

Wey Valley Academy Curriculum Policy

At Wey Valley Academy, we believe each child has the right to achieve regardless of ability, SEN disability or disadvantage. We are steadfast in our vision that the quality of our education removes the barriers to social mobility as well as improving life chances and enabling equality with other students, both locally and nationally. The curriculum model we offer at Wey Valley Academy allows progression throughout Key Stage 3 and 4, building solid foundations and ensuring students (education through continual support and guidance) are prepared for their next step.

We offer a knowledge based progressive curriculum model that assesses the skills developed through acquisition and allows for the intelligent repetition of content learnt throughout the Key stages thus ensuring any misconceptions are addressed.

Not only does the vision for our curriculum address the minds of the students, but the students as a whole.

The Curriculum is not just an accumulation of knowledge built up over an academic career, but also the sum of a student's life experience. This is what helps shape the aspirations of our young people and allows them to achieve beyond any preconceived social expectations others may have.

“Having a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils, and prepares pupils for the opportunities, responsibilities and experiences of later life is Key” (Education Act 2002).

Each child will not only take part in a broad and balanced offer, but also a tailored weekly enrichment offer that includes opportunities for our students to try activities that otherwise they might not have been afforded to them. Additionally, we have extra-curricular opportunities such as clubs and trips for students to develop a cultural capital and appreciation of subjects beyond what is expected from examination alone.

Our curriculum is critical to this success. Traditional and rigorous academic study forms the cornerstone of learning with all our students studying English, Maths, Science and Physical Education at both Key Stage 3 and 4. Complementing our core curriculum at KS3 is a broad range of subjects our students love to embrace which are: **History, Geography, Religious Studies, PSHE, French, Spanish, Dance, Drama, Music, Art, Graphics, Photography, Catering, Resistant Materials, Textiles & Computing.**

Choice is a fundamental principle of the curriculum at KS4. We are very proud to be able to offer a real blend of learning to enable our students to choose subjects, which will meet their passions and career aspirations; these include traditional academic GCSEs to more practical courses.

Principles

- the curriculum is broad and balanced, provides a wide range of subjects, preparing pupils for the next stage in their education or training and to be active citizens both in Britain and globally
- the curriculum includes opportunities for the effective spiritual, moral, social and cultural development of pupils including extra-curricular, sporting and volunteering opportunities which develop character and resilience
- the curriculum actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- the curriculum focuses on the necessary priorities for ensuring that all pupils make excellent progress in reading, writing and mathematics
- each subject, where appropriate should develop effective literacy and confidence in numeracy
- the curriculum develops pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching in every subject
- the curriculum promotes high levels of achievement and good behaviour
- the curriculum links to the school's system of assessment and that together they set out what pupils are expected to know, understand and do, and when
- the curriculum is based on a balance between academic and vocational courses
- all pupils have an entitlement to the whole curriculum provision irrespective of their ability, disability, gender or ethnicity
- The curriculum is clearly defined in schemes of learning by each subject area Information about what is taught in the curriculum each year and in each subject is set out in detail on the school website. Information on extra-curricular activities and clubs is also published on the school website.

Curriculum outcomes

Our curriculum outcomes will:

- Lead to qualifications that hold currency for employers and for entry to further and higher education.
- Fulfil statutory requirements.
- Enable students to fulfil their potential.
- Meet the needs of young people of all abilities.
- encourage social mobility through increased aspirations
- 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.
- Foster teaching styles, which will offer and encourage a variety of relevant learning opportunities.
- 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.

Options and Progression

Year 9 is not a GCSE year, but a foundation year used to bridge the gap from KS3 to KS4, ensuring all our students are fully prepared for the rigours of the KS4 GCSEs in Year 10. Students will choose their options in Year 9 in preparation for a Year 10 start. Year 8 students will however have the opportunity to pursue tasters in Year 9 (Curriculum diagram below).

| | | | | | | | | | | | | | | | |
|-----------------|----------|---------------------|-------------------|---------------------|---------------------|--------|---------------|----------|-------------|--------------|--------------|--------------|---------|----------|---------|
| Year 9 Pathways | 7 Groups | English (8 Lessons) | Maths (8 Lessons) | Science (8 Lessons) | Spanish/ French (4) | PE (3) | Geography (2) | R.S. (2) | History (2) | Option A (3) | Option B (3) | Option C (3) | Art (1) | Pshe (1) | ENR (2) |
|-----------------|----------|---------------------|-------------------|---------------------|---------------------|--------|---------------|----------|-------------|--------------|--------------|--------------|---------|----------|---------|

Curriculum Design Year 9 2020-21 (2 week timetable)

| Subject Studied | Hours |
|--|-------|
| English (inc. 1 hour of Acc reader) | 9 |
| Mathematics | 8 |
| Science | 8 |
| Humanities (Geog, Hist & R.S) | 6 |
| MFL (Spanish/ French) | 4 |
| Option A (Sport, Art, P Arts, Catering, Technology, Computing) | 4 |
| Option B (Sport, Art, P Arts, Catering, Technology, Computing) | 2 |
| Option C (Sport, Art, P Arts, Catering, Technology, Computing) | 3 |
| Physical Education | 3 |
| PSHE | 1 |
| Enrichment | 2 |

Enrichment is a whole afternoon every Friday where all students have the opportunity to follow a passion, hobby, interest or simply a curiosity with activities such as **Soap box car building and racing, running, rugby, sustainability, animal care and drone building and racing**. All of which contribute towards a thirst for learning that we nurture in everyone whilst also adding crucial additional experience for future CVs when applying for jobs.

