



**Manchester Academy**

The best in everyone™

Part of United Learning

# Curriculum Policy 2020-2021

## Manchester Academy

**Approved by:** [Name]

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## **1. Rationale**

Manchester Academy aims to:

- Put students at the centre of curriculum decisions, putting their needs above that of the school.
- Provide an educational experiences and accreditation to meet the needs of our students and our local /regional area.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be a centre of excellence in learning and teaching.
- Prepare all students the next stage of their education and for a successful adult and working life in modern society.
- First achieve and then exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Provide vocational and academic courses which meet the needs of students and prepare students with the skills required for local employment sectors.
- Nurture the talents of all and celebrate success.
- Work with Primary Schools to ease transition.
- Involve the community.
- Involve parents/carers.
- Provide equal opportunities for all students regardless of gender, aptitude or cultural, ethnic or religious background.
- Offer a broad and balanced entitlement to all students.
- Prepare students for further study, the world of work and to become active citizens.
- Develop positive personal and social values.

- Provide a variety of activities which bring about effective learning, provide appropriate challenges for all students and lead to achievement for all students.
- Provide continuity and progression from the point of transfer to the time of leaving school.
- Embed in students Fundamental British Values and Social, Moral, Spiritual and Moral purpose.

## 2. Curriculum Aims

Manchester Academy will ensure all students have access to a curriculum that facilitates lifelong success in their chosen pathways. We have the highest aspirations for all our students, be they high ability students who wish to study at the country's top universities or students with additional needs who will require supportive pathways to ensure they thrive and succeed. Our curriculum is built on the understanding that students need to acquire knowledge in order to build up long term memory. Once this knowledge is secure, it can be deployed throughout their lives in a range of circumstances. Likewise, our curriculum will ensure that students are taught how to apply this knowledge in a range of assessment contexts. At KS3 we look for both breadth and depth with greater specialism at KS4 to ensure students are able to follow the correct pathway at 16. Our KS3 curriculum is designed in the context of GCSE but is a rich and challenging curriculum experience in itself so that students maintain their passion for learning. Our curriculum must prepare students for a global economy but be rooted in the British values of:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Finally, we recognise that our curriculum is more than the opportunity to gain qualifications and exam success; hence, we place great importance on our co-curriculum and the need to instil education with character. Our students will leave with the values and skills of leadership, respect, creativity, ambition, determination and enthusiasm. These values will be supported both within the curriculum and in our co-curriculum and the SMSC opportunities we provide.

### **United Learning Curriculum**

As part of a forward thinking and ambitious multi-academy trust, our curriculum at Manchester Academy benefits hugely from the thinking, strategy and ambition within United Learning.

Hundreds of United Learning teachers and leaders have been involved in developing the United Learning Curriculum as a core academic curriculum, which we now expect all schools to provide, on these key principles:

- **Entitlement** – We believe that all children have right to learn what is in the United Learning Curriculum
- **Mastery** – We want all students to achieve a full understanding of the knowledge specified in the Curriculum for each year, and teaching should not move on until this is achieved.
- **Stability** – We won't constantly amend the Curriculum: while we should make occasional adjustments in the light of feedback and experience, we will aim for stability over many years, so that teachers can develop expertise, and we constantly build assessments and teaching materials to support.
- **Concepts not context** – The Curriculum is intended as a concise specification of knowledge and content to be taught and learned; it is for schools and teachers to decide how to teach and bring it to life.

Because the United Learning Curriculum is an 'entitlement curriculum', Manchester Academy goes beyond this core, in a number of ways:

- **Breadth and depth within subjects** – Teachers and schools introduce concepts beyond the core which interest and inspire them in order to excite children about their subjects.
- **Subjects currently outside the ‘core’** – Manchester Academy covers the National Curriculum and other statutory responsibilities as well as the United Learning Curriculum.
- **Education with character** – Everything from which children learn in school – the taught subject timetable, the approach to spiritual, moral, social and cultural development, the co-curricular provision and the ethos and ‘hidden curriculum’ of the school – are to be seen as part of the school curriculum. Our principle of ‘Education with Character’ is delivered through the curriculum in this broadest sense.
- **Catch-up** – In order to allow the mastery approach to be effective (i.e. children learn what they are expected to in the year they are expected to), early catch up is essential: we aim that all students catch up with age related expectations by the end of Y8 so that they can access the full curriculum.

### **3. Curriculum Outcomes**

Manchester Academy’s curriculum will:

- Lead to qualifications that hold currency for employers and for entry to higher education.
- Fulfil statutory requirements.
- Enable students to fulfil their potential.
- Meet the needs of young people of all abilities.
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- Prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond.
- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- Ensure continuity and progression within the Academy and between phases of education, increasing students’ choice during their school career.
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- Help students to use language and number effectively.
- Help students develop personal moral values, respect for religious values and tolerance of other races’ beliefs and ways of life.
- Help students understand the world in which they live.
- Focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all students at Key Stage 3.

### **4. Legislation and Guidance**

Manchester Academy’s Curriculum 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 the school has 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.
- Complies with our funding agreement and articles of association.

## **5. Roles and responsibilities**

### **5.1 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
- The Academy 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
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- All courses provided for pupils 16 and below, that lead to qualifications, such as GCSEs and Vocational course are approved by the secretary of state
- The Academy implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- The Academy offers careers guidance, as a condition of the funding agreement: Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

### **5.2 Senior Vice Principal – Quality of Education**

The Senior Vice Principal will ensure that:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the Academy and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- The governing body is advised on statutory targets in order to make informed decisions.

### **5.3 Principal and Governing Body**

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

- It considers the advice of the Senior Vice Principal when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.
- It contributes to decision making about the curriculum.
- 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.
- 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 SEND.

#### **5.4 SLT Liaison to Curriculum Area Leaders**

The SLT Liaison to Curriculum Area Leaders (CALs) will ensure that:

- They have an oversight of curriculum structure and delivery within each link department
- Curriculum planning - Detailed and up-to-date big picture templates, unit plans of learning, Big Tests, Prep-Public Examinations are in place for the delivery of courses within each key stage.
- All curriculum planning is monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with CALs on a regular basis and that actions are taken where necessary to improve these.

#### **5.5 Curriculum Area Leaders**

Curriculum Area Leaders will ensure that:

- Long term planning is in place for all courses. Such Subject Curriculum Policy Document, Big picture templates, unit plans will be designed using the school pro-forma and will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Big Picture templates and unit plans include - short, medium and long-term planning expectations
- Unit plans encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Unit plans should be in place and be used by all staff delivering a particular course – sequencing or lesson activities.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment. At Manchester students in Year 7 -10 have three Big Test and 10% of the cohort are re-tested after each data capture. All students' big tests are QLA and intervention is addressed. In Year 11 Pre- Public Examinations follow the same format.
- They keep the Senior Vice Principal – Quality of Education informed of proposed changes to curriculum delivery.
- All relevant information/data is shared with the data team for My Marksheets on SIMS – deadlines must be adhered to. This includes meeting deadlines related to examination entries etc.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

## **5.6 Teaching Staff and Learning Support Assistants**

Teaching staff and Learning Support Assistants (LSA) staff will:

- Ensure that the school curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- Share and exchange information about best practice amongst their colleagues in different schools (United Learning Academies and Other schools) and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities – British Values / Cultural Capital.

## **5.7 Students**

Students will:

- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly through subject intervention programmes.
- Receive co-ordinated options support (EBACC / NEBACC) to enable them to make the appropriate curriculum choices at key stages 4.

## **5.8 Parents**

Parents will:

- Be consulted about their children's learning and in planning their future education at Parents Progress and Options Evenings.
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it - at Parents Progress and Options Evenings.
- Be informed of any decisions to change the setting of their children.

## **6. Monitoring, Evaluation and Review**

The Governing Body will receive an annual report from the Assistant Principal – Data and Assessment on:

- The standards reached in each subject compared with national and local benchmarks.
- The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- The number of students for whom the curriculum was disapplied and the arrangements which were made.

The Governing Body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

## **7. Curriculum Delivery (Organisation and Planning)**

- The school day is arranged into five 60-minute lessons and is timetabled over two weeks. Subject specialists are deployed in all areas and are supported by Learning Support Assistants (LSAs).
- Please see separate Academy Policies in reference to careers education, British Values, Assessment, Pupil Premium Funding and Year 7 Catch Up Funding and Teaching and Learning.
- All CALs attend SLT Liaison Meetings and agenda items include Curriculum.
- All CALs complete the Curriculum Subject Policy Document for 2020-2021 with reference to Ofsted New Framework – Intent – Implementation and Impact.

### **7.1 Teaching Groups, Class Sizes and Ability Grouping**

KS3 and KS4 year groups are split into bands. Some subjects are banded together for timetabling purposes.

Sets contain between 15 - 30 students. Where possible, lower ability groups in the core and practical subjects will be smaller and consist of 15- 24 students. This is to allow for more personalised support for students with low prior attainment.

In order to allow students to make excellent progress, a variety of setting frameworks are arranged across subject areas. All setting arrangements are initially informed using transition information from Key Stage 2, however, teaching staff at Manchester Academy are to teach, assess and review setting arrangements throughout each student's time at the school at each data capture – Yr. 7 – 10 X 3 Big Test per year. In Year 11 after each Pre-Public Examination.

