



The Redhill Academy

CURRICULUM POLICY

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Legislation	<ul style="list-style-type: none">• Ofsted School Inspection Handbook (September 2019)• Governance Handbook (2019)• Equality Act (2010)• National Curriculum in England: Framework for key stages 1 to 4 (2014)• Special Educational Needs and Disabilities Code of Practice (2014)• Academies Act 2010• The Education Act (2002)• Ofsted Key stage 3: The Wasted Years? (2015)

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Within this policy 'we' and 'our' means the Academy.

1 OVERVIEW

- 1.1 We are ambitious for every student and understand our role in allowing them to realise their potential.
- 1.2 All students study a broad and balanced curriculum, which is underpinned by:
 - the Redhill Learning Skills;
 - a commitment to promoting literacy and numeracy via the DEAR (Drop Everything and Read) Programme, Accelerated Reader and the use of Catch Up Funding; plus
 - an unwavering belief that high-quality teaching and learning is the key to delivering strong examination performance.
- 1.3 Due to our Performing Arts specialism, all students in Years 7 and 8 have weekly lessons in dance, drama and music. We value these subjects and recognise the role they play in developing creative ability. The take up rate for extra – curricular performing arts opportunities is high.
- 1.4 At the end of Year 8, students are given the opportunity to choose the subjects they would like to study for GCSE. The overwhelming majority of stakeholders believe that this is the right option for our students. However, in light of changes to the Ofsted school inspection framework (September 2019) this approach is under review in 2019/20.
- 1.5 Our Pledge System promotes participation in the wider aspects of school life. During their time at the Academy all students are expected to complete Pledges such as: to successfully participate in residential trips, to represent the Academy in sport or contribute to Academy performing arts or to participate in fundraising events.
Consequently, there are a large number of trips and visits (home and abroad), extra-curricular activities or volunteering opportunities available to our students. A large number also complete the Duke of Edinburgh Award and sign up to the National Citizen Service summer programme. These experiences are vital for increasing 'cultural capital' and enabling students to become good citizens. A wide-ranging programme of academic lectures is available for older students.
- 1.6 All students, regardless of their prior attainment or background, should leave the Academy ready to take advantage of the opportunities, responsibilities and experiences of later life. It is our dedication to developing confident, articulate and well-rounded individuals which has shaped this policy document.

2 LEGISLATION AND GUIDANCE

- 2.1 When reviewing this curriculum policy due regard was paid to the following regulation, legislation and guidance:
 - Ofsted School Inspection Handbook (September 2019)
 - Governance Handbook (2019)
 - Equality Act (2010)
 - National Curriculum in England: Framework for key stages 1 to 4 (2014)
 - Special Educational Needs and Disabilities Code of Practice (2014)
 - Academies Act 2010
 - The Education Act (2002)
 - Ofsted Key stage 3: The Wasted Years? (2015)

3 INTENT

- 3.1 The curriculum has been meticulously planned by the Senior Leadership Team and Faculty Leaders to ensure appropriate coverage, content, structure and sequencing. We believe in making every lesson count, therefore clearly defined 'end points' are available for each lesson, series of lessons, academic year and whole school career. Each faculty has produced a curriculum intent statement and curriculum overview which contains this information. Furthermore, they are able to provide a justification as to why these curriculum decisions have been made.
- 3.2 Each scheme of work sets out the critical knowledge and skills a student is expected to acquire from studying that topic. Schemes of work also contain the key activities that will support learning, ideas on how tasks can be differentiated and the assessments which will be used to check understanding.
- 3.3 Teachers will update and refine schemes of work to ensure they best meet the needs of their students. As a minimum, each scheme of work and associated resources will be of sufficient quality that a trainee teacher, cover supervisor or non-specialist could deliver a solid lesson.
- 3.4 New knowledge and skills will build on what has been taught before (including KS2). Throughout their time at Redhill students will see the same (or similar) topics re-emerge, with each encounter increasing in complexity and reinforcing previous learning.
- 3.5 Teachers will encourage students to make links between topics and apply their newly acquired skills and knowledge across the curriculum.
- 3.6 The curriculum will seek to reflect the school's local context by addressing typical gaps in students' knowledge and skills.
- 3.7 The school broadly follows the National Curriculum. Where the National Curriculum is not followed a clear and logical justification will be provided in the curriculum intent statement.
- 3.8 The amount of time provided for teaching the required elements of the curriculum will ensure lessons proceed at a good pace.
- 3.9 The Senior Leadership Team will annually review the range of subjects offered to ensure they remain appropriate. A curriculum booklet will be available online which outlines the course content being studied in each subject.
- 3.10 In depth consultation takes place with parents and students at the time when pathways choices are made.

