

HEALING
SCHOOL



A Science Academy

Healing School – A Science Academy

Curriculum Policy

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| Adopted by Governors | Autumn Term 2019 |
| Review Date | Autumn Term 2020 |
| Consultations/Training | SLT, Learning Directors, Governors |

School Curriculum

Intent

The Governors have adopted a broad and balanced curriculum at Key Stage 3 in order to implement the National Curriculum. At Key Stage 4, the retention of breadth and balance remains a key feature for all pupils and is at the heart of the school's curriculum intent. At the core of this same intent is a culture of strong academic ambition and curriculum richness, which is reflected in the school's rising EBACC aspiration.

Implementation

At Healing School, we strive to develop the whole person, to produce well-rounded young adults capable of developing themselves and responding positively to the demands that society will bring. The pupils' experiences are organised to achieve the School's curriculum intent, the School's Mission Statement, the requirements of the National Curriculum and to provide a broad and balanced curriculum. These experiences include programmes of study written for each subject, tutorial work and Personal, Health, Social and Citizenship Education (PHSCE) and they are enriched by work-related learning, work experience, enterprise events and educational visits. The programmes of study fulfil the statutory requirements of the National Curriculum. At Key Stage 3 all pupils study English, Mathematics, Science, French*, History, Geography, Religious Studies, Art, Drama, Music, Technology, IT and Computing, Physical Education (PE) and PHSCE. **A small number of pupils in the Literacy group (Lower band) follow extra Literacy/Numeracy lessons instead of French.*

From Year 9 (KS4), pupils move from the Key Stage 3 curriculum to the Key Stage 4 one, as appropriate to the pupils and structure of each course. A degree of choice is provided, where pupils choose a selection of subjects by the means of a thorough Learning Pathways process, which is reflective of the school's EBACC ambition. All pupils continue to study a broad suite of core subjects (English Language and Literature, Mathematics, Separate Sciences, Core and Additional Science, ICT, Religious Studies and core PE). PHSCE is also taught as a core subject up to the end of Year 9. An SRE programme is followed which has been agreed by the Governors and is supported by parents. The School makes arrangements for parents to exercise their statutory right of withdrawal of their children from sex education.

The curriculum takes account of the full range of equality and diversity and a personalised curriculum is offered to the most vulnerable pupils with access to and achievement in the Prince's Trust Achieve Programme.

Preparation for Post 16

As part of the wider curriculum, and throughout their time at Healing school, pupils are provided with a vast range of careers' guidance and specialist support in order to prepare them effectively for the world of further study and work. Careers guidance is a clear strategic priority and all KS3 and KS4 pupils receive the level of CEIAG they need to support decision making for the range of Post 16 Options.

The curriculum ensures that pupils are well prepared for post 16 transition by participating in such activities as mock interviews with local business representatives, speakers in assemblies, off time-table days, careers fairs and work experience. The curriculum intent and vision is for increasingly higher proportions of pupils to leave the Academy well prepared for the next steps in their education. Developing children and young people through a wide range of experiences and enrichment enhances their wider personal and cultural development to allow them to compete in the future.

Impact

As a result of highly effective curriculum provision, pupils are exceptionally well prepared for the next stage of their education or training. In 2018 -19, this resulted in 100% (National Average is 94%) of pupils remaining in education or employment. The school's broad and balanced curriculum, which encompasses a suite of academically rooted subjects taught by specialist teachers who execute effective pedagogy, results in excellent achievement across the school. In 2019, pupils achieved outstanding results as follows:

| Measure | Results 2019 |
|--------------------|---------------------|
| Attainment 8 | 53.2 |
| Progress 8 | 0.44 |
| Basics – Strong | 57% |
| Basics - Standard | 82% |
| EBacc APS | 4.77 |
| English – Strong | 83% |
| English - Standard | 95% |
| Maths – Strong | 62% |
| Maths - Standard | 83% |
| 2xSci – Strong | 63% |
| 2xSci – Standard | 83% |

Learning Pathways

The school's ethos and intent is reflected in offering a broad and balanced curriculum that provides a choice of different pathways towards further education and a wide choice of career opportunities. In September 2018 pupils in Year 9 studied the following courses. All subjects are GCSE qualifications unless stated below: -

| Core Subjects and EBACC Subjects | Other Subjects <i>All courses can only run if there is sufficient interest from the pupils</i> |
|---|--|
| English Language English Literature Maths Science Modern Foreign Language (French or German) Humanities (History or Geography) ICT Religious Studies | Art Computer Science Design Technology Food Preparation & Nutrition French Geography German Health & Social Care (BTEC) History Music Performing Arts (BTEC) Physical Education Textile Design |
| Non examination subjects: PE Core PSHCE (includes SRE education) | |

It is hoped that all pupils will be able to study their first choices, but if circumstances make it impossible to fulfil all individual choices, a pupil may have to make a change to reflect the school's resources. (Sadly the school cannot resource groups of less than fifteen pupils.) Where a pupil cannot be allocated first choices, their other choices will be considered.

Pathway A: It is expected that all pupils will study a foreign language and a humanities subject and 1 other subject (3 choices in total).

Pathway B: It is expected that almost all pupils will study either a Modern Foreign Language or a Humanities subject, and two other subjects (3 choices in total). Pupils are also supported and encouraged to follow an EBACC curriculum should they so wish.

Pupils with additional needs may require an alternative pathway, bespoke to their needs, which can be discussed with Mrs. Pearson (SENDCO).

All subject areas include the cross-curricular skills of literacy, numeracy, problem solving, Information and Communication Technology and personal and study skills.