environment in which every child will be challenged and supported to raise their potential in an increasingly technological age
- Offering an experience which is personalised to the needs of the individual and supports the demands and expectations of the twenty-first century
- Providing a curriculum which broadens our students' emotional and multicultural awareness, values and reward success and balances the need for hard work with a sense of enjoyments for school life as a whole
- Ensuring that all students are provided with appropriate support and challenge as and when they need it
- Providing opportunities for all pupils to learn and to achieve
- Equipping students with the essential learning skills of literacy, numeracy and ICT/computing
- Promoting an enquiring mind and capacity to think rationally

### **The National Curriculum**

In addition to supporting the aims, ethos and values of our school, the Stanchester curriculum meets the statutory requirements of the National Curriculum and the three key aims for all young people; namely that all young people should be:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

### **Organisation of the Curriculum at Stanchester Academy**

Our taught curriculum is currently delivered through a fortnightly timetable with each day divided into 5 periods of 60 minutes, resulting in a 50 period fortnight.

Students follow a broad and balanced curriculum covering a wide range of subjects, which are all taught by specialist teachers. Stanchester adopts an ethos of drawing the GCSE curriculum down into Year 7 in order to prepare students for the GCSE courses they will study later in their school career. There is a philosophy of 'dropping' an existing GCSE course (from the start of Year 7), rather than starting one in Year 10, so the emphasis is always on one doing 'ones best' in every lesson.

Students are taught Citizenship and PSHE through morning Guidance Time with their tutor and collapsed days with a focus on Health, Careers, National and Global Citizenship/safety and personal development.

Running throughout all areas of the Curriculum is a strong focus on the principles of character development and the 6Cs: Caring, Collaborative, Creative, Critical, Challenge and Commitment. Students are explicitly taught about these values and attributes and are encouraged to reflect on their own character development in all areas of learning, including guidance time.

**Policy Document**

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**Year 7 Transition Curriculum**

When joining the school in Year 7, students study cross-curricular topics across the Arts and Humanities subjects in addition to their core curriculum. This is to ensure a smooth transition from primary learning to secondary. In Year 7, students are taught both Spanish and French, opting to continue with their preferred language from Year 8.

<b>Subject</b>	<b>Periods</b>
English	8
Maths	8
Science	7
Computing/ ICT	2
Y7 Create	4
Y7 Create – performing arts	4
Y7 Enquire	6
Modern Foreign Languages	4
PE/healthy lifestyles	3
Personal development	4
<b>Total</b>	<b>50</b>

**Years 8 & 9**

<b>Subject</b>	<b>Periods</b>
English	8
Maths	8
Science (including Triple science for some students from year 9)	7
Computing/ ICT	3
Art	2
Drama	2
Geography	3
Modern Foreign Languages	4
History	3
Music	2
PE/healthy lifestyles	4
RE (including Citizenship/British values)	2
Design Technology	2
<b>Total</b>	<b>50</b>

**Policy Document**

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**Year 10 & 11**

In years 10 and 11, students study their core curriculum: English language, English Literature, Maths, Science (either double award or triple science) and Core PE. Traditionally, students have opted for four additional subjects. In line with National trends and published guided learning hours from the exam boards, students in year 10 will now study three additional subjects.

All students must study at least one subject from the E-bacc suite of subjects: History, Geography, Spanish or French. Students are also informed that the E-bacc promotes and recognises students who have studied an extended range of academic subjects, and that the E-bacc is widely recognised by Colleges and Universities.

<b>Subject</b>	<b>Periods Year 10</b>	<b>Periods Year 11</b>
English (Inc. English Literature)	9	9
Mathematics	8	9
Science	9	9
PE (core)	3	3
Option 1 (E-bacc)	7	5
Option 2	7	5
Option 3	7	5
Option 4		5
<b>Total</b>	<b>50</b>	<b>50</b>

Options available vary from year to year but *can* include the following subjects:

History	Music	Business studies
Geography	Drama	Product design
French	Food technology	PE (GCSE)
Art	Photography	PE (OCR Level 2)
Spanish	Citizenship	Triple Science

**Curriculum Planning and Monitoring**

It is the responsibility of Head of Departments to plan and manage the curriculum and assessment for their subject areas. They report back regularly to the Senior Leadership Team (SLT).

SLT take a strategic lead in curriculum structure and design and implement an annual review of curriculum provision.

The Phase leader and Head of Year play an important role in managing the options guidance process each year. All students in year 9 are provided with a meeting with either a member of the senior leadership team, the head of Year or SENCo to discuss their Options choices and ensure they have been given guidance on which courses are appropriate to their ability and career prospects.

Reports on the curriculum are made to the relevant Governors Committee.