4 ACADEMIC CURRICULUM

- 4.1 **The First Two Years**
 - 4.1.1 In Years 7 and 8 students will study a strong core of academic subjects, alongside those designed to develop creativity, physical literacy, leadership skills and character. Subjects available to students are: art, computing, dance, design and technology, drama, English, French, geography, history, mathematics, music, physical education, philosophy, religion and ethics, science and PSHE. In Year 8 a selected number of students will be invited to study German.
 - 4.1.2 The Head of Faculty will maintain a curriculum which is distinct to that of GCSE exam board specifications. This will ensure students benefit from a wide and varied diet which is not dominated by the content and structures imposed by examination boards. They will review long term plans to ensure that the knowledge and skills learnt in Years 7 and 8 build a solid foundation for future studies.

- 4.1.3 In Year 7 a small number of students may be disapplied from Modern Foreign Languages in order to create additional time for them to study mathematics and English. The decision to do this will be made on a case by case basis and will follow the legal guidelines set out in the Education Act 2002. If the decision is made to disapply a student, they will attend an extra-curricular French club to give them access to foreign language development.
- 4.1.4 During the first two years, student performance will be reviewed in line with our Assessment and Reporting Policy.
- 4.1.5 It is the responsibility of the SLT Link and Head of Faculty to ensure that schemes of work support high quality teaching.

4.2 The Pathways Year

- 4.2.1 The Year 8 Pathways process will seek to promote highly ambitious routes for all students. We work closely with families to guide them through these important choices. Guidance will be available from the Senior Leadership Team, Heads of Faculty, Pastoral Team, Special Educational Needs Team and Careers Advisor.
- 4.2.2 The Senior Leader responsible for Curriculum will ensure that an appropriate proportion of students are opting to take the EBacc suite of courses and that this is working towards the Government's ambition.
- 4.2.3 The Academy will make the final decision on pathways choices for individual students. These decisions may be driven by the availability of resources and Government targets, but primarily on what we deem to be in the best interests of the child.

4.3 The Examination Years

- 4.3.1 In Years 10 and 11 all students continue to study: English Language, English Literature, Mathematics, Science, Physical Education, Core Religious Studies (GCSE Short Course) and PSHE (including careers guidance).
- 4.3.2 In addition to these, students will choose four subjects from the following list: Art, Business, Computer Science, Dance, Design and Technology, Drama, French, Food Technology, Geography, German, BTEC Health and Social Care, history, I Media, Music, GCSE Physical Education, Religious Studies (full course) Textiles and Triple Science.
- 4.3.3 A small number of students are directed to study foundation level English and Mathematics in Years 10 and 11. The course leads to a recognised Level 1 qualification.
- 4.3.4 The subjects available for students to study in KS4 are outlined in the Pathways Booklet which is available on the Academy website. These will be reviewed annually in order to ensure that our curriculum offer is relevant to students and satisfies key performance measures.
- 4.3.5 Student Performance will be reviewed in line with our Assessment and Reporting Policy.
- 4.3.6 It is the responsibility of the SLT line manager and the Head of Faculty to ensure that schemes of work support high quality teaching.

4.4 A Levels

- 4.4.1 In Years 12 and 13 students have the opportunity to study a wide range of academic subjects. These include: Art, Biology, Business Studies, Chemistry, Computer Science, Dance, Drama, English Language, English Literature, French, Further Mathematics, Geography, German, Government and Politics, History, Mathematics, Media Studies, Music, Philosophy and Ethics, Photography, Physical Education, Product Design, Psychology, Sociology, Spanish and Textiles.
- 4.4.2 If numbers on an A Level course are below 10, then the curriculum time allocated to that subject will be reduced from 5 hours a week to 4 hours. On rare occasions a course may not be able to run due to low numbers opting to study it. Although strenuous efforts are made to protect languages and performing arts.

- 4.4.3 The curriculum offer in KS5 will be reviewed on an annual basis.
- 4.4.4 Any student who has not achieved a standard pass (grade 4 or above) in English and/or Mathematics at GCSE will be required to re-sit the qualification(s) until grade 4 is achieved in both subjects.
- 4.4.5 Student performance will be reviewed in line with our Assessment and Reporting Policy.
- 4.4.6 It is the responsibility of the SLT Link and Head of Faculty to ensure that schemes of work support high quality teaching.