### **7.2 – Setting Arrangements**

There are five setting streams at Manchester Academy. These are:

a. Mainstream

Set movement takes place at the end of each Big Test data capture each term. Consultation will take place with core Curriculum Area Leaders (CAL) of English, Maths and Science. The student's subject ranking will be used to enable upward or downward movement of sets. Prior to this, subject teachers should inform their CAL of any student they consider to be correctly placed in the correct set.

b. In-Year Admissions/ In-year Admissions Provision

Students on a managed move from another school/In-year Admissions Provision (IYFAP) will take the MIDYIS test and be placed in an appropriate set for their year group. SLT Curriculum Lead to liaise with the Complex Student Lead to best place students into the correct set/option choices.

c. International new arrivals

Are tested on admission to Manchester Academy. Reading Age and CAT testing takes place within the first three days of admission. Some international new arrivals will not need time in Induction depending on their ability to access the curriculum. International new arrivals with good language acquisition will be placed in a middle set by the core CAL until test results (Reading Age and CAT) are available. Core teacher feed-back and the student's first Big Test result will also be taken into consideration for set movement.

International Arrivals with little or no English will be placed in Induction (Years 7 – 11) or Pathways (Years 7 – 9). From test results, students are placed into the appropriate provision/class.

d. Movement out of Pathways

Students will move out of Pathways when they have attained a reading age of 9 years. CAL of Pathways/SENCO will liaise with core CALs to best place students in their appropriate set.

e. Movement out of Induction at both KS3 and KS4

At KS3, when appropriate, students will move from Induction to Pathways provision once they have achieved Level 5 of the NASSAU testing. Some students may not require entry into Pathways and, in these instances, the CAL of Induction will liaise with SENCO and core CALs to best place the student in the most appropriate set.



All of the above moves will take place after the Big Test data capture/pre-public examinations (mock examinations). Where possible, Pathways and Induction movement will take place in line with Big Test data capture to ensure minimum disruption to teaching and learning. All movement will take place during the intervention week. On those very few occasions where students need to be moved sets outside of the intervention week, these requests must go through the Senior Vice Principal with accompanying data evidence (exercise books/mini-test results/class feedback activities).

When all set moves have been agreed, parent/carers will be informed of set changes. The student will receive a new timetable and the list of set changes will be emailed to all staff. It is up to individual class teachers to check this list and prepare for new students. We will also endeavour to ensure students are integrated into new lessons at the start, again to avoid disruption to teaching and learning.

### **7.3 PSHE**

PSHE education is provided to Years 7- 11. This includes:

- Attitude to Learning (ATL) and Community Citizens
- The Academy's core values of Confidence, Respect, Enthusiasm, Determination, Ambition, Creativity
- Careers Information and Guidance
- Health Well-being
- eSafety, Safeguarding and Child Protection
- Health Well-being
- Sex Education
- Citizens
- British Values
- Social, Moral, Spiritual and Cultural Education
- PIXL Edge Resources – Leadership, Organisation, Resilience, Initiative and Confidence

### **7.4 Form Time**

- Attitude to Learning (ATL) and Community Citizens
- The Academy's core values of Confidence, Respect, Enthusiasm, Determination, Ambition, Creativity
- Attendance
- Goal Setting and Motivation
- British Values
- Social, Moral, Spiritual and Cultural Education
- PIXL Edge Resources – Leadership, Organisation, Resilience, Initiative and Confidence
- School charities and competitions

### **7.5 Subjects**

Resources to support subjects include:

- United Learning Subject and Pastoral resources
- United Learning Subject Network Days – sharing of good practice
- Subject – Examination board resources – AQA / OCR/ WJEC/ Edexcel etc.
- PIXL resources
- Teachers own resources – collaborative planning in department

## **8. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets (FFT 20) and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)
- At Manchester Boys / SEND are a key focus for academic year 2020-2021

Teachers will plan lessons so that pupils with SEND and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving (including students with no KS2 data).

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 in our statement of equality information and objectives and our SEND Policy.

## **9. Monitoring arrangements**

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

- School visits with the Principal and Senior Vice Principal
- School visits with Curriculum Area Leaders
- Full Governors Meetings and Sub Committee Meetings
- Student Voice including full School Council and breakout groups (year group/ class)

SLT and Curriculum Area Leaders monitor the way their subject is taught through Quality Assurance processes during the academic year. These include:

- Overview of curriculum planning – (Big picture templates)
- Unit plans – Yr. 7-11 (sequencing of lessons)
- Big Tests Yr. 7-10 / Pre- Public Examinations (mock exams) – Yr. 11
- Work scrutinies Yr. 7-11
- Learning walks
- Student voice – subject specific / form time
- Teacher Voice – Learning Walks and lesson observations

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

This policy will be reviewed yearly by the Principal, Senior Vice Principal and the Chair of Governors. At every review, the policy will be shared with the full governing board.

