



St Anne's
Church of England Academy

The best for everyone
The best from everyone
We have faith in our future

Curriculum Policy

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Policy reviewed by Headteacher

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Signed

Chris Heyes

Headteacher

ST ANNE'S CHURCH OF ENGLAND ACADEMY

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Aims of the policy:

- To deliver a curriculum policy which works on the principle of “The best of what has been thought and said” (Matthew Arnold)
- To give children what they are entitled to, a world class education
- To enrich students’ ambition and love of learning
- To equip children with the skills, cultural capital and powerful knowledge they need to lead happy and successful lives

Throughout our curriculum we aim for our students to be **hardworking, respectful, act with integrity and have high aspirations**. Student’s growth of these core values are developed across all aspects of their school experience: tutor time, CEIAG, subject lessons, assemblies and extracurricular opportunities. We want all our students, regardless of their background or previous social and academic experience, to leave school as well qualified, self-regulated and confident young adults who are ready to make a positive contribution to their community and wider society

Academic Curriculum Principles:

The principles that underpin our curriculum in years 7 – 11:

Broad: So that our students develop intellectually, socially and increase their cultural capital through introducing students to new experiences and powerful knowledge beyond the classroom.

Deep: So that our students have powerful knowledge to understand and interpret the world, and to think in new and unexpected ways. Without it, they remain dependent upon those who have it.

Progressive: So that our students’ learning builds on what has been taught before and prepares students for what comes next.

Coherent: So that our students can make explicit intelligent connections between different concepts taught across different subjects.

Rich: So that our students are provided with opportunities to extend their literacy, numeracy and oracy skills to develop enquiring minds and a passion for a lifelong love of learning.

Teaching Principles:

Our curriculum is led by, collaborated on and delivered by highly skilled and passionate subject specialists who are committed to delivering:

Intelligent sequencing – our teachers plan their schemes of work around knowledge, skills and understanding

Tailored learning activities – teachers deliver lessons where all pupil learn and make good progress.

Effective formative assessment – our teachers regularly review pupil learning and use data to inform the next stage of their teaching.

Supporting spiritual and personal wellbeing – our teachers promote imagination, creativity and insight so that our students enjoy school.

This means that our curriculum in every subject is planned and delivered to ensure students leave with exceptional outcomes, both in their examinations and in their personal development. We ask every pupil to live and work by our personal values as well as leaving with high currency qualifications which will prepare them for their next stage in life.

Key Stage 3 and Key Stage 4 Curriculum:

The curriculum is planned as a five-year journey with students choosing to specialise in year 9 following their option choices. Students spend 3 years studying a broad range of subjects at Key Stage 3, followed by 2 years studying a range of GCSE courses in more depth. A significant number of our students are disadvantaged, and we believe that this model enables us to provide a strong foundation through enhanced curriculum time in all areas in KS3, while still providing them with personalisation and choice for their GCSEs. In year 9 all students make their option choices which through a guided and personalised process ensures they have access to an appropriately broad curriculum that also provides the opportunity for depth in powerful knowledge and secures positive progression for the future to tackle social inequality associated with high levels of deprivation.

In order to achieve this, each subject has a clear provision map year by year in the form of a long-term plan. Threshold concepts are identified in each subject which provide foundations for learning and opportunities for collaboration across subjects. Our principles for teaching support students' metacognition and ensure key knowledge is securely stored in the long-term memory.

Key Stage 3 – Years 7,8 & 9

The Year 7, 8 and 9 curriculum serves a clear purpose in every subject at St. Anne's and mirrors our whole school principles. The Curriculum Journey in each subject covers the content of the National Curriculum and puts high challenge, enjoyment and breadth of experience at the heart of learning. The learning from primary school is built upon and not repeated, and knowledge and skills are developed to prepare students for the next stage.

Alongside Mathematics, English, Science, Religious Studies, Physical Education and PSHE, all students in years 7-9 study a broad range of non-core subjects. Art, Design & Technology, Music, Drama and Computing expose students to creative, technical and vocational aspects of learning. We give more curriculum time to Humanities and Modern Foreign Languages to give students a strong foundation to pursue the English Baccalaureate at KS4.

Subject Studies and Time Allocation in KS3 2020/2021:

We run a two-week timetable. The times shown below are over 2 weeks.

Year	English	Maths	Science	Geog	History	Spanish	PE	RS	PSHE	Music	Art	Perf Arts	Tech	Food
7	8	7	7	3	3	4	4	2	1	1	2	2	2	2
8	8	7	7	3	3	4	4	2	1	1	2	2	2	2
9	8	7	7	3	3	4	4	2	1	1	2	2	2	2

[Link to Year 7 Knowledge Organisers](#)

Key Stage 4 – Years 10 & 11:

Through the options process in year 9, we provide a more bespoke curriculum for our students in Year 10 and Year 11. We believe this gives our students as much choice and flexibility as possible, whilst ensuring they follow examination courses that lead to high currency outcomes and allows them greater opportunities Post-16.

