



THE JUBILEE ACADEMY

Aspire and Achieve

Title: Curriculum Policy

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Curriculum Policy

Introduction

The curriculum can be defined as ‘the totality of the lived experiences a student receives as they move through the school’. This policy aims to outline how the curriculum is organised at The Jubilee Academy (TJA) to ensure that all students at our Alternative Provision have improved outcomes and gain the knowledge, skills and understanding required to be successful against both local and national expectations.

The policy encompasses:

- Intent – the rationale, purpose and design of the curriculum as a whole;
- Implementation – how the curriculum is organised and delivered in our specific context;
- Impact – how improvements in pupil knowledge, skills and understanding are measured.

Intent

The Jubilee Academy’s goal is to support students who have fallen off the trajectory to ‘get back on track’ principally by delivering high quality education within a safe, cheerful, structured and stimulating environment.

We recognise that for a small number of students there is a need to provide a different experience of learning to unlock their abilities. TJA offers a smaller-school experience and a more personalised curriculum than is possible in a mainstream high school. This is available to two groups of students:

- Respite - pre planned and emergency placements
(Years 7 to 10 for a minimum 6 weeks and maximum 2 terms)
- Full time permanent placements to Key Stage 4 only (Years 9,10,11)

We also offer an outreach programme to support students within their home schools.

The Jubilee Academy’s vision is to ensure that, in working together with our partnerships and networks, each of our students ‘aspires and achieves’, fulfils their promise, develops their potential and reaches or exceeds age related expectations. Our approach is characterised by a deep desire to offer new opportunities to our vulnerable students who may have experienced previous difficulties and face barriers to learning. In doing so, we believe in, and expect the very best of, ourselves, the young people, and their families; we value high standards, with focus on excellent attendance and behaviour, maximum effort and full commitment to learning and progress.

These values are demonstrated through a ‘tough caring’ approach. Strong pastoral provision, quality first teaching and continuing professional development (CPD) for our staff will ensure that students are held into the pace of learning to make accelerated progress.

Our curriculum is designed to enable students to acquire and to develop a broad range of skills through learning experiences that build their self-awareness, self-esteem and self-confidence.

The curriculum also 'zooms in' on the following essential skills as paramount to supporting young people to fulfil their educational potential by becoming:

- Strong communicators
- Effective at working within a team and able to accept responsibility for their behaviour
- Able to exercise leadership
- Increasingly aware and respectful of British values of democracy, knowing right from wrong and the rule of law, having an appreciation for their own cultural traditions whilst being able to respect the different faiths and beliefs of others
- Preparing for Opportunities, equipping students with employability skills.

Respite: Years 7-8

All students in KS3 will follow a Curriculum that will provide a deep, literacy rich and nurturing climate for learning.

They will pursue a balanced curriculum that includes the core subjects of Mathematics, English and Science. Alongside the core subjects, students will study Creative Media, PE, Drama, RSHE, ICT, History and French or Spanish.

Key Stage 4: Years 9/10 - 11

We ensure breadth and balance is maintained with GCSE choices and give every student the opportunity to develop their passion and interests as they grow.

At KS4 the majority of students study the EBacc curriculum with compulsory subjects of Mathematics, English, Science, History and a modern foreign language.

Alongside this, they study three options of their choice, which includes GCSE, BTEC and CAMNAT options:

Core Subjects -

GCSE Mathematics, GCSE English Language and Literature, GCSE Combined Sciences

GCSE, BTEC and CAMNAT Options are:

GCSE Physical Education, GCSE Biology, GCSE Statistics, GCSE Citizenship, GCSE History and GCSE French or Spanish.

CAMNAT Creative i-Media, BTEC First Award Travel and Tourism, BTEC Tech Award Enterprise (Business) and BTEC Tech Award Health and Social Care.

All students will sit at least 8 full GCSE or equivalent qualifications.

