



# Curriculum Policy

Date of Approval:	October 2022
Approved by:	Local Academy Council
Review Date:	October 2023

## Policy Information:

<b>Date of last review</b>	October 2022	<b>Review period</b>	Annually
<b>Date approved</b>	October 2022	<b>Approved by</b>	Local Academy Council
<b>Policy owner</b>	Headteacher	<b>Date of next review</b>	October 2023

## Updates made since the last review:

Review date	Changes made	By whom
October 2022	New Policy	Headteacher

## 1. Aims (Our Intent)

At High Point Academy we aim to ensure that all pupils achieve their full potential, both academically and holistically.

We aim for our curriculum to be:

- Differentiated for all our learners to enable them to access all areas of our curriculum
- Broad and balanced to equip our pupils for the future
- To be planned and sequenced to allow pupils to develop skills and knowledge to prepare them for the future
- Flexible, adaptable and relevant to pupils needs and abilities to support them for a life beyond High Point Academy.
- Engaging and promoting positive thinking and curiosity and take a responsibility for their own learning
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- To develop independence, and resilience to enhance their ability to manage their future well

## 2. Legislation and guidance

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](#).

This policy complies with our funding agreement and articles of association.

## **3. Roles and responsibilities**

### **3.1 The Local Academy Council**

The Local Academy Council will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Local Academy Council will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 7 onwards where appropriate are provided with independent, impartial careers guidance, and that this is appropriately resourced

### **3.2 Headteacher**

The headteacher 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 Local Academy Council.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Local Academy Council and the Trust is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Local Academy Council and the Trust is advised on whole-school targets in order to make informed decisions
- At High Point Academy all pupils have an EHCP and diagnosis of ASC, therefore appropriate provision is in place for pupils with different abilities and needs.

### **3.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Phase Leaders are responsible to support senior leaders with the leadership and development of English, Mathematics and the wider curriculum within the phase and make an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils across the phase.

The Assistant Headteacher is responsible for the assessment and progress of pupils at High Point Academy and to ensure all teachers are supported to allow pupils to make expected progress in all areas of their learning.

Deputy Headteacher is responsible for the quality of Teaching and learning across the school in both Connector and Developer phases.

## 4. Organisation and planning

At High Point Academy we have two different pupil cohorts 'Connectors' and 'Developers'

### Connectors

Our connector pupils are typically working at age related expectations to approximately two years below age related expectations. Our pupils will be accessing all areas of the KS3 National Curriculum (where appropriate). Pupils within this pathway will access subject specialist teaching.

At KS3 the subject areas available to pupils within this pathway are:

- English (4 times a week)
- Mathematics (4 times a week)
- Science (twice a week)
- Computing/ ICT (twice a week)
- Music or DT (once a week)
- Art (once a week)
- Physical Education (3 times a week)
- Humanities (once a week)
- Religious Education (once a week)
- PSHE (once per week)
- Citizenship (once per week)
- Food Technology (twice a week)
- Forest School (once a week)

As well as the above pupils also have a timetabled reading intervention which supports pupils to develop their comprehension and readings skills by accessing a range of fiction and non-fiction texts. Pupil also have daily reading interventions, along with targeted EHCP interventions three times per week which focus on a sensory, physical or social skill.

At KS4 pupils the subject areas available to pupils within this pathway are:

- English (4 times a week entry level and GCSE)
- Mathematics (4 times a week entry level and GCSE)
- Science (twice a week entry level and GCSE)
- Computing/ ICT (twice a week Level 1 and Level 2 qualification)
- Art (once a week Arts Award)
- Physical Education (3 times a week Entry level)
- Humanities (once a week AQA Unit awards)
- Religious Education (once a week AQA Unit Awards)
- Food Technology (three times a week BTEC)
- Citizenship and PSHE (During intervention time)

Life skills and PSHE is accessed through Walsall College, were pupils visited once per week and are working towards an employability qualification. Pupils are able to access all areas of the college and prepare them for life beyond High Point Academy. Pupils also have daily reading interventions.

## Developers

Our developer pupils are typically working below age related expectations. Our pupils will be accessing areas of the curriculum, which are suitable for their levels of ability. The curriculum areas will offer a range of knowledge and skills to support them with their independence. Pupils within this cohort will spend most of their time with one classroom teacher and have access to specialist subject teaching where appropriate.