Students are allocated an options route according to their aspirations and ability and are asked to choose up to three option subjects available in addition to English Language and Literature, Mathematics, Science (Combined or Triple) and Humanities.

A number of students are encouraged as part of their pathway, to continue their studies in Spanish to achieve the English Baccalaureate. Vocational qualifications are available for students to study which are designed to bridge the gap into future study or employment upon leaving St. Anne's.

In addition to their assessed curriculum students physical, personal and social education continues in core PSHE and PE lessons.

In year 11, students benefit from the addition of Period 6 at the end of each day. This provides a vital opportunity for intervention in the subjects where they require more support.

[Link to Year 10 Knowledge Organisers](#)

[Link to Year 11 Knowledge Organisers](#)

Subjects Studied and Time Allocation in KS4 – 2020/21:

We run a two-week timetable. The times shown below are over 2 weeks.

Year	English	Maths	Science	PE	RS	PSHCE	Option A	Option B	Option C	Option D
10	9	8	9	2	1	1	5	5	5	5
Year	English	Maths	Science	PE	RS	PSHCE	Art	Option A	Option B	Option C
11	11	10	9	1		1	3	5	5	5

Subjects Offered at KS4

Year 10:

Qualification	Course
GCSE	AQA English Language
GCSE	AQA English Literature
GCSE	Pearson Edexcel Maths
GCSE	Pearson Edexcel Combined Science
GCSE	WJEC Eduqas Geography
GCSE	WJEC Eduqas History
GCSE	AQA Spanish
GCSE	WJEC Eduqas Religious Studies
Tech Award	Pearson BTEC Health and Social Care L1 and 2
GCSE	OCR Computer Science
GCSE	AQA Art and Design
Tech Award	Pearson BTEC Performing Arts L1 and 2
Tech Award	WJEC Eduqas Hospitality and Catering L1 and 2
Tech Award	Pearson BTEC Sport L1 and 2
GCSE	AQA Photography
GCSE	Pearson Edexcel Statistics
Tech Award	WJEC Eduqas Construction and Built Environment L1 and 2
GCSE	Psychology

Year 11:

Qualification	Course
GCSE	AQA English Language
GCSE	AQA English Literature
GCSE	Pearson Edexcel Maths
GCSE	Pearson Edexcel Combined Science
GCSE	Pearson Edexcel Geography
GCSE	AQA History
GCSE	AQA Spanish
GCSE	AQA Religious Studies
Tech Award	Pearson BTEC Health and Social Care L1 and 2
GCSE	AQA Art and Design
Tech Award	WJEC Eduqas Hospitality and Catering L1 and 2
Tech Award	Pearson BTEC Creative Media L1 and 2
Tech Award	Pearson BTEC Performing Arts L1 and 2
Tech Award	Pearson BTEC Sport L1 and 2
GCSE	AQA Photography
GCSE	Pearson Edexcel Statistics

Pastoral Curriculum:

Personal development at St. Anne's Academy is built upon the foundations of our four key values of hard work, respect, integrity and resilience and our vision 'The best for everyone, the best from everyone. We have faith in our future.' These values underpin Academy culture and every student's daily school life.

We also actively promote and develop students' understanding and appreciation for the five core British values (tolerance, rule of law, democracy, individual liberty and mutual respect).

The Academy believes in the holistic development of its students, offering them more chances so they have more choices in the future.

Our personal development curriculum goes beyond the national curriculum. It offers unique learning experiences which provide students with enriched cultural capital. By offering a varied and diverse set of experiences, we help to prepare students for the culturally diverse nature of the society in which we live.

We ensure our students are resilient, self-assured and challenging learners, both to themselves and within any other cultural context. The Academy intends to ensure through a broad enrichment curriculum that students develop the key skills to feel motivated in the face of adversity and confident to take on any challenge.

In order for the Academy to meet its personal development intention, it implements a curriculum for students to have significant chances to learn and actively engage in four key areas:

- Character development
- PSHE/Citizenship and
- Careers

- Enrichment

Spiritual, Moral, Social and Cultural (SMSC) Curriculum

The final part of our whole school curriculum cannot be measured. We encourage students to be reflective learners, showing curiosity and a thirst for knowledge in order to improve as individuals. Our students will be taught to **love your neighbour as you love yourself, Matthew 22:39**. On this commandment falls all law and prophet.

This enables them to develop holistically and become active participants in modern British life. As an Academy we hold SMSC in high regard and ensure it is embedded in the curriculum through the content of our lessons, tutor time activities, student leadership, educational visits, enrichment and our assembly programme. SMSC we believe is the real cornerstone of what makes education and define it as follows:

Spiritual: The opportunity to explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.

Moral: The opportunity to learn what is right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.

Social: The opportunity to use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.

Cultural: The opportunity to explore and appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.