## **10. Curriculum links with other policies**

This policy links to the following policies and procedures:

- Assessment Policy 2019-2020
- SEND Policy 2019 - 2020
- Equality information and objectives

- Pupil Premium Document 2019-2020
- Year 7 Catch Up Document 2019-2020
- Teaching and Learning Policy 2019-2020
- Information Careers Advice and Guidance Policy 2019-2020

## Appendices

### Appendix 1 - Key stage 3 Curriculum Model (2020 – 21)

#### Year 7 Timetable Model:

Band	Source	Linear	En	MFL/Hums	Te	Ma	PE	Sc
Band 7: a	150 168 ASD:a 50 IND:a 50	28 Co <sub>2</sub> Dr <sub>2</sub> Mu <sub>4</sub> Re <sub>1</sub> 6 28 Co <sub>2</sub> Dr <sub>2</sub> Mu <sub>4</sub> Re <sub>1</sub> 6	28 En <sub>3</sub> 9 28 En <sub>3</sub> 9 27 En <sub>3</sub> 9	28 Fr <sub>2</sub> Gg <sub>3</sub> Hi <sub>3</sub> Sp <sub>2</sub> 10 28 Fr <sub>2</sub> Gg <sub>3</sub> Hi <sub>3</sub> Sp <sub>2</sub> 10	19 Ar <sub>2</sub> Te <sub>2</sub> 4 19 Ar <sub>2</sub> Te <sub>2</sub> 4 18 Ar <sub>2</sub> Te <sub>2</sub> 4	28 Ma <sub>3</sub> 9 28 Ma <sub>3</sub> 9 27 Ma <sub>3</sub> 9	21 P <sub>3</sub> Sh <sub>3</sub> 4 21 P <sub>3</sub> Sh <sub>3</sub> 4 21 P <sub>3</sub> Sh <sub>3</sub> 4 20 P <sub>3</sub> Sh <sub>3</sub> 4	28 Sc <sub>2</sub> 8 28 Sc <sub>2</sub> 8 27 Sc <sub>2</sub> 8
Band 7: b	150	27 Co <sub>2</sub> Dr <sub>2</sub> Mu <sub>4</sub> Re <sub>1</sub> 6		27 Fr <sub>2</sub> Gg <sub>3</sub> Hi <sub>3</sub> Sp <sub>2</sub> 10	14 Ar <sub>2</sub> Te <sub>2</sub> 4 13 Ar <sub>2</sub> Te <sub>2</sub> 4			
Band 7: c	150	21 Co <sub>2</sub> Dr <sub>2</sub> Mu <sub>4</sub> Re <sub>1</sub> 6 20 Co <sub>2</sub> Dr <sub>2</sub> Mu <sub>4</sub> Re <sub>1</sub> 6	21 En <sub>3</sub> 9 20 En <sub>3</sub> 9 20 En <sub>3</sub> 9	21 Fr <sub>2</sub> Gg <sub>3</sub> Hi <sub>3</sub> Sp <sub>2</sub> 10 20 Fr <sub>2</sub> Gg <sub>3</sub> Hi <sub>3</sub> Sp <sub>2</sub> 10	21 Ar <sub>2</sub> Te <sub>2</sub> 4 20 Ar <sub>2</sub> Te <sub>2</sub> 4	21 Ma <sub>3</sub> 9 20 Ma <sub>3</sub> 9 20 Ma <sub>3</sub> 9	22 P <sub>3</sub> Sh <sub>3</sub> 4 21 P <sub>3</sub> Sh <sub>3</sub> 4 21 P <sub>3</sub> Sh <sub>3</sub> 4 21 P <sub>3</sub> Sh <sub>3</sub> 4	21 Sc <sub>2</sub> 8 20 Sc <sub>2</sub> 8 20 Sc <sub>2</sub> 8
Band 7: d	150	20 Co <sub>2</sub> Dr <sub>2</sub> Mu <sub>4</sub> Re <sub>1</sub> 6		20 Gg <sub>3</sub> Hi <sub>3</sub> Li <sub>4</sub> 10	20 Ar <sub>2</sub> Te <sub>2</sub> 4			
Band 7: e	150	46						
		24 Ar <sub>2</sub> Co <sub>2</sub> Dr <sub>2</sub> Fs <sub>3</sub> Ma <sub>3</sub> Mu <sub>4</sub> Pa <sub>17</sub> Sc <sub>2</sub> Te <sub>2</sub> 46						

#### Year 7 Curriculum Coverage

Subject	Periods a Fortnight
English	9
Maths	9
Science	8
Geography	3
History	3
PE	3
Spanish	2
French	2
Computing	2
Drama	2
Art	2
Technology	2
Music	1
RE	1
PSHE	1
<b>Total</b>	<b>50</b>

