



# Strood Academy

## Curriculum Policy

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Our vision at Strood Academy is to create ‘*An inclusive community where we are all **kind, respectful and resilient** in our journey towards excellence. Our students thrive through an enriching and diverse curriculum that offers a global perspective, empowering all to become **inquisitive** lifelong learners.*’

# 1 Curriculum Intent

Each department has its own intent which sets out the overall intent of all they try to do. It is fed by the ethos and vision of the Academy as a whole. It is the responsibility of the leadership of the school to set the overall vision which infuses the work of the whole curriculum, visible and hidden, to achieve the overall purpose of the school. As a trust this is something we have in common with other Academies in the trust whilst at the same time, recognising our community also requires something tailored.

## A Community School which transforms lives

We are conscious that we are a *Community School* and as such there are some overall intentions we share in our daily endeavours, namely;

- ★ *Transform and raise the aspirations of the community through the rich encounter of their children and young people with education and learning.*
- ★ *Develop resilience and 'grit' needed to overcome the obstacles*
- ★ *Create young people who value and thrive in each other's company because it is infused with kindness, generosity and the personal skills to manage differences, tension and conflict.*
- ★ *Develop citizens who are hungry to use their voice and influence in politics, industry, business and family life for the common good of the planet.*

## A school committed to equality

- ★ *Ensure that students who desire 'a seat at the table' have the opportunity to develop the necessary ambition, confidence, functional skills, personal attributes, cultural capital, learning and leadership skills which will enable them to meet standards and overcome any barriers to their progression.*
- ★ *Develop our young people and staff community into a community that is consciously aware and actively dedicated to equality and diversity.*

## An IB MYP School

- ★ The IB Framework for KS3 is part of this intent and is expressed here:
- ★ To develop **inquiring, knowledgeable and caring young people** who help to create a better and more peaceful world through intercultural understanding and respect
- ★ **Active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.**
- ★ Learners in this 'environment' strive to be ... **inquirers, knowledgeable, thinkers, communicators, principled, open minded, caring, risk takers, balanced and reflective**

## Curriculum Five Year Plans and Intent

These are reviewed annually and, in particular, have been reviewed following the significant impact of Covid on coverage of the curriculum.

This document contains links to all of the Intents, Plans

[📄 Curriculum Review Updated Documents LINKS 2021 -2022](#)

To share the 'plan' for students in particular year groups and to assist with cross discipline planning and mapping of topics, these summary documents are shared with parents, middle leaders and SLT.

[Curriculum Summaries by Year Group](#)

These documents also inform the staff who plan for the provision in the Behaviour For Learning Room to support access to the curriculum.

## 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

The policy reflects requirements set out in the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Draft statutory guidance Feb 19](#) schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education.

## 3 Roles and responsibilities

### 3.1 The Governing board

The governing board will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement and with expectation for religious education, RSE, Citizenship and PSHE.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### 3.2 Academy Principal

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

- Senior Leadership Team
- SENCO /Inclusion Team
- Curriculum Leaders & Faculty Leaders/Assistant Principal for 6th Form
- Pastoral Leaders
- RSE/PSHE Co-ordinator
- Form time and Assemblies Co-ordinator
- Careers Lead

## 4 Curriculum Implementation: Organisation and Planning

### 4.1 The two-week cycle

The Academy day is divided into 5, one hour teaching periods and runs over a two week cycle, giving 48 periods per fortnight (Wednesdays have 4 periods in a day). In addition to this we have an extra period at the end of the day for pupils to attend intervention/enrichment sessions and after Academy day clubs providing an additional 4 hours at KS4 and 5. The tables below show the amount of classes per subject over the 2 week cycle in each year group.

### 4.2 Setting and Groupings

We are passionate about giving all students the chance to thrive in a variety of groups and to excel and lead others to excel. We have three colleges which structure the school organisation; Hercules, Trafalgar and Victory. These colleges made up of a third of each year support the pastoral and enrichment curriculum within the school. We use standard test scores, NGR and subject performance tests to support a setting structure that has one high ability group and two further fully mixed abilities in each college. At Key stage 4 there is mixed ability teaching in almost all subjects except Maths and English.

