

Curriculum Policy



Believe, Succeed, Together

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1.0 Introduction

The fundamental aim of any school is to encourage pupils to be well-rounded, successful people. We are committed to providing pupils with a curriculum that is rich in the knowledge they will need to become resilient, compassionate, respectful young adults. The Academy believes that the curriculum is its greatest asset in championing the diversity of both Academy society and society as a whole, and as such provides pupils with the tools to reach their full potential, both academically and holistically.

2.0 Curriculum Structure

The Academy follows the curriculum guidance outlined in the Single Academy Model Mainstream Funding Agreement.

The curriculum design relates specifically to the Academy’s aims as detailed in section 3.0 of the ADP.

2.1 School Day

The Academy operates a one-week timetable covering 30 periods (lessons) a week. This allows pupils, particularly at KS3 to experience a wider range of subjects, and find the subjects or vocations best suited to them as they make their way through their formative years.

Each period is 55 minutes in length

Periods are organised into ‘blocks’ of two, separated by a break.

Period	Time
Form Period	8.35-8.50
Period 1	8.50-9.45
Period 2	9.45-10.40
Break	10.40-11.00
Period 3	11.00-11.55
Period 4	11.55-12.50
Lunch	12.50-13.25
Period 5	13.25-14.20
Period 6	14.20-15.15

2.2 Curriculum Intent

2.21 Aims

In Education, the 'curriculum' is broadly defined as the '*totality of pupil experiences that occur in the educational process*'.

The intent of the curriculum is synonymous with many of the Academy's core aims:

- To provide a broad and ambitious curriculum accessible to all pupils with the opportunity to achieve the 'English Baccalaureate' (EBacc).
- To provide opportunities for all pupils to develop essential transferable literacy and numeracy skills.
- To provide a broad range of opportunities and experiences through a comprehensive personal development and enrichment programme to allow pupils to acquire sufficient knowledge and cultural capital to succeed in life.
- To provide a curriculum comprised of integrated "mirrors" and "windows" which allow pupils to reflect on their own experiences, and better understand the experiences of others, respectively.
- To provide an appropriate range of opportunities and experiences to equip pupils for the next stage of education, employment or training.

2.22 Key Features

- A broad and comprehensive KS3 curriculum across Year 7-9.
- A broad and ambitious KS4 curriculum across Year 10-11 that provides all pupils with the opportunity to achieve the EBacc.
- A curriculum underpinned by the components of CREATE - Challenge, Regulate, Enhance, Assess and Adapt, Target and Enrich.
- A curriculum with a clear focus on personal development and enrichment (PDE) i.e. developing pupils' character, confidence, resilience, independence, leadership skills, health and wellbeing and preparation for life, and providing access to a wide and rich set of experiences.

2.3 CREATE Curriculum

The CREATE curriculum is an attempt to bring together the key interrelated aspects of curriculum structure, design and delivery into a single coherent entity.

CREATE focuses on the following key elements:

- Challenge.
- Regulate.
- Enhance.
- Adapt and Assess.
- Target.
- Enrich.

Element	Description
Challenge	Stretch and extend learning to foster a deeper understanding beyond the content of the National Curriculum and GCSE specifications.
Regulate	Plan, monitor and evaluate specific aspects of learning to foster greater responsibility and independence – DRAFT.
Enhance	Consolidate and develop subject-specific vocabulary and transferable literacy and numeracy skills.
Adapt and Assess	Adapt teaching to take account of different pupils' needs and provide an opportunity for all pupils to achieve. Undertake regular in-class assessment to monitor strengths and highlight specific areas for improvement.
Target	Consolidate identified strengths and develop and overcome areas for improvement.

Enrich	Enhance physical and emotional wellbeing; develop social, spiritual, moral and cultural capital; and provide opportunities and experiences to successfully transition to the next stage from secondary education.
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2.4 Curriculum Structure

2.4.1 Key Stage 3 (KS3)

The Key Stage 3 (KS3) curriculum is delivered in Year 7, 8 and 9.

The subjects and number of lessons per week are shown below.

Year	English	Maths	Science	PDE	PE	MFL	Geography	History	Computing	DT	Food Preparation	Music	Business	Drama	Art	Citizenship	RE
7	3	3	3	3	2	2	2	2	1	1	1	1	1	1	1	1	1
8	3	3	3	3	2	2	2	2	1	1	1	1	1	1	1	1	1
9	3	3	3	3	2	2	2	2	1	1	1	1	1	1	1	1	1

PDE = PDE, Life Skills, Literacy and House

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2.4.2 Key Stage 4 (KS4)

The Key Stage 4 curriculum is delivered in Year 10 and 11.