Curriculum Diagrams

| Curriculum Model 2019 -20 WVA | | | | | | | | | | | | | | | | |
|--|----------|---------------------------------|-------------------|---------------------|---------------------|--------------------------|--------------------------|---------------------------|--------------------------|------------------------------|---------|-----------|-----------|-----------|----------|---------|
| 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 | | | | | | | | | | | | | | | | |
| Year 11 150 | 6 Groups | English (9 Lessons) | Maths (9 Lessons) | Science (9 Lessons) | PE (4) | Option A (4) 6 Groups | Option B (4) 7 Groups | Option C (4) 8 Groups | Option D (4) 8 Groups | Pshe (1) | ENR (2) | | | | | |
| Year 10 180 | 6 Groups | English (9 Lessons) 7 Groups | Maths (9 Lessons) | Science (9 Lessons) | PE (4) | Option A (4) 8 Groups | Option B (4) 8 Groups | Option C (4) 8 Groups | Option D (4) 9 Groups | Pshe (1) | ENR (2) | | | | | |
| Year 9 190 | 6 Groups | English (9 Lessons) | Maths (9 Lessons) | Science (9 Lessons) | PE (4) | Option A (4) 7 Groups | Option B (4) 9 Groups | Option C (4) 10 Groups | Option D (4) 9 Groups | Pshe (1) | ENR (2) | | | | | |
| Year 8 202 | 7 Groups | English (8 Lessons) | Maths (8 Lessons) | Science (6 Lessons) | Spanish/ French (5) | PE (4) | Geography (2) | R.S. (2) | History (2) | Tech inc IT (4) 12 Groups | Art (2) | Dance (1) | Drama (1) | Music (1) | Pshe (1) | ENR (2) |
| Year 7 202 | 7 Groups | English (8 Lessons) | Maths (8 Lessons) | Science (6 Lessons) | Spanish/ French (5) | PE (4) | Geography (2) | R.S. (2) | History (2) | Tech inc IT (4) 12 Groups | Art (2) | Dance (1) | Drama (1) | Music (1) | Pshe (1) | ENR (2) |

Curriculum Design Years 7 & 8 (2 week timetable)

| Subject Studied | Hours |
|---------------------------------------|-------|
| English (inc. 1 hour of Acc reader) | 9 |
| Mathematics | 8 |
| Science | 6 |
| Humanities (Geog, Hist & R.S) | 6 |
| MFL (Spanish/ French) Rotate 7&8 | 5 |
| Technology (inc ICT) | 4 |
| Art | 2 |
| Performing Arts (Drama, Dance, Music) | 3 |
| Physical Education | 4 |
| PSHE | 1 |
| Enrichment | 2 |

Curriculum Design Year 9 & 10 (2 week timetable)

| Subject Studied | Hours |
|--------------------|-------|
| English | 9 |
| Mathematics | 9 |
| Science | 9 |
| Option A | 4 |
| Option B | 4 |
| Option C | 4 |
| Option D | 4 |
| Physical Education | 4 |
| PSHE | 1 |
| Enrichment | 2 |

Curriculum Design Year 11 (2 week timetable)

| Subject Studied | Hours |
|--------------------|-------|
| English | 9 |
| Mathematics | 9 |
| Science | 9 |
| Option A | 4 |
| Option B | 4 |
| Option C | 4 |
| Option D | 4 |
| Physical Education | 4 |
| PSHE | 1 |
| Enrichment | 2 |

KS4 Option subjects

| | |
|---------------------------|---|
| English Language (GCSE) | Art (GCSE) |
| English Literature (GCSE) | Design & Technology (GCSE) |
| Mathematics (GCSE) | Engineering (Level 2) |
| Trilogy Science (GCSE) | Child Development (Level 2) |
| Separate Science (GCSE) | Music (GCSE) |
| Computer Science (GCSE) | Business Studies (GCSE) |
| Spanish (GCSE) | Photography (GCSE) |
| French (GCSE) | Cambridge Nationals Sport Science (Level 2) |
| German (GCSE) | Cambridge Nationals Sport Studies (Level 2) |
| History (GCSE) | Drama (Level 2) |
| Geography (GCSE) | Dance (Level 2) |
| Religious Studies (GCSE) | Cambridge Nationals I Media (Level 2) |
| ICT (Level 2) | Catering (GCSE) |
| Graphics (GCSE) | |

Subjects

Detailed information of subjects is available on the Academy website

Careers Education

Our careers curriculum is designed to help our students plan and take control of their future. In KS3, students receive information about careers through workshops. The workshops are designed to help our young people prepare for their options in KS4 and Post 16. Students in Years 9, 10 & 11, have access to an impartial careers advisor, who will interview all students formally on a one-to-one basis. Mock interviews with employers take place for all year 11 and each year, a range of external providers attend the Academy to talk to Year 11 groups about employability including vocational, traineeship and apprenticeship opportunities. All year groups have the opportunity to develop their



employability and enterprise skills through taking part in various activities and a compulsory Work Experience placement within Year 10. The aim is to give students first-hand experience of the world of work.