



CURRICULUM POLICY

DOCUMENT CONTROL

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Document Path & Filename	Staff General/Corporate Information/Policies and Procedures/Curriculum Policy	
Document Reference	Curriculum Policy	
Version	05	
Status	Approved	
Publication Date	April 2020	
Related Policies	Learning and Teaching, Assessment and Marking, Data.	
Review Date	Annually	
Approved/Ratified by	West Lakes Academy Local Governing Board	Date: 9 th March 2020
Distribution:		
West Lakes Academy Staff		
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Version	Date	Comments	Author
01	March 2011		
02	March 2012	One minor amendment	
03	November 2012	Amendments to accommodate changes to the curriculum and length of school day	
04	April 2016	Reviewed and updated	James Jackson
05	January 2020	Reviewed and updated	Melissa Relph

WEST LAKES ACADEMY

West Lakes Academy is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of academy life.

Our aim is to meet the needs of young people in West Cumbria preparing them for adult and working life in the 21st century and beyond.

The educational vision and curriculum design for West Lakes Academy recognises that:

- The world of 2030 will be very different to the world of today.
- The pace of change is increasing, hence the importance for flexibility.
- Young people have, and will have increasingly, greater access to information and learning material independently of school.
- Adulthood entails economic participation but more.
- 18+ year olds will still be at an early stage of learning.
- The curriculum will equip every young person with the knowledge, skills and understanding they will need for a fulfilling adult life.
- Curriculum delivery should involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.

OUR CURRICULUM

The academy's curriculum will change lives through learning by all students having equal access to, and acquiring, powerful knowledge. Our students will have a thirst to seek out this knowledge and be equipped with the skills to apply this knowledge appropriately so that they are informed about who they are now, and who they can become in adult life, so they can take an equal place in society.

Specifically:

- Have students at its heart, putting their interests above those of the institution.
- Enable students, regardless of their socio-economic background or academic starting point to achieve as highly as their peers.
- Have West Lakes Academy's values underpin all that we do to foster curiosity, resilience and a love of learning.
- Promote the value of knowledge, constantly building on what is already known to develop students' awareness of the world around them and to appreciate the interlinking of everything they learn.
- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.

- Have high expectations in speech, language and communication that will strengthen our students' ability to learn at a deeper level, allowing them to articulate their learning and demonstrate quality thinking and application of skills and knowledge.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Prepare all students for a successful adult and working life in a 21st century global society.
- Be committed to excellence and continuous improvement.
- Value vocational and academic routes equally.
- Nurture the talents of all and celebrate success.
- Involve the community.
- Involve parents/carers.
- Have and be able to use high quality functional skills, including key literacy and numeracy skills.
- Be challenged and stretched to achieve their potential and beyond.
- Value their learning outside of the curriculum and relate it to the implemented curriculum.
- Enjoy and be committed to learning, to 19 and beyond.
- Help students develop personal moral values, respect for religious values, their understanding of fundamental British values and tolerance of other races beliefs and ways of life.
- Help students understand the world in which they live.
- Ensure that the curriculum incorporates, and is improved and extended by, the academy's specialist status – Science and the Arts.
- Be in a learning environment that is above all else inspiring.

1. **THE CURRICULUM IMPACT**

West Lakes Academy's curriculum will:

- Lead to qualifications that are of worth for employers and for entry to higher education.
 - Enable students to fulfil their potential.
 - Meet the needs of young people of all abilities at the academy.
 - Provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
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- Prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond.
- 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 academy career.
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- Help students to use language and number effectively.
- Develop a specific curriculum for Key Stage 3 (Years 7 and 8) which will focus on the core skills of numeracy and literacy as well as preparing students for the academic rigour required for Key Stage 4.
- Design a Key Stage 4 curriculum which meets the needs of students, parents and wider society, both locally and nationally.
- Design a Post-16 curriculum which facilitates the next stage of each students' chosen pathway and enables all students to access level 5 qualifications and beyond in whichever pathway they pursue.

2. ROLES AND RESPONSIBILITIES

The Head of Academy will ensure that:

- All statutory elements of the curriculum, and those subjects which the academy 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 academy's 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 the academic performance of the academy and the progress towards any non-statutory targets in order to make informed decisions.
 - The Governing Body is kept up to date with curriculum and accountability developments and changes as required by DfE policy.
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The Governing Body will ensure that:

- It considers the advice of the Head of Academy when approving this Curriculum Policy and when setting non statutory targets.
- The academic performance of the academy and the progress towards annual non-statutory targets is monitored.
- It contributes to decision making about the curriculum.

The Vice Principals will ensure that:

- They have an oversight of Curriculum structure and delivery within their assigned areas.
- Detailed and up-to-date Schemes of Learning are in place for the delivery of courses.
- Schemes of Learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with Middle Leaders on a regular basis and that actions are taken where necessary to improve these.

Middle Leaders will ensure that:

- Long term planning is in place for all courses. Such schemes of Learning will contain curriculum detail on: context, expectations, key skills, Learning Objectives, Learning Outcomes, Learning Activities, Differentiation and Resources.
 - There is consistency in terms of curriculum delivery. Schemes of Learning should be in place and be used by all staff delivering a particular course.
 - 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.
 - They keep the appropriate member of ALG informed of proposed changes to Curriculum delivery.
 - All relevant information/data is shared with the SIMS team. This includes meeting deadlines related to exam 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.
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- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee CPD needs with regard to curriculum expertise, planning and delivery within their area of responsibility.

Teaching Staff and Learning Support staff will:

- Ensure that the academy 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 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.

Students will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within the academy 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.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at Key Stages 4 and 5.

Parents and Carers will:

- Be consulted about their children's learning and in planning their future education.
- 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.

3. MONITORING, EVALUTION AND REVIEW

The Governing Body will receive an annual report from the Principal 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 available 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 academy.
 - Information about our curriculum can also be found in the Academy Self Evaluation Form (SEF) and our Academy Development Plan (ADP).
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ANNEX 1

CURRICULUM DOCUMENT 2018-2019

Teaching Groups, Class Sizes and Grouping by Ability

In Year 7 students are placed in Tutor Groups of approximately 30 and work in these groups for all subjects other than Maths, English and Science where students are grouped by ability to allow for appropriate support and challenge.

In Years 8-11 class sizes average 30 for higher ability students but are considerably smaller for those students for whom more support is required.

The academy day starts at 8.30 am and ends at 3.30 pm and consists of six 55 minute lessons split by two breaks one at 10.30 am (20 mins) and one at either 12.40 pm or 1.10 pm (30 mins).

Key Stage 3

Years 7 & 8

In Key Stage 3 students follow a wide and well balanced curriculum in line with National Curriculum requirements. Each subject area provides students with a variety of learning experiences that enables them to make good progress and develop appropriate knowledge, skills and understanding.

Currently Years 7 and 8 students have the following number of periods per subject per week:

Year 7

Subject	Periods
English	4
Maths	4
Science	5
Physical Education	2
Design Technology	3
Art	1
MFL (Literacy)	2
Music	1
RE	1
PD	1
Drama	1
Geography	2
History	2
Computing	1

Year 8

Subject	Periods
English	4
Maths	4
Science	5
PE	2
Design Technology	2
Art	2
Geography	2
History	2
Music	1
Drama	1
MFL (Literacy)	2
RE	1
PD	1
Computing	1

Key Stage 4

Key Stage 4 begins at the start of Year 9 and runs through until the end of Year 11. Students follow a set of core courses all leading to a potential qualification. This core is supported by a range of optional courses. Within the combination of subjects available, the majority of students will study for the EBacc qualification.

Year 9

Subject	Periods
English	5
Maths	5
Science	6
PE	2
PD	1
RE	1
Options	
MFL (3), Humanities (3), Arts (2) and one other option (2)	10

Year 10

Subject	Periods
English	5
Maths	5
Science	6
PE	2
PD	1
RE	1
Options	
MFL (3), Humanities (3), Arts (2) and one other option (2)	10

Year 11

Subject	Periods
Maths	5
English	5
Science	6
PE	2
RE	1
PD	1
Options	
MFL (3), Humanities (3), Arts (2) and one other option (2)	10

The Sixth Form

Years 12 and 13

The academy offers a broad Post-16 provision providing a range of academic and vocational qualifications such as A Levels and BTECs. Every effort will be made to offer subjects in which students demonstrate particular interest as well as those that are enhanced by our specialist facilities.

Access to the EPQ and Level 3 core maths is also available.