At KS3 the subject areas available to pupils within this pathway are:

- English (4 times a week including RWI, Literacy skills along with cross curricular to humanities)
- Mathematics (4 times a week including Numeracy skills)
- Science (twice a week from specialist teacher)
- Computing/ ICT (twice a week from a specialist teacher)
- Music or DT (once a week)
- Art (once a week)
- Physical Education (3 times a week from specialist teacher)
- Humanities (taught through English)
- Religious Education (once a week taught through English)
- PSHE (once per week)
- Life Skills (twice per week)
- Food Technology (twice a week)
- Forest School (once a week)

As well as the above pupils also have a timetabled reading intervention which supports pupils to develop their comprehension and readings skills by accessing a range of fiction and non-fiction texts. Pupil also have daily reading interventions, along with targeted EHCP interventions three times per week which focus on a sensory, physical or social skill.

At KS4 pupils will work towards some Pre-Entry level or Entry Level 1 courses when appropriate to their ability. The focus will be on helping them to prepare for increased independence where their learning has meaning that leads to greater independence in the future.

Learners in this pathway will develop skills and knowledge over time, therefore there is significant need for repetition. Work will often be revisited on a cycle basis with more challenging outcomes.

Repeating skills will allow our pupils to the knowledge and skills over time and develop transferable skills to apply in different contexts in order to gain better understanding.

Pupils will be working in small groups with sufficient staffing to support and facilitate their learning. Whilst English, Mathematics and Science will be taught as discrete subjects the other four curriculum areas will be; Me and the world around us, My Independence, Myself, Places and People, My Creative Development. We currently do not have KS4 within this cohort, therefore this area of the curriculum will be being developed over the next two years.

In addition to both of our pathways will experience learning opportunities through links we have developed with a variety of outside agencies.

- British Judo Association
- West Bromwich Albion Foundation
- Other local special schools to offer opportunities for school visits, sports competitions

## 5. Cultural Capital, British Values and Other aspects of the curriculum

We aim to provide an enriched educational programme for all our pupils at High Point Academy. A broad range of programmes are offered to all of our pupils to ensure they have the best possible learning experiences:

- A careers guidance programme is offered from Years 7-11
- Work experience provided to year 10 pupils (where appropriate)
- Citizenship programme delivered to connector pupils
- Pastoral support and Behaviour support available to all pupils whenever they require additional intervention (Lego Therapy, Drawing and Talking, Social Skills, Reflection time)
- Twice daily form times to support with pastoral support
- Daily Reading Targeted intervention
- Speech and Language and Occupational Therapy (Therapists on site once per week)
- Occupational Therapy room (To provide targeted interventions specified on EHCP)
- Twice weekly assemblies to support with key topics taking place within the month and celebration of success and attendance
- Throughout the Key Stages progress and attainment is measured through the use of the TRACK assessment system. Our pupils are often dis-applied from National tests and assessments (as they do not work at that level).
- Our cultural capital aspects of the curriculum compliment the essential knowledge that pupils need to be educated citizens
- WOW Days which focus on British Values and SMSC
- RSE is taught through PSHE and Science. Pupils have the opportunities to work closely with staff to develop social skills and targeted interventions support relationships within the school and wider community.

## 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.

Teachers will plan lessons so that all pupils at High Point Academy can access and learn every National Curriculum subject, wherever possible, and ensure that there are no barriers to any pupil achieving.

## 7. Monitoring arrangements

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

- School Visit
- School Reports
- Local Academy Council Meetings

All leaders monitor the way their subject is taught throughout the school by:

- Learning walks
- Lesson Observations

- Book Trawls
- Pupil Progress Meetings
- Analysis of assessment data

This policy will be reviewed annually by the Headteacher. At every review, the policy will be shared with the Local Academy Council.

## **8. Links with other policies**

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives
- RSE Policy
- All Subject Policies
- Careers Policy

## **9. Glossary**

- LAC- Local Academy Council
- SEN- Special Educational Needs.
- RSE- Relationship Sex Education
- EHCP- Education, Health and Care Plan
- ASC- Autistic Spectrum Condition