5 INCLUSION AND CHALLENGE FOR ALL

- 5.1 Teachers should maintain high expectations of all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:
- the most able
 - students with low prior attainment
 - students from disadvantaged backgrounds
 - students with SEN
 - students with English as an additional language (EAL)

Further information on how we cater for these different groups is available in our Equality statement and our SEND Policy.

6 SETTING OF STUDENTS

- 6.1 Decisions on setting will be taken by the Head of Faculty and the Senior Leadership Team. Setting should only be used where it will lead to stronger outcomes for all ability groups. If a decision to set is made, then the creation of a single, low ability group should be avoided.
- 6.2 Students should never be grouped according to their behaviour or attitude to learning.
- 6.3 The criteria used to create the set must be clear to staff, students and parents. The decision must also be supported by objective data e.g. KS2 SATs.

7 LITERACY AND NUMERACY

- 7.1 We believe that good literacy and numeracy skills are essential for students to achieve their potential across the curriculum and to function effectively as an adult in the world of work. All staff are teachers of literacy and numeracy.
- 7.2 Students are required to read regularly across the curriculum. Teachers will modify their teaching to ensure the resources they use are accessible for students and that technical vocabulary is understood.
- 7.3 The use of DEAR time (Drop Everything and Read) is followed by all students in Years 7 to 9 and the Accelerated Readers programme will be used to address gaps in literacy.

- 7.4 In Year 7 and 8 a targeted group of students (those who did not achieve the expected standard in English and Mathematics on the KS2 SATs) will receive additional support for literacy and numeracy.
- 7.5 Additional English and Mathematics will also be provided for students in other year groups to aid their progress in these access subjects. These additional lessons may run as an alternative to other curriculum provision in groups as determined by the Academy.

8 HOMEWORK

- 8.1 Regular homework is set by all subjects, with the exception of Physical Education and PSHE, and can be accessed via the Show My Homework platform.
- 8.2 Information on the different types of homework, the volume of homework and deadlines can be found in the Academy's Homework Policy.

9 THE ENHANCED CURRICULUM

- 9.1 Extra – curricular activities are valued by the Academy and are promoted using the Pledge System and Redhill Plus. All students are actively encouraged to take advantage of the wide range of cultural, sporting and artistic opportunities on offer.
- 9.2 All faculties will offer additional curriculum opportunities over the course of the academic year. These will include a range of trips and visits, clubs and competitions, peripatetic lessons and the invitation of guest speakers.
- 9.3 Where possible extra – curricular provision will sit alongside the academic curriculum; seeking to broaden and complement the skills and knowledge students acquire in lessons and further develop cultural capital.
- 9.4 In Sport and Performing Arts, the extra-curricular programme will adopt a twin track approach; one which seeks to promote high levels of participation and excellence simultaneously.
- 9.5 Extra-Curricular opportunities will be shared with parents on a regular basis using Redhill Plus. Information on trips and visits will be shared annually so that parents can plan for their child's involvement.
- 9.6 Further information on the financing of trips and visits can be found in our Charging and Remissions Policy.
- 9.7 Participation in extra-curricular activities will be carefully monitored so that we can identify students who are disengaged and then look at ways to facilitate their involvement (including subsidised places).

10 STUDENT RESPONSIBILITIES

- 10.1 The Academy actively promotes participation in the wider aspects of school life. This helps to build character and allows individuals to feel like members of our community. Some ways in which students can contribute to school life include:
- Representing one of our five houses: Africanus, Green, Knight, Lawrence and Smith
 - Mentoring another student via the vertical tutoring system
 - Giving their views via focus groups and the annual student survey
 - Becoming a member of the student council

- Taking part in a charity event
- Being part of the interview process for new staff.
- Becoming a House Captain, Head Student or another position on the House Student Leadership Group.

11 CAREERS GUIDANCE

- 11.1** Students from Year 8 onwards are provided with independent and impartial careers guidance.
- 11.2** Work experience is a compulsory aspect of the Year 12 curriculum and all students take part. Students are encouraged to organise their own placements according to their future interests. Where this does not happen, the Academy will intervene to ensure an appropriate work placement is obtained.
- 11.3** All work experience placements must be approved by the Academy and satisfy the necessary health and safety and safeguarding checks. If these checks are not complete, or concerns arise about the suitability of a placement, the Academy reserves the right to cancel the placement.
- 11.4** The Academy will support students with careers by offering: meetings with the career's advisor, advice on writing CVs and Personal Statements, university visits and invitations to careers fairs.
- 11.5** A 'Hot Housing' programme exists for Post 16 students to encourage applications to the top universities and most sought-after courses.
- 11.6** Further information of careers can be found in our Careers Guidance Policy, our Provider Access Statement and in our PSHE Policy.