## Year 8 Timetable Model:

Band	Source	ASD	IND	Linear	Gg/Hi	MFL	Te	En	Ma	PE	Sc
Band 8: a	150	178	100	29 Co <sub>2</sub> Dr <sub>2</sub> Mu <sub>4</sub> Re <sub>1</sub> 6 28 Co <sub>2</sub> Dr <sub>2</sub> Mu <sub>4</sub> Re <sub>1</sub> 6	29 Gg <sub>2</sub> Hi <sub>2</sub> 6 28 Gg <sub>2</sub> Hi <sub>2</sub> 6 28 Gg <sub>2</sub> Hi <sub>2</sub> 6	29 Fr <sub>2</sub> SP <sub>2</sub> 4 28 Fr <sub>2</sub> SP <sub>2</sub> 4 28 Fr <sub>2</sub> SP <sub>2</sub> 4	19 Ar <sub>2</sub> Te <sub>2</sub> 4 19 Ar <sub>2</sub> Te <sub>2</sub> 4 19 Ar <sub>2</sub> Te <sub>2</sub> 4	29 En <sub>3</sub> 9 28 En <sub>3</sub> 9 28 En <sub>3</sub> 9	29 Ma <sub>3</sub> 9 28 Ma <sub>3</sub> 9 28 Ma <sub>3</sub> 9	22 Ps <sub>1</sub> Sh <sub>3</sub> 4 21 Ps <sub>1</sub> Sh <sub>3</sub> 4 21 Ps <sub>1</sub> Sh <sub>3</sub> 4 21 Ps <sub>1</sub> Sh <sub>3</sub> 4	29 Sc <sub>2</sub> 8 28 Sc <sub>2</sub> 8 28 Sc <sub>2</sub> 8
Band 8: b	150			28 Co <sub>2</sub> Dr <sub>2</sub> Mu <sub>4</sub> Re <sub>1</sub> 6			14 Ar <sub>2</sub> Te <sub>2</sub> 4 14 Ar <sub>2</sub> Te <sub>2</sub> 4				
Band 8: c	150			21 Co <sub>2</sub> Dr <sub>2</sub> Mu <sub>4</sub> Re <sub>1</sub> 6 21 Co <sub>2</sub> Dr <sub>2</sub> Mu <sub>4</sub> Re <sub>1</sub> 6 21 Co <sub>2</sub> Dr <sub>2</sub> Mu <sub>4</sub> Re <sub>1</sub> 6	21 Gg <sub>2</sub> Hi <sub>2</sub> 6 21 Gg <sub>2</sub> Hi <sub>2</sub> 6 21 Gg <sub>2</sub> Hi <sub>2</sub> 6	21 Fr <sub>2</sub> SP <sub>2</sub> 4 21 Fr <sub>2</sub> SP <sub>2</sub> 4 21 Fr <sub>2</sub> SP <sub>2</sub> 4	21 Ar <sub>2</sub> Te <sub>2</sub> 4 21 Ar <sub>2</sub> Te <sub>2</sub> 4 21 Ar <sub>2</sub> Te <sub>2</sub> 4	21 En <sub>3</sub> 9 21 En <sub>3</sub> 9 21 En <sub>3</sub> 9	21 Ma <sub>3</sub> 9 21 Ma <sub>3</sub> 9 21 Ma <sub>3</sub> 9	21 Ps <sub>1</sub> Sh <sub>3</sub> 4 21 Ps <sub>1</sub> Sh <sub>3</sub> 4 20 Ps <sub>1</sub> Sh <sub>3</sub> 4 20 Ps <sub>1</sub> Sh <sub>3</sub> 4	21 Sc <sub>2</sub> 8 21 Sc <sub>2</sub> 8 21 Sc <sub>2</sub> 8
Band 8: d	150			18 Ar <sub>2</sub> Co <sub>2</sub> Dr <sub>2</sub> Fr <sub>2</sub> Ma <sub>3</sub> Mu <sub>4</sub> Pa <sub>17</sub> Sc <sub>2</sub> Te <sub>2</sub> 46							

## Year 8 Curriculum Coverage

Subject	Periods a Fortnight
English	9
Maths	9
Science	8
Geography	3
History	3
PE	3
Spanish*	2
French*	2
Computing	2
Drama	2
Art	2
Technology	2
Music	1
RE	1
PSHE	1
<b>Total</b>	<b>50</b>

*\*Students would usually specialise in one language from the start of Year 8 but due to time missed in school during lockdown, students will continue 2 languages in Year 8 until the end of Term 1.*