The curriculum in KS4 is modular in nature and programmes of study and the content of qualification specifications will be taught in one year. Students who are not ready to undertake terminal exams and assessments in a subject at the end of the year will revisit and further develop essential skills in the following year (if continuing the placement for two years).

Programmes of study and accredited qualifications will have 'currency' with a range of audiences at the next stage in a student's life. Genuine progression opportunities will ensure that when a student acquires a qualification at the appropriate level, they can progress to a range of other meaningful and relevant programmes and accredited courses (for example, from GCSE Maths to GCSE Statistics).

All students will have the opportunity to gain accreditation in the English Literature GCSE course by the end of Year 10 which enables their Year 11 English program to be less stressful with the now heavy focus on terminal and linear examination and greater focus on the English Language GCSE in Year 11.

We will also offer Community Languages GCSEs to identified students to maximise their achievement and promote the diversity and equal opportunities embedded in the school's highly inclusive Ethos.

All students across the school will follow the PSHRE curriculum for 1 hour per week; spiritual, moral, social and cultural development are central to our whole curriculum as part of developing the whole person.

Outreach

TJA Outreach service aims to provide a comprehensive support and intervention service that will enable mainstream school to better manage those students with SEN and Social Emotional Behaviour and Difficulties or those who may need additional support to help them make expected progress in and out the classroom.

Via targeted input and support, we aim to break down barriers to learning to support students to make progress both within and outside the classroom.

As well as supporting parents, where appropriate we provide educational and social experiences for identified students within schools through external providers.

The goal is to develop students' self-esteem and decision-making skills to enhance confidence in the formal classroom.

Implementation

Many of the students who join The Jubilee Academy will have slowed down or even stalled in their progress. Teaching must be consistently good and often outstanding to accelerate the learning of students so that they catch up and achieve in line with their potential. Accelerated progress is achieved through a whole school strategy focused on progression in skills.

Subject leaders receive appropriate training and support to ensure they have the knowledge and expertise to design and implement their curriculums. The curriculum in each subject area is sequenced to ensure that students can recall prior knowledge and build upon this making connection within and across subjects. Students will revisit previous learning and be able to show their understanding through activities which require application of prior knowledge. They are enabled to learn for the 'long term' and develop their skills of memory with regular opportunities for practice and rehearsal.

Skills for future learning and employment e.g. teamwork, listening and speaking, are developed in all areas of the curriculum. In addition, our curriculum prioritises SMSC and PSHRE and the importance of preparing our people for success and emotional well-being in the wider world.

The curriculum is delivered and implemented via well-planned and engaging lessons, using carefully selected material, which challenge all students whatever their starting point and specific needs. Lessons are individualised and appropriately differentiated and scaffolded to ensure that all students can achieve the highest standards. Teachers are encouraged to become experts in their curriculum areas and embrace a broad repertoire of pedagogical skills to deliver their subject in an engaging and transforming manner.

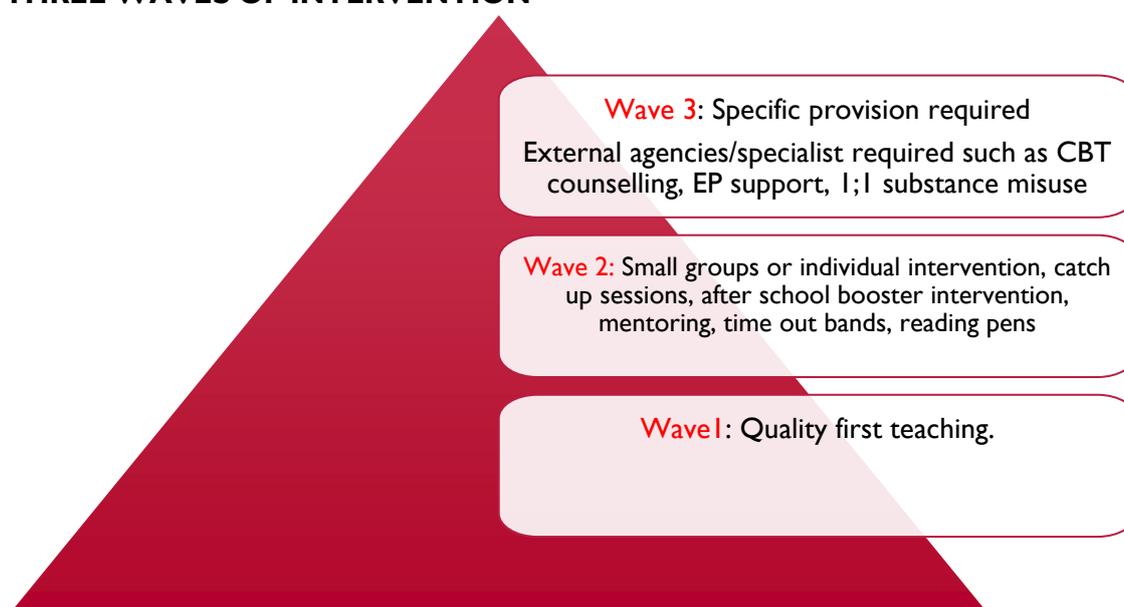
We are flexible in our approach to grouping students believing one size does not fit all; deciding about mixed ability or setting based on the evidence suggesting which of these will maximise student aspiration and progression.

Gaps in content in subjects where some knowledge or skill required for current success has not been secured in the past is addressed through lots of opportunities for 'over teaching' through additional specific provision.

At TJA students are supported across three 'waves' of support:

- Wave 1: Effective inclusion of all students in high quality lessons ('quality first teaching');
- Wave 2: Additional specific provision through student participation in targeted, small-group intensive teaching and intervention sessions delivered by teachers and/or Learning Champions – both in and beyond the classroom - so that a student makes accelerated progress;
- Wave 3: Specific targeted approaches for students requiring SEND interventions (That which is additional to or different from a differentiated curriculum). *

THREE WAVES OF INTERVENTION



*TJA brings expert professionals from different sectors and disciplines together to provide an integrated way of working to support students and their families. External agencies provide specialist support across a whole range of areas including emotional and mental health, drugs and substance misuse, sexual health and well-being, smoking cessation and gangs and county lines.

Assessment is at the centre of an effective curriculum. Teachers regularly check work and address misconceptions and gaps in learning to ensure all students' learning needs are met. They direct students to the next steps in their learning through written and oral feedback. Students' complete homework tasks that reinforce the skills and activities already experienced and prepare them for the next steps in their learning.

The curriculum will be supported by appropriate continuing professional development for teachers, and the school will endeavour to make available appropriate resources to support effective teaching and learning.

Students are entitled to experience the curriculum as a positive and enjoyable means of learning.

Our teaching and learning; homework and assessment policies set out in detail how we will achieve the above aims.

Outreach Implementation

TJA will work in accordance with the SEN policy to support students referred on the outreach programme. Each school will be given allocated time slots base on their specific requirements which will be reviewed jointly. The allocation of work with student and staff will be approached in a well-structured and systematic way which will be negotiated between the outreach coordinator and the designated teacher at each school.

Outreach Commissioning schools choose for their students either a aximum of 3 hours per week for a term or 3 hours per week for a year.

KS3 outreach provision will offer:

- Therapeutic Interventions /Workshops(art, drama, self-esteem)
- Talking therapy: counselling, mentoring, CBT,
- Raising aspirations: trips and workshops
- Parental Support Programme

KS4 outreach provision offer:

- Small group workshops
- Study Skills workshops
- Therapeutic Interventions /Workshops(art, self-esteem ,resilience emotional wellbeing)
- Talking therapy: counselling, mentoring, CBT
- Raising aspirations: trips and university workshops

Joint planning will form an essential aspect of the work between TJA and each individual school. This will help to identify individual intervention required by each school, set targets, agreed action plans and individual responsibilities.