12 PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) CURRICULUM

12.1 Tutorial lessons

- 12.1.1** Schemes of work clearly state the skills and knowledge students will acquire from each PSHE unit and suggest a wide range of appropriate resources which can be used.
- 12.1.2** Tutorial lessons are delivered by tutors during a 1 x 20 minute tutorial slot each week. Once per half term, a PSHE week takes place to ensure in-depth coverage of a key issue e.g. mental health.
- 12.1.3** Through the PSHE programme students will learn about Relationship and Sex Education (Key Stages 3 and 4) Health Education and Religious Education. In addition to this statutory content, a wide range of other topics will be explored in tutorial lessons.
- 12.1.4** Further information about the content of Tutorial lessons can be found in the PSHE Policy and our Sex and Relationship Education Policy.

12.2 Assemblies

- 12.2.1** Weekly assemblies will be used to promote the Fundamental British Values of Democracy, Rule of Law, Individual Liberty and Tolerance and Respect for people who possess different faiths and beliefs. These core values are encapsulated in what we call the Redhill DRIVE values.

13 IMPLEMENTATION OF THE CURRICULUM

- 13.1 The Head of Faculty and link senior leader will work with teachers to ensure effective implementation of the curriculum through high quality teaching.
- 13.2 All teachers will have expert knowledge of the subjects that they teach. On the rare occasions that a teacher is required to teach outside of their specialism, an effective programme of support will be put in place by the Head of Faculty to address this.
- 13.3 All students should be clear about 'what they are learning and why they are learning it'. Before starting a scheme of work, the teacher must explain to students how the topic builds on previous learning and relates to future learning. Teachers should be explicit about the core skills and knowledge which will be acquired over the coming lessons.
- 13.4 All work given to students, over time and across the school, must match the aims of the curriculum as set out in the Programme of Study and Scheme of Work. All phases of learning should be coherently planned and build towards the 'end point'.
- 13.5 Resources used within the curriculum (textbooks, revision guides and online resources) will be carefully selected to ensure they deliver our curriculum intent.
- 13.6 Homework will be set which contributes to the end points for each scheme of work.
- 13.7 Teachers will use a range of monitoring strategies to systematically check students' understanding, and identify and correct misunderstandings/misconceptions.
- 13.8 Teachers will use the Redhill Learning Skills, particularly those relating to memory and recall, to ensure that key concepts are embedded and retained.
- 13.9 Assessment will be used appropriately to check students understanding and inform future interventions. At no stage should it create an unnecessary burden on staff or students. Further guidance on the schools use of assessment is available in the Academy's Assessment and Reporting policy.
- 13.10 Teachers will demand high quality presentation of work. Where problems with presentation or work rate emerge, teachers will address it by following our Behaviour Management Policy.

14 IMPACT OF THE CURRICULUM

- 14.1 The success of the curriculum will be measured by what students have learned during their time at the Academy. We believe that a well-structured, well taught curriculum will lead to strong student outcomes. The following performance indicators will be reviewed by the Senior Team on a yearly basis to ascertain the appropriateness of our curriculum:
 - GCSE and A Level outcomes for all students. If our curriculum is effective it will result in positive Progress 8 and Attainment 8 measures at GCSE and a positive Value Added score at A Level.
 - Outcomes for disadvantaged students and those with SEND
 - Outcomes for students who received Catch – Up funding support
 - Internal assessment data
 - Destination data – the proportion of our students entering education, training and employment after their time at Redhill.
 - Work scrutinies
 - Focus groups with students
 - Short Notice Reviews (An annual internal inspection with classroom observations off all teachers). If our curriculum is well planned then the vast majority of lessons will be of a high quality.
 - Subject / issue based QA and Standards Reviews.

- Student attendance - if students are engaged by the curriculum they are more likely to attend school.
- Student Behaviour - if students have the right curriculum diet then rates of poor behaviour and exclusions will be low.
- Engagement in the wider aspects of school life. We monitor the numbers of students taking part in trips and visits and extra – curricular activities.
- Responses on stakeholder surveys.

14.2 Triangulation of this evidence will allow us to make a decision as to whether students ‘know more, remember more and are able to do more’ as they progress through the school.

15 REVIEW

15.1 The governing board will monitor the effectiveness of this policy and hold the Senior Leadership Team to account for its implementation. This policy will be reviewed on an annual basis.