## Year 9 Curriculum Model

Band	Source	ASD	IND	Linear	Hi/Gg	En	Ma	PE	Sc	Te	MFL
Band 9: a	150	217	100	28 Co <sub>2</sub> Dr <sub>1</sub> Mu <sub>4</sub> Re <sub>1</sub> 6 28 Co <sub>2</sub> Dr <sub>1</sub> Mu <sub>4</sub> Re <sub>1</sub> 6	28 Gg <sub>2</sub> Hi <sub>2</sub> 6 28 Gg <sub>2</sub> Hi <sub>2</sub> 6	28 En <sub>3</sub> 9 28 En <sub>3</sub> 9 27 En <sub>3</sub> 9 27 En <sub>3</sub> 9	28 Ma <sub>3</sub> 9 28 Ma <sub>3</sub> 9 27 Ma <sub>3</sub> 9 27 Ma <sub>3</sub> 9	22 Ps <sub>1</sub> Sh <sub>3</sub> 4 22 Ps <sub>1</sub> Sh <sub>3</sub> 4 22 Ps <sub>1</sub> Sh <sub>3</sub> 4 22 Ps <sub>1</sub> Sh <sub>3</sub> 4	28 Sc <sub>2</sub> 8 28 Sc <sub>2</sub> 8 27 Sc <sub>2</sub> 8 27 Sc <sub>2</sub> 8	19 Ar <sub>2</sub> Te <sub>2</sub> 4 19 Ar <sub>2</sub> Te <sub>2</sub> 4 18 Ar <sub>2</sub> Te <sub>2</sub> 4	19 Fr <sub>4</sub> 4 19 SP <sub>4</sub> 4 18 SP <sub>4</sub> 4
Band 9: b	150			27 Co <sub>2</sub> Dr <sub>1</sub> Mu <sub>4</sub> Re <sub>1</sub> 6 27 Co <sub>2</sub> Dr <sub>1</sub> Mu <sub>4</sub> Re <sub>1</sub> 6	27 Gg <sub>2</sub> Hi <sub>2</sub> 6 27 Gg <sub>2</sub> Hi <sub>2</sub> 6					18 Ar <sub>2</sub> Te <sub>2</sub> 4 18 Ar <sub>2</sub> Te <sub>2</sub> 4 18 Ar <sub>2</sub> Te <sub>2</sub> 4	27 Fr <sub>4</sub> 4 27 SP <sub>4</sub> 4
Band 9: c	150			19 Co <sub>2</sub> Dr <sub>1</sub> Mu <sub>4</sub> Re <sub>1</sub> 6 19 Co <sub>2</sub> Dr <sub>1</sub> Mu <sub>4</sub> Re <sub>1</sub> 6 19 Co <sub>2</sub> Dr <sub>1</sub> Mu <sub>4</sub> Re <sub>1</sub> 6 19 Co <sub>2</sub> Dr <sub>1</sub> Mu <sub>4</sub> Re <sub>1</sub> 6	19 Gg <sub>2</sub> Hi <sub>2</sub> 6 19 Gg <sub>2</sub> Hi <sub>2</sub> 6 19 Gg <sub>2</sub> Hi <sub>2</sub> 6 19 Gg <sub>2</sub> Hi <sub>2</sub> 6	19 En <sub>3</sub> 9 19 En <sub>3</sub> 9 19 En <sub>3</sub> 9 19 En <sub>3</sub> 9	19 Ma <sub>3</sub> 9 19 Ma <sub>3</sub> 9 19 Ma <sub>3</sub> 9 19 Ma <sub>3</sub> 9	23 Ps <sub>1</sub> Sh <sub>3</sub> 4 23 Ps <sub>1</sub> Sh <sub>3</sub> 4 23 Ps <sub>1</sub> Sh <sub>3</sub> 4 23 Ps <sub>1</sub> Sh <sub>3</sub> 4	19 Sc <sub>2</sub> 8 19 Sc <sub>2</sub> 8 19 Sc <sub>2</sub> 8 19 Sc <sub>2</sub> 8	19 Ar <sub>2</sub> Te <sub>2</sub> 4 19 Ar <sub>2</sub> Te <sub>2</sub> 4 19 Ar <sub>2</sub> Te <sub>2</sub> 4 19 Ar <sub>2</sub> Te <sub>2</sub> 4	26 Fr <sub>4</sub> 4 25 Fr <sub>4</sub> 4 25 SP <sub>4</sub> 4
Band 9: d	150			16 Ar <sub>2</sub> Co <sub>2</sub> Dr <sub>1</sub> Fr <sub>2</sub> Ma <sub>3</sub> Mu <sub>4</sub> Pa <sub>17</sub> Sc <sub>2</sub> Te <sub>2</sub> 46							

## Year 9 Curriculum Coverage

Subject	Periods a Fortnight
English	9
Maths	9
Science	8
Spanish/French	4
Geography	3
History	3
PE	3
Computing	2
Drama	2
Art	2
Technology	2
Music	1
RE	1
PSHE	1
<b>Total</b>	<b>50</b>

## Appendix 2 - Key Stage 4 Curriculum Model (2020-21)

### Year 10 Curriculum Model

Band	Source	En/Ps	Ma	A	B	C	D	PE	Sc
Band 10: a 110	Source 10: a-c 232 ASD: a 50 IND: a 50	En <sub>9</sub> 9	Ma <sub>10</sub> 10	Option A 5	Option B 5	Option C 5	Option D 5	PE 2	Sc 9
		28 En <sub>9</sub> 9	28 Ma <sub>10</sub> 10	19 Ps <sub>1</sub> Re <sub>4</sub> 5	21 Ps <sub>1</sub> Re <sub>4</sub> 5	23 Ps <sub>1</sub> Re <sub>4</sub> 5	25 Ps <sub>1</sub> Re <sub>4</sub> 5	22 Sh <sub>2</sub> 2	22 Sc <sub>9</sub> 9
		28 En <sub>9</sub> 9	28 Ma <sub>10</sub> 10	19 Ps <sub>1</sub> Re <sub>4</sub> 5	21 Ps <sub>1</sub> Re <sub>4</sub> 5	23 Ps <sub>1</sub> Re <sub>4</sub> 5	25 Ps <sub>1</sub> Re <sub>4</sub> 5	22 Sh <sub>2</sub> 2	22 Sc <sub>9</sub> 9
		27 En <sub>9</sub> 9	27 Ma <sub>10</sub> 10	19 Be <sub>5</sub> 5	21 As <sub>5</sub> 5	23 At <sub>5</sub> 5	25 Ab <sub>5</sub> 5	22 Sh <sub>2</sub> 2	22 Sc <sub>9</sub> 9
Band 10: b 113		27 En <sub>9</sub> 9	27 Ma <sub>10</sub> 10	19 Bu <sub>5</sub> 5	20 Be <sub>5</sub> 5	22 Cd <sub>5</sub> 5	25 Ai <sub>5</sub> 5	22 Sh <sub>2</sub> 2	22 Sc <sub>9</sub> 9
		27 En <sub>9</sub> 9	27 Ma <sub>10</sub> 10	19 Co <sub>5</sub> 5	20 Cr <sub>5</sub> 5	22 Cn <sub>5</sub> 5	25 Di <sub>5</sub> 5	22 Sh <sub>2</sub> 2	22 Sc <sub>9</sub> 9
		27 En <sub>9</sub> 9	27 Ma <sub>10</sub> 10	19 Fi <sub>5</sub> 5	20 Gg <sub>5</sub> 5	22 Fr <sub>5</sub> 5	25 Gg <sub>5</sub> 5	22 Sh <sub>2</sub> 2	22 Sc <sub>9</sub> 9
		27 En <sub>9</sub> 9	27 Ma <sub>10</sub> 10	19 Hc <sub>5</sub> 5	20 Hc <sub>5</sub> 5	22 Gg <sub>5</sub> 5	25 Hi <sub>5</sub> 5	22 Sh <sub>2</sub> 2	22 Sc <sub>9</sub> 9
		23 En <sub>9</sub> 9	23 Ma <sub>10</sub> 10	18 Hc <sub>5</sub> 5	20 Hi <sub>5</sub> 5	22 Gg <sub>5</sub> 5	24 Ps <sub>1</sub> Re <sub>4</sub> 5	PE 2	Sc 9
		23 En <sub>9</sub> 9	23 Ma <sub>10</sub> 10	18 It <sub>5</sub> 5	20 Hi <sub>5</sub> 5	22 Sp <sub>5</sub> 5	24 Ss <sub>5</sub> 5	23 Sh <sub>2</sub> 2	23 Sc <sub>9</sub> 9
		23 En <sub>9</sub> 9	23 Ma <sub>10</sub> 10	18 Hc <sub>5</sub> 5	20 Mu <sub>5</sub> 5	22 Sp <sub>5</sub> 5		23 Sh <sub>2</sub> 2	23 Sc <sub>9</sub> 9
		23 En <sub>9</sub> 9	23 Ma <sub>10</sub> 10	18 Os <sub>5</sub> 5	20 Sp <sub>5</sub> 5			22 Sh <sub>2</sub> 2	22 Sc <sub>9</sub> 9
		22 En <sub>9</sub> 9	22 Ma <sub>10</sub> 10	18 Be <sub>5</sub> 5				22 Sh <sub>2</sub> 2	22 Sc <sub>9</sub> 9
		22 En <sub>9</sub> 9	22 Ma <sub>10</sub> 10					22 Sh <sub>2</sub> 2	22 Sc <sub>9</sub> 9

### Year 10 Curriculum Coverage

Subject	Periods a Fortnight
English	9
Maths	10
Science	9
RE	4
Option 1	5
Option 2	5
Option 3	5
PE	2
PSHE	1
<b>Total</b>	<b>50</b>

**EBACC** - A % of students are on our EBACC pathway, which ensures their subject choices meet the criteria for the EBACC. Students are selected based on their Big Test data from Year 9. 30% of the current Year 10 cohort were selected for the EBACC pathway.