Year	English	Maths	Science	MFL	Citizenship including RE	Option 1	Option 2	Option 3	PE	PDE
10	4	4	4	3	3	3	3	3	1	2
11	4	4	4	3	3	3	3	3	1	2

PDE = PDE and House

Pupils select their option subjects in the Summer Term of Year 9.

Subjects are arranged into three blocks which, along with the compulsory subjects, cover the four statutory entitlement areas outlined in the National Curriculum.

Block 1 Humanities	Block 2 Design and Technology	Block 3 Arts
Geography	Graphic Products	Art
History	Food Preparation	Drama

	Business Studies	Music
	Creative Media (Technical Award)	P.E
	Statistics	R.E
	Computer Science	Sociology

Refer to [Curriculum Pathways Booklet](#)

2.4.3 Curriculum Model

	7x	7y	8x	8y	9x	9y	10x	10y	11x	11y
1	Bs Fp Dt Cs Bs Fp Dt	Sc Sc Sc Sc	Gg Cz Hi Re	Ma Ma Ma Ma	Ar Pd Mu Dr Ar	En En En En	Ma Ma Ma Ma	Hi Hi Gg Gg	Sc Sc Sc Sc	Cz Cz Fr Fr
2	Cs Bs Fp Dt Cs Bs Fp	Sc Sc Sc Sc	Gg Hi Hi Gg	Ma Ma Ma Ma	Dr Ar Pd Mu Dr	En En En En	Ma Ma Ma Ma	Pe Pe Pe Pe	Sc Sc Sc Sc	Cz Cz Fr Fr
3	Dt Cs Bs Fp Dt Cs Bs	Pe Pe Pe Pe	Cz Gg Re Hi	Ma Ma Ma Ma	Mu Dr Ar Pd Mu	En En En En	Ma Ma Ma Ma	Hi Hi Gg Gg	Sc Sc Sc Sc	Cz Cz Fr Fr
4	Fp Dt Cs Bs Fp Dt Cs	Sc Sc Sc Sc	Pd Pd Pd Pd	Pd Pd Pd Pd	Pd Mu Dr Ar Pd	Fr Fr Fr Fr	Ma Ma Ma Ma	Hi Hi Gg Gg	Sc Sc Sc Sc	Pd Pd Pd Pd
5	En En En En	Bs Fp Dt Cs Bs Fp Dt	Sc Sc Sc Sc	Gg Cz Hi Re	Ma Ma Ma Ma	Ar Pd Mu Dr Ar	Hi Hi Gg Gg	Sc Sc Sc Sc	Cz Cz Fr Fr	En En En En
6	En En En En	Cs Bs Fp Dt Cs Bs Fp	Sc Sc Sc Sc	Gg Hi Hi Gg	Ma Ma Ma Ma	Dr Ar Pd Mu Dr	Pe Pe Pe Pe	Sc Sc Sc Sc	Cz Cz Fr Fr	En En En En
7	En En En En	Dt Cs Bs Fp Dt Cs Bs	Pe Pe Pe Pe	Cz Gg Re Hi	Ma Ma Ma Ma	Mu Dr Ar Pd Mu	Hi Hi Gg Gg	Sc Sc Sc Sc	Cz Cz Fr Fr	En En En En
8	Fr Fr Fr Fr	Fp Dt Cs Bs Fp Dt Cs	Pe Pe Pe Pe	Re Gg Cz Hi	St St St St	Pd Mu Dr Ar Pd	Hi Hi Gg Gg	Sc Sc Sc Sc	Pd Pd Pd Pd	En En En En
9	Ar Pd Mu Dr Ar	En En En En	Bs Fp Dt Cs Bs Fp Dt	Sc Sc Sc Sc	Gg Cz Hi Re	Pe Pe Pe Pe	Sc Sc Sc Sc	Cz Cz Fr Fr	En En En En	Pd Pd Pd Pd
10	Dr Ar Pd Mu Dr	En En En En	Cs Bs Fp Dt Cs Bs Fp	Sc Sc Sc Sc	Gg Hi Hi Gg	Ma Ma Ma Ma	Sc Sc Sc Sc	Cz Cz Fr Fr	En En En En	Fr Fr Cz Cz
11	Mu Dr Ar Pd Mu	En En En En	Dt Cs Bs Fp Dt Cs Bs	Pe Pe Pe Pe	Cz Gg Re Hi	Ma Ma Ma Ma	Sc Sc Sc Sc	Cz Cz Fr Fr	En En En En	Fr Fr Cz Cz
12	Pd Mu Dr Ar Pd	Fr Fr Fr Fr	Fp Dt Cs Bs Fp Dt Cs	Pe Pe Pe Pe	Re Gg Cz Hi	Hi Re Gg Cz	Sc Sc Sc Sc	Pd Pd Pd Pd	En En En En	Fr Fr Cz Cz