### 4.3 International Baccalaureate Middle Years Programme

At Strood academy students in year 7-9 receive a 3 year Key Stage 3 curriculum that is broad and balanced with a variety of subjects that follow the National Curriculum. Our key stage 3 curriculum is delivered through the framework of the International Baccalaureate Middle Years Programme (MYP). The MYP has been designed as a coherent and comprehensive curriculum framework that provides academic challenge and also develops the life skills of students.

The 3 year MYP programme sits within a 5 year curriculum plan for yr 7 -11 and require a minimum of 50 hours. The subjects fit into one of the following 8 MYP subject groups:

- **Language and Literature** - English
- **Mathematics** - Maths
- **Sciences** - Science
- **Individuals and Societies** - History, Geography and PSH/RE
- **Language Acquisition** - MFL / Languages
- **Arts** - Art, Textiles, Drama, Music, Dance
- **Design** - IT, Food, Design technology.
- **Physical and Health Education** - PE/RSE

During the course of the academic year students will also study an interdisciplinary unit, whereby 2 subjects will come together to deliver a unit of work whilst focusing on joint disciplinary conceptual learning, delivered through inquiry learning and service as action.

## Key Stage Three Curriculum Allocation

### Year 7 Curriculum Plan

Subject	ENG	MAT	SCI	RSE PD/ RE	HIS	GEO	MFL	Mu	Art	DT	PE	ICT	Dr/D ance
Periods per 2 weeks	8	8	8	2	3	3	3	2	2	3	3	1	2

### Year 8 Curriculum Plan

Subject	ENG	MAT	SCI	RSE / PSHE	HIS	GEO	MFL	Mu	Art	DT	PE	RE	Dr/D ance
Periods per 2 weeks	8	8	8	2	3	3	3	2	2	3	3	1	2

### Year 9 Curriculum Plan

Subject	ENG	MAT	SCI	RSE / PSHE	HIS	GEO	MFL	Mu	Art	DT	PE	RE	Dr/D ance
Periods per 2 weeks	8	8	8	2	3	3	3	2	2	3	3	1	2

*DT includes only DT/Food as a carousel, Art is now discreet from DT but can include Photography across KS3.*

## Key Stage Four

At Strood academy In Year 10 and 11 students study a core of English, maths, science, history, geography and/or a foreign language yet are able to shape their own curriculum by choosing from a wide range of GCSE options.

Our teachers are subject experts and think carefully about how best to design and teach our curriculum so that the content taught to our pupils is embedded in their long term memory. We have an evidence informed approach to teaching on great pedagogy that we know works. We sequence the curriculum so that new knowledge is built upon old knowledge so that learning builds over time.

We provide a challenging classroom environment, which encourages participation, curiosity and enquiry building on their experiences from the Middle Years Programme at Key stage 3. We insist that students work hard outside the classroom and our homework strategy complements our approach as it requires students to read and revisit prior learning. Over time, students learn more and remember

more and by enabling our students to have a strong bank of knowledge, they are then able to apply this knowledge to examinations along with the real world.

By learning a broad set of academic subjects, we know all students are prepared for the next step, including sixth form study and a competitive university for those who wish to pursue such a goal. Along the way we provide excellent careers advice and support so that students can build a plan for their future. Our students develop into confident, knowledgeable individuals who are at ease with themselves and ready for the challenges of the world.

We offer the following subjects at GCSE/Vocational level.