## Year 11 Curriculum Model

Band 150 11: a 112	Source 11: a-c 237 100 ASD: a 50 IND: a 50	En 10 28 En <sub>10</sub> 10 28 En <sub>10</sub> 10 28 En <sub>10</sub> 10 28 En <sub>10</sub> 10	Ma 10 23 Ma <sub>10</sub> 10 23 Ma <sub>10</sub> 10 22 Ma <sub>10</sub> 10 22 Ma <sub>10</sub> 10 22 Ma <sub>10</sub> 10	Option A 6 19 Ad <sub>6</sub> 6 19 Ar <sub>6</sub> 6 19 Cr <sub>6</sub> 6 19 Co <sub>6</sub> 6 19 Dr <sub>6</sub> 6 19 Gg <sub>6</sub> 6 19 Gd <sub>6</sub> 6 19 Hc <sub>6</sub> 6 19 Hi <sub>6</sub> 6 19 Hk <sub>6</sub> 6 19 Re <sub>6</sub> 6 19 Be <sub>6</sub> 6	Option B 6 21 Ab <sub>6</sub> 6 21 Af <sub>6</sub> 6 21 As <sub>6</sub> 6 21 Be <sub>6</sub> 6 21 Bs <sub>6</sub> 6 21 Bu <sub>6</sub> 6 21 Cn <sub>6</sub> 6 21 Gg <sub>6</sub> 6 20 Hc <sub>6</sub> 6 20 Re <sub>6</sub> 6 20 Ss <sub>6</sub> 6	Option C 6 19 Ar <sub>6</sub> 6 19 Be <sub>6</sub> 6 19 Bs <sub>6</sub> 6 19 Cn <sub>6</sub> 6 19 Fr <sub>6</sub> 6 19 Gg <sub>6</sub> 6 19 Hc <sub>6</sub> 6 19 Hi <sub>6</sub> 6 19 Re <sub>6</sub> 6 19 Sp <sub>6</sub> 6 19 Fu <sub>6</sub> 6 19 Be <sub>6</sub> 6	PE 2 23 Sh <sub>2</sub> 2 23 Sh <sub>2</sub> 2 22 Sh <sub>2</sub> 2 22 Sh <sub>2</sub> 2	Sc 10 23 Sc <sub>10</sub> 10 23 Sc <sub>10</sub> 10 22 Sc <sub>10</sub> 10 22 Sc <sub>10</sub> 10 22 Sc <sub>10</sub> 10
Band 150 11: b 116		En 10 20 En <sub>10</sub> 10 20 En <sub>10</sub> 10 19 En <sub>10</sub> 10 19 En <sub>10</sub> 10 19 En <sub>10</sub> 10 19 En <sub>10</sub> 10	Ma 10 24 Ma <sub>10</sub> 10 23 Ma <sub>10</sub> 10 23 Ma <sub>10</sub> 10 23 Ma <sub>10</sub> 10 23 Ma <sub>10</sub> 10	Option A 6 19 Ad <sub>6</sub> 6 19 Ar <sub>6</sub> 6 19 Cr <sub>6</sub> 6 19 Co <sub>6</sub> 6 19 Dr <sub>6</sub> 6 19 Gg <sub>6</sub> 6 19 Gd <sub>6</sub> 6 19 Hc <sub>6</sub> 6 19 Hi <sub>6</sub> 6 19 Hk <sub>6</sub> 6 19 Re <sub>6</sub> 6 19 Be <sub>6</sub> 6	Option B 6 21 Ab <sub>6</sub> 6 21 Af <sub>6</sub> 6 21 As <sub>6</sub> 6 21 Be <sub>6</sub> 6 21 Bs <sub>6</sub> 6 21 Bu <sub>6</sub> 6 21 Cn <sub>6</sub> 6 21 Gg <sub>6</sub> 6 20 Hc <sub>6</sub> 6 20 Re <sub>6</sub> 6 20 Ss <sub>6</sub> 6	Option C 6 19 Ar <sub>6</sub> 6 19 Be <sub>6</sub> 6 19 Bs <sub>6</sub> 6 19 Cn <sub>6</sub> 6 19 Fr <sub>6</sub> 6 19 Gg <sub>6</sub> 6 19 Hc <sub>6</sub> 6 19 Hi <sub>6</sub> 6 19 Re <sub>6</sub> 6 19 Sp <sub>6</sub> 6 19 Fu <sub>6</sub> 6 19 Be <sub>6</sub> 6	PE 2 24 Sh <sub>2</sub> 2 23 Sh <sub>2</sub> 2 23 Sh <sub>2</sub> 2 23 Sh <sub>2</sub> 2 23 Sh <sub>2</sub> 2	Sc 10 24 Sc <sub>10</sub> 10 23 Sc <sub>10</sub> 10 23 Sc <sub>10</sub> 10 23 Sc <sub>10</sub> 10 23 Sc <sub>10</sub> 10

## Year 11 Curriculum Coverage

Subject	Periods a Fortnight
English	10
Maths	10
Science	10
Option 1	6
Option 2	6
Option 3	6
PE	1
PSHE/RE	1
<b>Total</b>	<b>50</b>

**Covid 19** – We decided that in order to give students the best possible chance at successful outcomes in Summer 2021, students should focus on eight subjects as opposed to nine. To enable this to happen, students dropped one of their options. Students were given a choice for fairness.

## Appendix 3: Changes to Student Curriculum – Band / Set Changes

In order to make any change to the curriculum of any student in any year group, teaching staff must follow the process below to ensure that all necessary communication has taken place:

