



NORTH BIRMINGHAM ACADEMY

CURRICULUM POLICY

The EACT Academy will offer a curriculum based upon the **Inclusive** principles of **Personalised** Learning.

These principles were outlined in May 2004 by the Schools Minister and have since been expanded upon by the DCSF, and by Hargreaves and others.

- HIGH EXPECTATIONS OF EVERY CHILD given practical form by
- HIGH QUALITY TEACHING based on a
- SOUND KNOWLEDGE AND UNDERSTANDING OF EACH CHILD'S NEEDS.
- It is not individualised learning where pupils sit alone. Nor is it pupils left to their own devices - which too often reinforces low aspirations.
- It means SHAPING TEACHING AROUND THE WAY DIFFERENT YOUNGSTERS LEARN
- It means TAKING THE CARE TO NURTURE THE UNIQUE TALENTS OF EVERY PUPIL.

David Miliband London, May 2004

These gateways are linked in the five components of personalised learning identified by the DCSF

- Assessment for Learning
- Effective teaching and learning
- Curriculum entitlement and choice
- Organising the school
- Beyond the classroom

Each of these five aspects are addressed in a HAAP Policy Document, but they will inevitably be interrelated.

Entitlement

The Curriculum offer will ensure that:

- appropriate pathways exist to provide opportunities which reflect the learning needs of all the students and enable all to reach their full potential.
- technology based learning increases capacity, especially in Key Stage 4 and above.
- there is flexibility in entry for National Assessment examinations at all levels, including KS3, determined by readiness not by age
- it is possible to timetable linear pathways for progression, independent of age
- a mixture of academic and vocational elements is available, delivering the

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- entitlement for all students and securing 14 - 19 progression for all students within a secure and stable collaborative grouping.

Key Stage 3 (Ages 12 to 14)

The Academy will embrace the recommendations of 14-19 Education and Skills published by the DCSF in February 2005 and ensure that the educational experiences of students during Key Stage 3 (ages 11 to 14) provide a strong base of knowledge and skills.

By the age of 14 students will achieve higher standards in English, mathematics and ICT and be suitably prepared for the increased range of educational pathways open to them between the ages of 14 and 19.

Whilst being based on the current National Curriculum core and foundation subjects the curriculum at Key Stage 3 will be flexible enough to enable those attaining below national expectations to catch up and those attaining above the national expectations to be stretched.

Accelerated KS3

The differentiated curriculum will cater for the more able students by allowing them to sit the Key Stage 3 statutory tests at the end of year 8, one Year early. These students would then move to level 2 courses in year 9

By the end of their Key Stage 3 course the Academy will

- ensure that all students achieve high standards in the basics, because without these, they will not flourish in education, employment or life.
- provide a broad range of. knowledge across a rich curriculum.
- ensure every young person has experienced a range of teaming opportunities
- within and outside school. As a result, the students will be enthusiastic and expert learners able to continue learning and developing their skills throughout their adult lives.

In order to provide this range of experiences the curriculum in Key Stage 3 will have four components. Each student will experience a curriculum which:

- ensures the development of their functional skills;
- provides a range of contexts to develop their thinking skills;
- supports their personal development;
- provides for their individual needs.

Within the **THINKING** skills component it is intended to deliver the National Curriculum in modular form, capitalising upon the benefits of offering content in discrete six, seven or eight week "chunks".

The organisation around national curriculum programmes of study will allow the Academy to measure progress against national benchmarks, by students taking the national tests in

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English, Mathematics, Science and ICT at the end of Year 8 or Year 9 and will provide students with grounding for accreditation in Key Stage 4.

The flexibility of a modular approach with a link to the FUNCTIONAL skills component will provide teachers with the opportunity to make the curriculum meaningful and more accessible for students.

The **PERSONAL** development component will complement the THINKING skills component by enabling students to understand how their own background influences what and how they learn- It will support them in developing resilient social skills, effective working relationships and becoming a responsible citizen.

The **INDIVIDUAL** needs component will contain modules which support, consolidate or extend students learning in any of the three other components. This component provides the space in the curriculum to help those working below the expected level to catch up and to stretch those working above the expected level for their age. Therefore, this component will contain additional support to develop functional skills for those who need it, providing the support for students with general or specific learning difficulties and opportunities for those that are able to undertake an accelerated programme of study and assessment.

Key Stage 4 (Ages 15 to 16)

The Academy is committed to making sure that all students follow a broad and balanced curriculum whilst they are in compulsory education. This will ensure each student's entitlement to a full range of courses, including the opportunity to gain nationally recognised qualifications. However, it must be flexible and offer choice if it is to be motivating, challenging and prepares them effectively for employment, further learning and adult life.

As a key element of the 14 - 19 phase, Key Stage 4 is the bridge between the broad general curriculum of Key Stage 3 and the more specialist choices available post-16. Therefore, the curriculum at Key Stage 4 must allow students access to coherent learning pathways that enable them to progress to further learning at age 16. This will encourage more students to remain in education after the age of 16.

The Academy will provide a curriculum at Key Stage 4, which gives students real choices of learning pathways. Whichever route they take, they will not narrow down their options and will be able to make further choices about how to continue in learning.

By the age of 19, the students will have had the opportunity to pursue academic qualifications; qualifications in a broad vocational area; or occupationally-specific qualifications in the work context. Whichever way they choose to become qualified, the qualifications they achieve will have real currency.

The curriculum at Key Stage 4 will be organised in a similar fashion to that at Key Stage 3 with the opportunity to gain national qualifications (NVQs, GNVQs and GCSEs) at the earliest appropriate point in the individual student's pathway.

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Post-16 (Ages 17 to 18)

The post-16 provision at the Academy will take account of the Government's five year strategy and the recent 14-19 Education and Skills white paper. The progression into these routes will be underpinned by the principles of personalised learning - strong careers advice and guidance supported by an individual learning plan.

The Academy will deliver this breadth of provision through collaboration with education partners, employers and work based learning providers to ensure that the curriculum for Years 12 and 13 is able to offer a comprehensive range of qualifications.

The Academy will offer a range of routes for students post-16, taking into account the curriculum developments across Southwark, particularly the development of curriculum planning, joint timetabling across the schools and college and the need for more Level 1 and 2 courses.

These developments will enable students to be based at a 'home' institution but have the opportunities to study at other institutions or through ICT links such as video conferencing.

The Academy will also collaborate closely with the other Hams Academies to enhance provision and to share staff across the establishments.

Provision in Years 12 and 13 will build on the differentiated curriculum of Key Stage 4 and will have a particular specialism in vocational courses to support progression from the range of Applied GCSEs being offered at Key Stage 4, which, for example, might include ICT, Business Studies, Health and Social Care, Leisure and Tourism and Art and Design.

It will also provide progression from more general skills based courses such as ASDAN and COPE which are currently being researched.

The continued focus of literacy and numeracy will be a core in all courses provided in Years 12 and 13.

All students will have the opportunity to undertake a range of enrichment opportunities, including participation in the Young Enterprise programme.

Courses will be provided that enable students to gain qualifications in areas where there are local shortages of suitably qualified applicants. At present these would be Health (particularly science based), Leisure, Motor Vehicle, Hospitality, Art and Design and Hairdressing.

These courses will all build on The Academy's extensive business links with employers to provide work experience as an integral part of all courses and to use this experience to raise attainment.

The curriculum will also take account of those students whose pathways have been accelerated at KS3 and 4 by offering Level 4 units working with the local universities.

The planned curriculum will therefore include:

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- A range of Level 3 courses, to support progression from Level 2, including A and A/S levels, AVCEs and BTEC Nationals and including the six key skills. Students will be encouraged to choose a mix of academic and vocational courses. These will be delivered in collaboration with other schools and the college.
- A small number of level 4 modules to support those students who have achieved A/S or A2 in Year 11 for instance in Language. Business language units also to be offered to enhance both Level 3 and Level 2 courses.
- A range of vocational courses at both Level 1 and Level 2 to include Applied GCSEs (including the opportunity for students from KS4 to complete outstanding work to enable them to achieve the full award), BTEC Firsts, ASDAN, CACHE and GCSEs in English and mathematics.
- A range of specialist NVQs at both Level 1 and 2 in collaboration with training providers and the local colleges.

Approved by NBA Governors on:

Date of Next Review:.....

Lead Manager: