



The Sutton Academy

Curriculum Policy

Status	Non-Statutory
Responsible Governors' Committee	ALT
Date last approved by GB	Not Applicable
Responsible Person	Mr P Willerton
To Review Date	September 2020
Last Amended Date	September 2018

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. The following principles in transformation and organisation of the curriculum relate to the academies vision that all students can achieve. 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 Creating and maintaining a learning environment where students are encouraged and enabled to realise their potential.
- Students taking 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.
 - Students 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 The Academy vision is to provide 21st Century learning opportunities that will develop our young people into confident, independent, lifelong learners, who make a positive contribution and are prepared for leading a good and successful life.

3 Curriculum Principles

- 3.1 Our provision will give appropriate balance to the development of attitudes to learning, skills, knowledge and understanding.
- 3.2 Our Academy will be organised bearing in mind that 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 Students will experience our curriculum successfully only when learning is organised effectively, requiring:
- A range of teaching and learning approaches – enquiry, active learning, practical activities
 - Techniques in tune with child development and adolescence
 - Learning beyond the school via community and business links
 - Relevant contexts for learning, connected to life and work
 - Engaging a range of audiences and purposes
- 3.4 Our curriculum will address disengagement by:
- Overcoming any poor school experience of parents
 - Boosting self-esteem
 - Providing exciting, unpredictable, challenging learning experiences
 - Promote growth mind-sets where mistakes becomes part of the learning cycle
- 3.5 The successful experience of our curriculum through extended learning is dependent on the extent to which we work collaboratively with our key partners, thereby making an effective use

of resources and expertise. In this respect our partners include: partner primary schools; neighbouring secondary schools; local authority; other schools in St Helens.

- 3.6 Our curriculum will prepare our students for the future by:
- Securing high achievement in literacy and numeracy
 - Being responsive to the enduring needs of local and national employers
 - Ensuring that our courses are scheduled to provide progression and continuity in the learning experience
- 3.7 Students will have a role in shaping the curriculum and mapping their way through their experience of it.
- 3.8 Students will be provided the opportunity to complete qualifications which fall underneath the umbrella of the English baccalaureate along with a range of other qualifications which will ensure progressions into College, University, Sixth Form, Employment and apprenticeships.

Curriculum Procedures

4 Key Stage Three

- 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 will get a well-balanced curriculum with academic rigour at the heart.

5 Key Stage Four

- 5.1 Students will opt for their GCSE subjects at the end of Year 8 creating a three year Key Stage 4.
- 5.2 Option choice pathways are designed to support students in the option process taking into account their KS2 attainment and their progress since joining the Academy
- 5.3 By students selecting the GCSE options in Year 8 it enables faculty areas to study the curriculum in depth. It also allows the academy to offer a broad curriculum, still giving students the opportunities to study all the subjects covered in Key Stage 3.
- 5.2 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.
- 5.3 Qualification will include, but are not limited to, GCSEs, AS Levels, BTEC and NCFE qualifications.

6 Post-16 Study

- 6.1 Our planning for the sixth form offers a wide range of A-level courses together with level 3 BTEC and Specialist diplomas. We may also provide some level 2 courses within the BTEC and specialist Diploma family. Clear pathways are designed to support student's next steps.

6.2 Students not achieving a “standard” pass in GCSE English Language/English Literature or Mathematics will be supported in resitting this qualification.