



# The Sutton Academy

## Curriculum Policy

Status	<b>Non-Statutory</b>
Responsible Governors' Committee	<b>ALT</b>
Date last approved by GB	<b>Not Applicable</b>
Responsible Person	<b>Mrs L Grace</b>
To Review Date	<b>September 2021</b>
Last Amended Date	<b>September 2020</b>

## 1. Introduction

1.1 As an Academy our curriculum is shaped by the statutory requirements, National Curriculum and the ethos and learning vision of the sponsors. We believe that all children, irrespective of their starting point, are entitled to a broad and balanced curriculum. We encourage and support all children to achieve their full potential at The Sutton Academy. The curriculum is designed to provide academic rigour with a clear focus on baccalaureate subjects but also with a balance of qualifications to support the journey post 16.

1.2 We create and maintain a learning environment where students are encouraged and enabled to realise their potential by:

- Encouraging students to take responsibility for their own learning and development, both through formal and informal learning opportunities and ongoing assessment.
- Developing an organisational culture in which individuals learn from any mistakes made and where excellence and innovation are encouraged and rewarded.
- Encouraging students to show an excellent attitude to learning towards their studies and a growth mind-set towards challenge.
- Promoting the value of a balanced, holistic lifestyle as part of each individual's overall personal development.

**2 We want our students to grow into positive, responsible people who can work and co-operate with others whilst at the same time develop their knowledge and skills in order to achieve their true potential.**

## 3 Curriculum Principles

3.1 We offer a curriculum built on five pillars with the aim to equip students with the skills and knowledge needed to succeed in life.

The five pillars include:

- Systematic building of knowledge sequenced to aid understanding
- Lessons taught in a way to ensure knowledge is retained in long term memory and then can be used in the future
- Vocabulary to access the curriculum is explained and students are supported in developing their range of tier 2 and tier 3 vocabulary
- Links are made to cultural capital so the curriculum is made relevant and students are engaged with topics from all walks of life. Links are made across different subject areas
- Students are taught the skills to apply the knowledge they have learnt.

3.2 Our curriculum is built from the student perspective. The curriculum is “the entire planned learning experience,” encompassing lessons, location, events, environment, routines, extended hours and out-of-school learning.

3.3 Consideration has been taken when developing our curriculum to ensure that:

- We celebrate students' uniqueness and we promote respect for other cultures and religions.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We organise our curriculum to promote inclusion, co-operation and understanding among all members of our community.

- We value the individual needs of all of our students and we will strive to meet them.
- Topics are relevant to life in modern Britain so students are prepared to be good human beings and citizens when they leave the academy. Students will experience our curriculum successfully only when learning is organised effectively, requiring:

## **Curriculum Procedures**

### **4 Phase 1 – Year 7 and 8**

- 4.1 Students will follow the Academy PACE curriculum (Progress Against Challenging Expectations).
- 4.2 The principles of the PACE thresholds model are based on developing the key knowledge and skills required for success in KS4, our high expected standards of students, heavily on formative feedback and allows all students to succeed – and so develops a growth mind-set
- It will incorporate summative assessment to support this ongoing formative feedback and have a consistent principle, to be used across subjects, but the flexibility to be suitable for all subjects.
- 4.3 Students are provided with a well-balanced curriculum with academic rigour at the heart.
- 4.4 A personalised AEN curriculum is in place for those students who need extra support to access mainstream learning. The breadth of the National Curriculum is still covered but lessons are also dedicated to Social Skills, Organisational skills and Numeracy/Literacy.

### **5 Phase 2 – Year 9**

- 5.1 Students will continue to follow the Academy PACE curriculum (Progress Against Challenging Expectations) in core subjects covering the National Curriculum and laying the foundations for their learning in Phase 3.
- 5.2 Students have the opportunity to select two new subjects at the end of Year 8 which they can then study for the next 3 years. These subjects are selected to provide further breadth to the curriculum offer and allow students to study subjects in further detail in which they have a passion and an interest.
- 5.3 The personalised AEN curriculum continues into Phase 2, covering the National Curriculum and with dedicated lesson in Social Skills and Numeracy/Literacy. Students within this pathway have access to all the Y8 options plus two additional subjects which are only available to this pathway if they wish to choose them.

### **6 Phase 3 – Year 10 and 11**

- 6.1 Our Phase 3 programme, studied in Years 10 and 11, offers a further choice of qualifications for the students to compliment the extensive choice of options they started in Phase 2. We value highly the English Baccalaureate and the Phase 3 curriculum is built around this.
- 6.2 Option choice pathways are designed to guide students in the option process taking into account their KS2 attainment and their progress since joining the Academy.
- 6.3 Option pathways will ensure students select a balance between baccalaureate subjects along with a range of qualifications which will support their journey into Post 16.

6.4 Qualification will include, but are not limited to, GCSEs, AS Levels, BTEC and NCFE qualifications.

## **7 Post-16 Study**

7.1 As an 11-18 academy, our Sixth Form offers continuity from Year 11 with clear progression pathways to further study. We offer a wide range of academic and vocational courses, with students able to choose a blend of qualifications to suit their aspirations.

7.2 The curriculum is built with our students' aspirations in mind, giving students the opportunity to study complementary qualifications preparing them for future careers in a variety of different settings such as STEM or Clinical Care. Students who wish to opt to study a more diverse range of subjects are able to do so.

7.3 Key Stage 5 students benefit from an enrichment programme ensuring they leave us prepared to face the challenges that lie ahead.

7.4 All students not achieving a "standard" pass in GCSE English Language/English Literature or Mathematics will be supported in resitting this qualification.