

Curriculum Handbook

2021

Our curriculum philosophy

Our **knowledge** rich and diverse curriculum provides **all** students with access to and deep understanding of a wide range of disciplines.

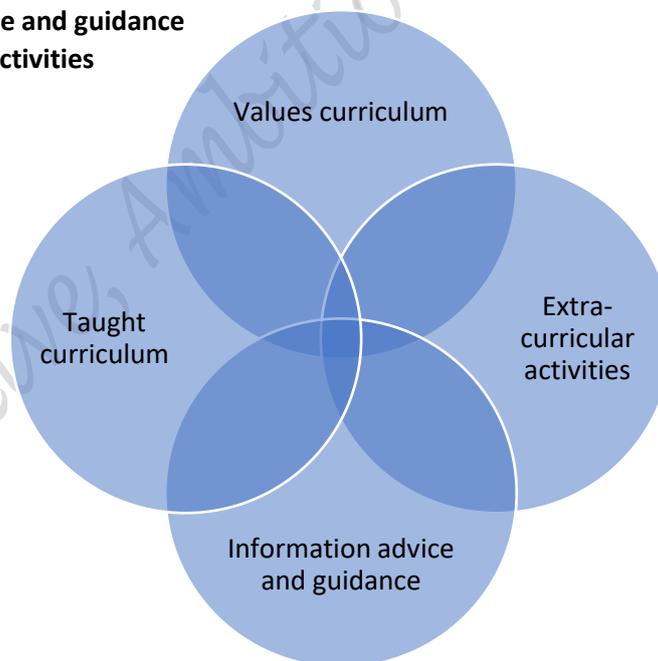
We challenge students to and equip them with the **skills** needed to engage with all subjects including, literature, mathematics, the sciences, humanities, and the Arts.

We teach our students to be **inquisitive**, to ask big questions, to challenge ideas and solve problems. Our **Values (PSHE)** curriculum taught in parallel to the academic, enables our students to become confident and **independent** citizens.

We are **ambitious** for our students and encourage them to aim high, whilst taking advantage of as many opportunities and experiences as possible.

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Inquisitive

To discover more, learn more and to be more.

Ambitious

For themselves, the Academy, and the world

Independent

In thought, application, and spirit.

Intent, Implementation, and Impact

Intent

As an Academy, our curriculum covers the content of the National Curriculum (NC) with some variations that exceed the NC specifically to meet the needs of our students within our context. This means that for example, vocational qualifications at key Stage 4 and an academically more able programme for those with an aptitude in a certain subject to explore more in-depth concepts and knowledge. For all students we are aware of and draw upon the resources of locality e.g., the military (60% of students are from military families), Bath Spa University, local employers to further develop the concepts included in the National Curriculum.

Our predominantly military catchment means only a small percentage of students who commence their secondary education journey with us in year 7 remain until year 11, midyear arrival of students is significant especially in KS3. Our curriculum is designed, to mitigate against lost learning and enable students to quickly engage.

Those students who do join in year 7 traditionally have grasped the basics in reading, writing and mathematics, but often with gaps in their reading and comprehension as well as cultural awareness and often with low aspirations for their academic achievements, further education, and employment. Our curriculum is planned to build on students prior learning, open students eyes to cultural enjoyment, with a broad range of related subjects and a carefully chosen extra curricular programme. A relentless focus on reading in all subjects is intended to ensure that all students read widely and fluently. Our curriculum is enriched with a career's information and advice programme.

The equalities agenda is addressed in all subjects through-out the curriculum to raise the aspiration of our students especially those from ethnic minorities, gender, students with SEND/disabilities and students who are/have been disadvantaged. It is the aim of Governors, leaders, and all staff that our curriculum will not only inform students about the inequalities that exist across our population, but that they also understand them and that any prejudices that could exist will be eradicated quickly. Our Values (PSHE) curriculum is intended to be effective in maintaining harmony and tolerance in our community and keeping students safe.

It is our intent that students with SEND follow the same curriculum learning alongside their peers and achieve similar outcomes. Furthermore, they may benefit from additional opportunities in the lessons and through additional interventions that are arranged especially for them.

We intend for all students who are considered disadvantaged to achieve as well as their peers from similar starting points and move on to similar destinations when they leave the academy. With the very careful considered use of the pupil premium allocation and additional funding e.g., Covid catch-up. The attainment and post-16 destination of white working-class boys (the majority of which are Military or disadvantaged) are a priority for our academy.

Whilst we aim for all students to develop a love of learning languages at KS3, it is not compulsory at KS4. It is however an option choice available to all. Students are given clear advice and guidance in determining whether or not to pursue a GCSE in a second language. We also offer extra-curricular opportunities to study languages.

Implementation

We work closely with our feeder primary schools so that students who join us in Year 7 settle into routines quickly and become excited by the knowledge and skills that they start to acquire, building on their prior knowledge.

Employment of a Military Service children coordinator ensures midyear arrivals are assessed, inducted and able to fully engage in their learning with minimal delay.

Throughout Key stage 3, students are taught the full breath of the National Curriculum (NC). Subject Leaders have thoughtfully created long term plans (subject pathways), that give an overview of the subject in each year. Medium term plans (unit pathways) have been created to detail the sequence of specific knowledge and skills that are taught each term. The majority of lessons are taught by subject experts, on the occasions when this is not possible, it is possible for the teacher to be able to create and deliver good quality lesson plans using the comprehensive information contained in the planning documentation.

All lessons follow the Learning Cycle consisting of a connect activity, activate (delivery of new knowledge), apply phase and a demonstrate activity. Designed to ensure consistency whilst developing new and reinforcing prior knowledge and skills. Homework forms an integral part of the taught curriculum and enables students to explore concepts and ideas in greater depth, through their own independent research and presentation of learning. The timetable for homework and expectations is published to students and parents each term. Our staff share the commitment to disruption-free lessons and consistently enforce the positive behaviour rules to ensure that pupils can concentrate and learn.

At the end of KS3 students are guided and supported in making their KS4 option choices, with the aim of ensuring the subjects they chose to study are of interest, are appropriate and support with their future career decisions. **All** follow a core curriculum that includes GCSE in English (Lit and Lang), mathematics, science, and physical education. In addition to the core subjects' students will choose to study four elective certified courses (Vocational or GCSE). We currently offer the following subjects.

Art and Design	Business Studies	Computer Science	Dance or Drama
Engineering	Ethics & Philosophy	French	Geography
History	Health & Social care	Hospitality & Catering	ICT
Media Studies	Music	Photography	Spanish

Depending on the cohort, year on year we have some flexibility for students who have SEND or low prior attainment, for whom following nine GCSE courses would be unfair. Instead, we work with Wiltshire College to provide students with vocational qualifications. Courses studied by these students are based on the following principles:

- Courses are delivered to where possible avoid students missing out on their core learning.
- Course must include employability and futures skills.
- Courses must lead to a recognised qualification.

Decisions on whether students study these courses (if needed) are made in consultation with the students and their parents/carers.

The curriculum provided for 6th Form students is reviewed each year depending on the cohort and the future aspirations. The main offer is Level 3 qualifications either BTEC or A-Level, with students being able to select a mixture of courses if that best suits their need. Students continue to access the Values curriculum in 6th Form as well as complete voluntary work, work experience and engage in a range of extra-curricular opportunities. All students who have not achieved a 4+ in English and/or mathematics must continue to study these subjects.

Skilled teachers adapt their teaching to match the age and ability of the students, a range of strategies are deployed in the classroom such as Action Cards, to encourage independence and student led responsibility for their learning.

The 6th Form programme of study is enriched with IAG and extra-curricular opportunities such as Talent Tap designed to further foster a sense of ambition in our students. Many 6th Form students are involved in supporting younger students, for example through our paired reading programme.

6th Form students gain leadership skills by accessing a range of opportunities including being part of the student council.

Current curriculum priorities for all Key Stages are to:

1. Develop further our reading programme so that students develop a love of reading, vocabulary, fluency, comprehension. Through strategies in class and as part of the wider curriculum e.g. accelerated reader for catch-up, tutor reading programme, subject specific reading in lessons.
2. To ensure that SEND students are supported in a way that allows them to have access to a broad curriculum and are able to be successful.
3. To give every student access to relevant and impartial information advice and guidance and the opportunities that will enable them to realise their goals and ambitions.

Impact

When reviewing our curriculum intent and implementation annually, we consider the following factors as a measure of our success (an evaluation of these can be found in the SEF):

- Student engagement in lessons, calm atmosphere in classrooms and around the school
- Attendance data
- Exclusion/behaviour data
- Students' progress in reading
- Number of students that progress from Year 11 to our 6th Form
- Number of additional students joining Year 12 from other schools.
- A Level/ BTEC Level 3 results
- Level 3 ALPS data
- Destinations of students who leave at the end of Year 12 and Year 13
- GCSE attainment and progress (analysed by all student groups)
- Percentage of students that complete the Character Charter.
- Student engagement in extra-curricular activities
- Parent feedback
- Student feedback on opportunities provided e.g., Values curriculum days
- Students' behaviour in and outside of school, in particular where it is self-managed.
- Community praise/complaints
- Number of families that attend prospective parents' events.
- Number of applications for places in Year 7

Roles and responsibilities

The Governing Body

The Governing Body monitors the effectiveness of the curriculum and hold the Headteacher to account for its implementation. They also ensure that we are teaching a "broad and balanced curriculum" and that proper provision is made for all students with different abilities and needs, including children with special educational needs/disabilities (SEND).

Headteacher

The Headteacher is responsible for ensuring that all required elements of the curriculum, including those subjects which the school 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. The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body. The Academy's procedures for assessment meet all legal requirements. Proper provision is in place for students with different abilities and needs, including children with SEND.

Deputy Headteacher – Curriculum, Culture and Ethos

The Deputy Headteacher is responsible for the implementation of the above.

Subject Leader

The Subject Leader is responsible for the implementation of their curriculum and the quality assurance. QA evidence includes:

- Regularly looking at the class work in books
- Analysing assessment data
- Learning walks
- Work scrutiny
- Student voice
- CPD
- Appraisal

They must ensure long and medium-term planning is in place for all key stages, sequencing learning and that there is consistency in curriculum delivery. Schemes of work should be in place and be used by all staff, including non-subject specialists. Assessment and feedback is completed according to the policy. Further information can be found in our Teaching and Learning Policy and Assessment Policy.

Teachers

Teachers set high expectations for all students and will use appropriate assessment to set ambitious targets and plan challenging work for all. Teachers will plan and deliver high quality lessons which ensure students with SEND, disadvantaged and students with low prior attainment can study every subject, wherever possible, and ensure that there are no barriers to every student achieving.

Legislation

This handbook reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the school has chosen to follow. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum related expectations of governing boards set out in the Department for Education's Governance Handbook.

Curriculum overview for Key stage 3 and 4

Lessons are taught using a two-week timetable model, there are 50 one-hour lessons delivered across the ten days. The tables below give an overview of the subjects taught and the number of lessons delivered across the fortnight.

Key stage 3

year 7	English x 8	Maths x 8	Science x 6	MFL x 4	Geog x 4	History x 4	PE x 4	Ethics x 2	DT x 2	IT x 2	Art x 2	Music x 2	P.Arts x 2
Year 8	English x 8	Maths x 8	Science x 6	MFL x 4	Geog x 4	History x 4	PE x 4	Ethics x 2	DT x 2	IT x 2	Art x 2	Music x 2	P.Arts x 2
Year 9	English x 8	Maths x 8	Science x 6	MFL x 4	Geog x 4	History x 4	PE x 4	Ethics x 2	DT x 2	IT x 2	Art x 2	Music x 2	P.Arts x 2

Key stage 4

year 10	English x 9	Maths x 8	Science x 9	PE x 4	Op1 x 5	Op2 x 5	Op3 x 5	Op4 x 5
year 11	English x 9	Maths x 8	Science x 9	PE x 4	Op1 x 5	Op2 x 5	Op3 x 5	Op4 x 5

Year 10 options

Block 1	Block 2	Block 3	Block 4
Geography History French Spanish	French Comp Sci Art Production design Performing Arts Media studies Hospitality Ethics	Geography History Photography Music ICT Hospitality Business Studies	Spanish Business Studies Photography Engineering Health & Social care Performing Arts Ethics Media studies
Vocational pathway including 1 day at Wiltshire College			

Year 11 options

Block 1	Block 2	Block 3	Block 4
Geography History French Spanish	French Comp Sci Art Production design Performing Arts Media studies Hospitality Ethics	Geography History Photography Music ICT Hospitality Business Studies	Spanish Business Studies Photography Product design Performing Arts Ethics Media studies

Values curriculum

Our Values curriculum is taught in parallel to the academic curriculum. It covers all content of the updated PHSE and RSE curriculum and is delivered through two tutor led sessions per week in each key stage, including KS5.

The curriculum enables our students to share their opinions in a safe environment and develop their understanding of key aspects of life and issues they may encounter. Our Personal Development days which are delivered six times a year, give our students the opportunity to explore these topics in greater depth by providing them with opportunities to link their learning to real life experiences and interaction with people impacted by the topics and themes covered.

Students in KS3 and year 10 also complete the Compass for Life leadership training programme more details can be found by visiting our website or following the link to <https://compassforlife.co.uk/education/>

Information advice and guidance

IAG and work-related opportunities are an important part of the curriculum both embedded in our teaching and learning and through additional activities such as work experience, the assemblies programme, and our Values curriculum. It is of the utmost importance that all young people are encouraged and supported to move towards a working life which is right for them; will be enjoyable and provide economic well-being. This is done through the provision of relevant and impartial careers advice and access to meaningful work-related opportunities. More details can be found on our website.

Extra-Curricular activities

At The Wellington Academy, we believe that regular participation in extra-curricular activities is just as important as excelling in academic subjects. According to numerous studies, students who take an active part in extracurricular activities have better leadership skills, enhanced team working skills and higher levels of sympathy than their peers. Extra-curricular activities enable students to develop skills that will benefit them for life. For example, joining the football club can improve hand-eye coordination and teamwork skills, attending a drama class will harness their creativity whilst developing public speaking skills.

Other benefits include:

- Improved self-esteem
- Exploration and a broader perspective
- Wider social network with actual rather than virtual interactions
- Time management and responsibility
- Greater opportunities for success

All students are encouraged to participate in at least one extra-curricular activity per week, selected from a broad and diverse menu, including sports clubs, theatre, music, creative arts or learning a new language to name but a few. A full list of what is offered is published termly on the school website.