**GCSEs:**

English Literature (AQA)	Cambridge National Cert Financial Studies
English Language (AQA)	
Maths (Pearson)	
History (AQA)	
Geography (Eduqas)	
French (AQA)	
Spanish (AQA)	
Science Trilogy (AQA)	
Art (AQA)	
Design and Technology (AQA)	
Digital Information Technology (Pearson)	
Drama (BTEC)	
Dance (BTEC)	
Music (BTEC)	
Physical Education (Pearson)	
Sociology (AQA)	
Religious Education (AQA)	
Photography (AQA)	
Hospitality and Catering (Eduqas)	
Media Studies (Eduqas)	
3D Design (AQA)	
Health and Social Care (Pearson)	
Business Enterprise (Pearson)	

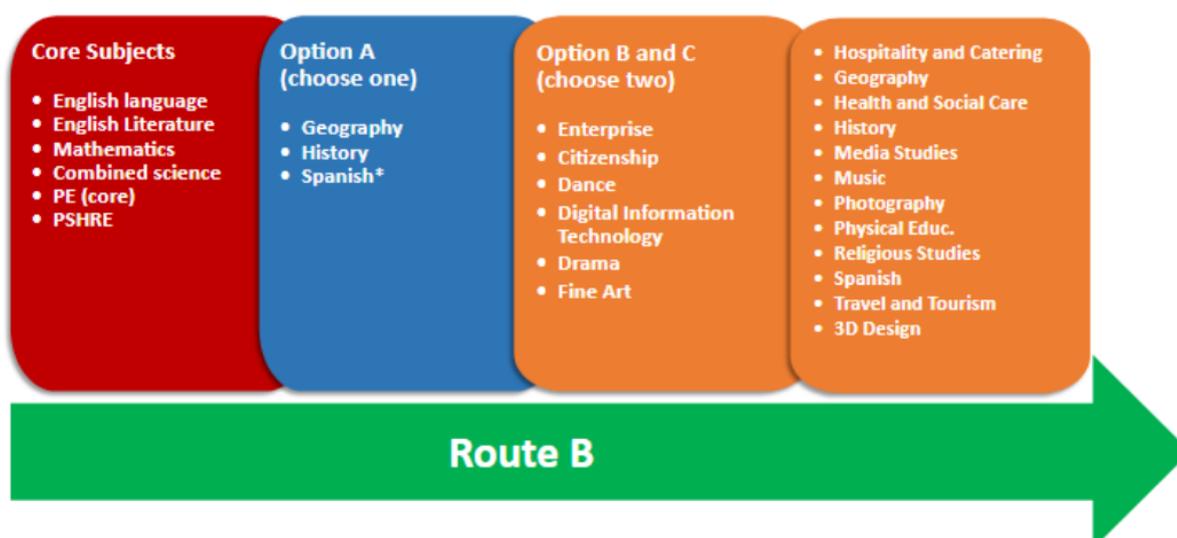
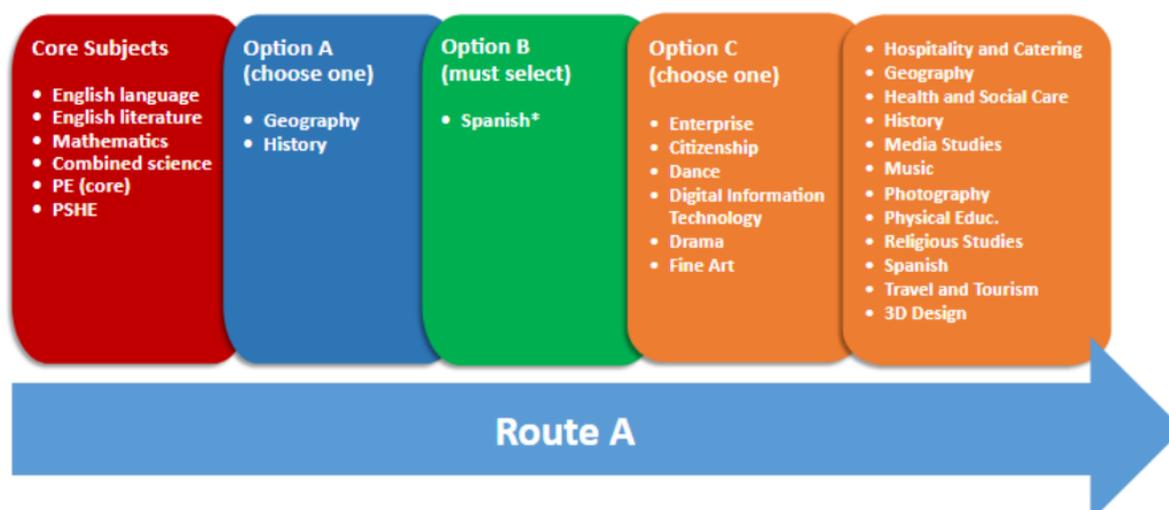
## The Options Process: Choosing KS4 Curriculum Pathways