Beyond the classroom

We provide many opportunities that extend beyond the classroom which enrich the school experience and broaden students' horizons. These activities not only develop students' interests in the outside world, but also enhance self-confidence and personal skills.

The 'Beyond the Classroom' out-of-hours Programme has a range of engaging and educational activities that we encourage students to take part in including table tennis, games and homework club.

Students are also prepared for life after TJA, going onto higher education and beyond, and provided with one-to-one career guidance and support. During Year 10, all students are given the opportunity to take part in our vital and enriching work experience scheme. Our careers leader works with students to find suitable placements and prepare students for the experience. TJA's 'Preparing for Opportunities' event for all Year 11 students equips them with the skills necessary for attending interviews and formal presentations. They are also supported with CV writing workshops and taken to attend Higher Education Open Days.

As part of our caring approach, we value time spent talking and listening to our students at Breakfast Club a part of Tutor time. 20 minutes spent daily with tutors at start of day helps to ensure student engagement and allows for ongoing individual student support, and this is further bolstered by our mentoring programme.

Through Student voice, students are empowered to share who they are, what they believe in, and why they believe what they do, whilst our ambassador programme encourages students to aspire to positions of responsibility and leadership.

Impact

- The curriculum should make a significantly positive contribution to the Personal Development of all students.
- All groups of students can access the curriculum and achieve high quality outcomes both in lessons and at end points e.g., formal assessment and public examinations.
- The acquisition of knowledge, skills and understanding in each subject will be measured using formative and summative teacher assessment.
- In Key Stage 3, attainment and progress will be measured using subject-specific diagnostic assessments against baseline entry starting points.
- In Key stage 4, attainment and progress in each subject will be measured by GCSE outcomes against baseline and KS2 trajectory.
- The effectiveness and delivery of our curriculum is reviewed through our termly monitoring, evaluation and review (M.E.R.) system.
- The success of respite placements will be indicated using respite transition tracking following reintegration back to the home school.
- The success of careers information, education and guidance will be indicated using post- 16 destination data.
- Outreach review meetings will be carried out to discuss progress, closure, targets, and issues arising and to help inform future planning.
- All departmental areas review regularly as part of their self-evaluation processes, the successful delivery of their curriculum supplemented by internal and where necessary external reviews to provide necessary impartial challenge and support.
- Regularly audit our provision seeking where appropriate, the views of all stakeholders, including students, parents, staff and governors.
- Annual home-school commissioner's review and individual case studies explore sample student progress and development over time.

Important Documents to refer to:

This policy should be read in conjunction with:

- Teaching and Learning Policy
- Assessment, recording and reporting policy
- Marking Policy
- Attendance Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Admissions Policy
- Outreach Policy

- Careers Provider access policy
- RSHE Policy
- Homework Policy
- Student Voice Policy
- PHSRE Policy
- SRE Policy
- RE & Collective worship policy
- Curriculum Website documents
- Curriculum and Assessment Plans
- Options booklet
- School prospectus
- School Improvement Plan
- OFSTED research document: An investigation into how to assess the quality of education through curriculum intent, implementation and impact

KS3 Curriculum

Subjects	No. of Periods/Fortnight
Maths	6
English	6
Science	6
Performing Arts	6
MFL Option (French & Spanish)	2
PSHRE	2
PE	6
ICT	6
Creative Media	4
Humanities (Philosophy, Geography, History)	6
Total	50

KS4 Curriculum

Subjects	No. of Periods/Week
Maths	8
English + Literature	8
Double Science	8
PSHRE	2
MFL Option (French & Spanish)	2
Option A	8
Option B	6
Option C	8
Total	50

KS4 options

Option A - 8 hrs/fortnight	Option B 6hrs/fortnight	Option C 8 hrs/fortnight
BTEC-HS	Citizenship	Business
Travel+ Tourism	Biology	BTEC-HS
History	Creative i- Media	History
PE	Statistics	PE
Business		Travel+ Tourism
6	5	5