13	Ma Ma Ma Ma	Ar Pd Mu Dr Ar	En En En En	Bs Fp Dt Cs Bs Fp Dt	Sc Sc Sc Sc	Gg Hi Hi Gg	Cz Cz Fr Fr	En En En En	Pd Pd Pd Pd	Ma Ma Ma Ma
14	Ma Ma Ma Ma	Dr Ar Pd Mu Dr	En En En En	Cs Bs Fp Dt Cs Bs Fp	Sc Sc Sc Sc	Gg Cz Hi Re	Cz Cz Fr Fr	En En En En	Fr Fr Cz Cz	Ma Ma Ma Ma
15	Ma Ma Ma Ma	Mu Dr Ar Pd Mu	En En En En	Dt Cs Bs Fp Dt Cs Bs	Pe Pe Pe Pe	Cz Gg Re Hi	Cz Cz Fr Fr	En En En En	Fr Fr Cz Cz	Ma Ma Ma Ma
16	St St St St	Fr Fr Fr Fr	Fr Fr Fr Fr	Fp Dt Cs Bs Fp Dt Cs	Pe Pe Pe Pe	Re Gg Cz Hi	Pd Pd Pd Pd	En En En En	Fr Fr Cz Cz	Ma Ma Ma Ma
17	Gg Cz Hi Re	Ma Ma Ma Ma	Ar Pd Mu Dr Ar	Fr Fr Fr Fr	Bs Fp Dt Cs Bs Fp Dt	Sc Sc Sc Sc	En En En En	Pd Pd Pd Pd	Ma Ma Ma Ma	Hi Hi Gg Gg
18	Gg Hi Hi Gg	Ma Ma Ma Ma	Dr Ar Pd Mu Dr	En En En En	Cs Bs Fp Dt Cs Bs Fp	Sc Sc Sc Sc	En En En En	Fr Fr Cz Cz	Ma Ma Ma Ma	Pe Pe Pe Pe
19	Cz Gg Re Hi	Ma Ma Ma Ma	Mu Dr Ar Pd Mu	En En En En	Dt Cs Bs Fp Dt Cs Bs	Pe Pe Pe Pe	En En En En	Fr Fr Cz Cz	Ma Ma Ma Ma	Hi Hi Gg Gg
20	Re Gg Cz Hi	Pe Pe Pe Pe	Pd Mu Dr Ar Pd	En En En En	Fp Dt Cs Bs Fp Dt Cs	Sc Sc Sc Sc	En En En En	Fr Fr Cz Cz	Ma Ma Ma Ma	Hi Hi Gg Gg
21	Sc Sc Sc Sc	Gg Hi Hi Gg	Ma Ma Ma Ma	Ar Pd Mu Dr Ar	Fr Fr Fr Fr	Bs Fp Dt Cs Bs Fp Dt	Pd Pd Pd Pd	Ma Ma Ma Ma	Hi Hi Gg Gg	Sc Sc Sc Sc
22	Sc Sc Sc Sc	Gg Cz Hi Re	Ma Ma Ma Ma	Dr Ar Pd Mu Dr	En En En En	Cs Bs Fp Dt Cs Bs Fp	Fr Fr Cz Cz	Ma Ma Ma Ma	Pe Pe Pe Pe	Sc Sc Sc Sc
23	Pe Pe Pe Pe	Cz Gg Re Hi	Ma Ma Ma Ma	Mu Dr Ar Pd Mu	En En En En	Dt Cs Bs Fp Dt Cs Bs	Fr Fr Cz Cz	Ma Ma Ma Ma	Hi Hi Gg Gg	Sc Sc Sc Sc
24	Pe Pe Pe Pe	Re Gg Cz Hi	St St St St	Pd Mu Dr Ar Pd	En En En En	Fp Dt Cs Bs Fp Dt Cs	Fr Fr Cz Cz	Ma Ma Ma Ma	Hi Hi Gg Gg	Sc Sc Sc Sc
25	Hi Re Gg Cz	Hi Hi Gg Gg	Fr Fr Fr Fr	En En En En	Sc Sc Sc Sc	St St St St	Bs Bs Bs Cs Dt Dt Fp It It St St	Ar Ar Dr Dr Mu Pe Pe Pe So		
26	Hi Hi Gg Gg	Hi Re Gg Cz	En En En En	Fr Fr Fr Fr	Pd Pd Pd Pd	Pd Pd Pd Pd	Bs Bs Bs Cs Dt Dt Fp It It St St	Ar Ar Dr Dr Mu Pe Pe Pe So		
27	Sc Sc Sc Sc	St St St St	Hi Re Gg Cz	Hi Hi Gg Gg	Fr Fr Fr Fr	En En En En	Bs Bs Bs Cs Dt Dt Fp It It St St	Ar Ar Dr Dr Mu Pe Pe Pe So		
28	Pd Pd Pd Pd	Pd Pd Pd Pd	Hi Hi Gg Gg	Hi Re Gg Cz	Fr Fr Fr Fr	En En En En	Ar Ar Dr Dr Mu Pe Pe Pe So	Bs Bs Bs Cs Dt Dt Fp It It St St		
29	Fr Fr Fr Fr	En En En En	Sc Sc Sc Sc	St St St St	Hi Re Gg Cz	Hi Hi Gg Gg	Ar Ar Dr Dr Mu Pe Pe Pe So	Bs Bs Bs Cs Dt Dt Fp It It St St		
30	En En En En	Fr Fr Fr Fr	Re Gg Cz Hi	Sc Sc Sc Sc	Hi Hi Gg Gg	Ma Ma Ma Ma	Ar Ar Dr Dr Mu Pe Pe Pe So	Bs Bs Bs Cs Dt Dt Fp It It St St		