The curriculum plan allocates as follows:

Year	English	Maths	Science	Core PE	Option A	Option B	Option C
Year 10	10	8	10	2	6	6	6
Year 11	10	8	10	2	6	6	6

All information relating to GCSE options including the options pathways can be found on our GCSE options website: <https://sites.google.com/stroodacademy.org/gcseoptionsportal/home>

### Route A



Please note that if there are not sufficient numbers of students who have chosen a particular subject, it may not run.

## Key Stage Five

At Strood academy In Year 12 and 13 our students study

The Sixth form at Strood Academy offers students a range of courses in three different pathways. Students may choose all of their courses from one area, or combine courses from different ones, depending on their higher education or career goals. Students can follow the academic, IBCP or mixed pathways. A number of our students will select a combination of subjects from the academic and vocational subjects on offer.

### Entry Criteria

**Academic** - Minimum of 5 GCSEs at Grades 9-5 including Maths and English Lit or Lang (Level 2 BTEC courses must be at MERIT)

**IBCP** - Minimum of 5 GCSEs at Grades 9-4 including Maths and English Lit or Lang (Level 2 BTEC courses must be at MERIT)

**Mixed** - Minimum of 5 GCSEs at Grades 9-4 including Maths and English Lit or Lang (at least English)

Sixth form is a full time provision which also allows students to further develop soft skills during form time. Students will spend ten periods per fortnight on each of their courses a week. Level 3 courses are by timetabled study periods and independent study sessions. In addition to this, students have one hour of enrichment and additional life skills sessions throughout the course of sixth form. During Terms 5 and 6 Y12 students start thinking about their next pathway - whether it be university (higher education) or apprenticeships and employment. Our careers team will work alongside students and support them in their pathway, but we start the process during Y12.

We offer the following subjects at GCE/IBCP/Vocational level.

#### **A level :**

English Literature (AQA)

Maths (OCR)

History (AQA)

Biology (Edexcel)

or

Chemistry (OCR)

Physics (OCR)

Art (AQA)

3D Design (AQA)

Photography (AQA)

Politics (AQA)

Psychology (Equdas)

Sociology (AQA)

Media Studies (Eduqas)

#### **Vocational (Extended Certificate):**

Applied Law (Edexcel)

Applied Science (Pearsons)

Sports (Pearsons)

Financial Studies (London Institute

Banking and Finance)

Health & Social Care (Pearsons)

Business (Pearsons)

#### **IBCP:**

IB Social & Cultural Anthropology

IB Geography

IB Maths

IB IT in Global Society

IB Psychology

Key Stage 5 is two years (Year 12 and 13) and all pupils will access a minimum of 3 subjects. Each subject is given 10 hours of curriculum time across the two week timetable. Double qualifications will be given 20 periods.

## 6th Form Curriculum Plan

Options A	Option B	Options C	Option D	Study /Option E
10	10	10	10	8

## 5: An enriched Curriculum: Homework, Collective Worship, RE, Citizenship and PSHE

### 5.1 Homework

The school expects homework to be set as appropriate. At the beginning of the term the school shares the knowledge organisers and the plan for weekly homework related to these. Homework will be set using on Google Classroom, with guidance for completion.

Parental support and engagement with homework is an important part of the learning journey and progress of every student. Parental support for homework is therefore crucial and not optional. If, however, there is a specific issue around support with homework, parents and carers are welcome to contact the Form tutor to begin a conversation to help them and their child get the most out of home work. The homework policy has reflected the protocols and this identifies the ways we will support parents in ensuring homework supports learning.

 [Protocol for setting homework 2021-22](#)

### 5.2 Religious Education

Religious Education is available to all students and is covered in the course of the RSE/PSHE/RE lesson each week. Parents have the right to withdraw their children from Religious Education but this request must be made, with sufficient reasoning, in writing, to the Principal.

### 5.3 Collective Worship

All students are expected to take part in daily collective worship. The school has a programme of collective worship involving main assemblies, year assemblies, vertical assemblies and time to reflect during tutor time. [Collective Worship Policy 2021](#)

### 5.4 Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

## 5.5 PE and Games

All students are expected to take part in the school's Physical Education and Games programme. Students can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with school. All students should change into their PE kit even if they are not taking part in the physical part of the lesson.

## 5.6 The Co-curriculum

The Academy has a wide and varied programme of educational, cultural and sporting activities that take place outside the formal curriculum. Students are invited to take part in these as they arise. In addition Enrichment, additional tutoring for catch up and 'drop down' days provide further opportunities for students. (Enrichment Programme Link 2021-2022).

## 5.7 MYP Unit Planning

The MYP framework ensures that pupils develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The MYP unit planning sheet ties together the fundamental principles of the MYP which are Key concept (Big idea), Related Concepts (Promote Deep Learning) and Global Contexts (Why it matters). These 3 principles link together to form one overall Statement of Inquiry which underpins the learning that will take place, through structured inquiry, throughout the scheme. It also sets the conceptual understanding in the global context that pupils will explore over a sequence of lessons. In addition the **MYP Language Policy** explores ways all teachers can support with Language acquisition.

## 5.8 Numeracy and Literacy Across the Curriculum

At the Academy, we are all teachers of literacy and numeracy. We all make the commitment to improve standards in literacy and numeracy through thoughtful, pupil centred planning, uniform marking procedures and ensuring that this exceptional practice is part of every lesson. We ensure that every opportunity is taken to address literacy and numeracy.

The below outlines the ways in which we support both areas across the curriculum:

- Pupils engage in specific activities that develop reading, writing, communication and mathematical skills
- Pupils develop these skills through work that makes cross-curricular links with other subjects
- Pupils will be provided with a range of opportunities, through different contexts, to continually develop and apply their knowledge and skills
- Pupils develop extended writing skills, and therefore resilience, through consistent opportunities in all subject areas

## 5.9 Fundamental British Values and PSH/RE Curriculum - All Years

The Academy is fully immersed in the ideals and values of Britain, ensuring that democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs run through the very fabric of our community. We support every pupil to have their opinions, for them to be shared and valued through pupil surveys, the Student Leadership Team and in lessons.

Personal Social Health, Religious and Economic education is taught discretely throughout Year 7, 8 and 9. For year 10 and 11 it is delivered through a series of alternative curriculum days and form time currently. The content of which is delivered to support pupils Spiritual, Moral, Social and Cultural development, enabling them to access the world without prejudice or ignorance of their own purpose, social standing or views of others around them. It is anticipated that a discrete lesson per week will be built in when there has been a significant recovery from the impact of. *To reduce the content time for the Core GCSEs at this time was considered unwise but will happen in 2023 onwards.*

This aspect of the curriculum is well mapped alongside the form-time Theme of the fortnight programme, ensuring that pupils are given essential access to a variety of life skills. Through working alongside the PSHE association and Medway Council, resources for the whole curriculum have been built to ensure the needs of all pupils are met.

### **5.10 Careers**

As part of the LAT approach to high quality careers education, we have recently changed to an online platform, Unifrog, to ensure that we are working towards the meeting of each of the 8 Gatsby Benchmarks, in line with the Ofsted Framework.

A comprehensive programme for all year groups delivered through lessons, workshops, talks and trips across the curriculum. Our programme is progressive and includes activities that will cover self-development, career exploration, career management and explores further and higher education options and opportunities.

The Academy ensures that the best personal careers guidance is given throughout their school life. We strongly believe that the advice and guidance given to our pupils throughout their academic career is vital to ensuring their success in the future, whether that be further and higher education, apprenticeships or employment. Additionally, further independent advice and guidance is given to all pupils prior to them choosing their subjects for next year, ensuring that they have the knowledge and vision to be able to make those difficult decisions about their future. Due to COVID restrictions the opportunity to complete work experience week during year 10 and in Year 12 has been suspended.

Further information including our Careers Mapping can be found on our Academy Website.

## **6. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment, particular attention is also paid to reading ages as an accessibility issue.
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum

subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found on the Website which details the provision for SEN, the statement of equality information and objectives, and in our SEN policy and information report.

## **7. Monitoring arrangements**

### **7.1 Governors**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Governing Body Reports on Curriculum
- Review of the Curriculum Plans, funding plans and use of curriculum time to address local and specific needs of the school.
- Ratifying and quality assuring the policies mentioned in this document so far.

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Monitoring Visits
- Curriculum Committee Reports which include feedback from Curriculum Development Reviews (deep Dives) which are scheduled across the year.
- Examinations
- Post 16 and Post 18 Destinations Monitoring
- Engaging with Student voice
- Surveys and questionnaires

### **7.2 Leadership: Monitoring and Evaluation Processes**

They monitor the way their subject is taught throughout the school by:

- Developmental Drop ins and Feedback
- Curriculum Development Reviews / Programme of Evaluation through the year
- Book Scrutinies
- Moderation and Sampling work
- CPD and Professional discussions
- Student voice feedback on teaching and learning
- Parental engagement
- Behaviour trends and rewards systems
- Informal observation and relationships with staff and students
- Developing a culture of reflective practice and engagement with the wider professional bodies that specialise in their subject content.

Leaders also have responsibility for monitoring the way in which resources are stored and managed.

## 8. Links with other policies

This policy links to the following policies and procedures:

- RSE Policy
- Careers Policy
- Assessment policy [MYP assessment policy](#)
- SEND policy and information report
- Equality information and objectives
- Collective Worship Policy
- Behaviour Policy
- Complaints Policy
- Examinations Policy

### Disapplication

In accordance with the law the school has the right to respond to individual needs by modifying the National Curriculum programmes, or disapplying the National Curriculum for the duration of Key Stage 4, to:

- allow a student to participate in extended work related learning
- allow a student with individual strengths and/or needs to emphasise a particular curriculum area
- to allow a student making significantly less progress than other students of his/her age to consolidate his/her learning and progress across the curriculum.

Decisions about any of the above will only be made after discussion with the student and parent and only be made by the Principal of the academy.

### Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with their child's form tutor.

If the issue is not resolved, then parents should make an official complaint in writing to their child's Director of Studies. If the matter is still not resolved, then parents should make an appointment to see the relevant Vice Principal.

### Appendices

#### Curriculum Documentation

- Overall Plans for 5 Years  
<https://drive.google.com/drive/folders/182rdw8DYSQVoy3mN03647ANZ5ULelxjS?usp=sharing>
- Subject Area Curriculum Intent  
[https://drive.google.com/drive/folders/1LosO\\_DUrDu0zvWYWy479bNRFFMaDgnmK?usp=sharing](https://drive.google.com/drive/folders/1LosO_DUrDu0zvWYWy479bNRFFMaDgnmK?usp=sharing)
- Detailed plans are here:  
<https://drive.google.com/drive/folders/1mUa85TGS38e7Ps76y9VQ9FIYITsP2Tik?usp=sharing>
- Parental Overview Summary here:  
<https://drive.google.com/drive/folders/1mUa85TGS38e7Ps76y9VQ9FIYITsP2Tik?usp=sharing>