3.0 CREATE Curriculum

Refer to CREATE Curriculum.

4.0 Personal Development and Enrichment (PDE)

Refer to Personal Development and Enrichment (PDE) Policy.

5.0 Teaching and Learning

Refer to Teaching and Learning Policy.

6.0 Marking and Assessment

Refer to Marking and Assessment Policy.

7.0 Homework

Refer to Homework Policy.

8.0 PSHE and RSHE

Refer to PSHE and RSHE Policy.

9.0 Literacy and Numeracy

Refer to Literacy Policy and Numeracy Policy.

10.0 SMSC and British Values

A pupil's social, moral, spiritual and cultural needs are at the forefront of their education here at the Academy. It is vital that pupils are encouraged to reflect on their own SMSC, their own values and beliefs, and how they align with the values and beliefs of wider society. It is the chief aim of pupil's Citizenship, R.E and PDE lessons to nurture these needs, but the Academy endeavours to provide as many opportunities as possible to nurture these needs in all other lessons.

At KS3, all pupils study Citizenship and R.E (1 hour a week).

At KS4, all pupils study GCSE Citizenship which is taught alongside the statutory provisions of R.E so the Academy is compliant in terms of sections 69 and 71 and schedule 19 of the School Standards and Framework Act 1998.

Across KS3 and KS4, the Academy offers a bespoke PDE curriculum – refer to section 1.6.

11.0 Collective Worship

Refer to Collective Worship Policy.

Any parent who objects to their child attending an act or acts of collective worship may request that they are withdrawn under the [Education Act 1996 Part V, Chapter 3, Section 389](#) or the [School Standards and Framework Act 1998 Part II, Chapter 6, Section 71](#).

12.0 Careers Education, Information, Advice and Guidance (CEIAG)

The advice and guidance provided to pupils about their post-16 path is of utmost importance. It is vital that pupils have a clear view of where they will be moving onto when they leave the Academy. This does not mean that pupils are expected to plan their entire lives during their formative years, but that we will work to equip pupils with the knowledge and understanding of how to make decisions about their future, where to seek help and information from, and which of their many options are right for them. This is provided to pupils in a number of ways:

All pupils from Year 10, receive independent CEIAG from Connexions.

CEIAG is delivered through the Personal Development and Enrichment (PDE) Programme.

Refer to [Careers \(eastwoodacademy.co.uk\)](https://www.eastwoodacademy.co.uk/careers)

13.0 Celebrating Success

Refer to Celebrating Success Policy.

14.0 Remote Learning

Remote learning is delivered via **MS Teams**.

MS Teams is all-in-one hub for the collaborative classroom. MS Teams meetings allow teachers to host video and audio calls, share documents, conversations, files and notes, collaborate on virtual whiteboards and issue and mark assignments.

In the event that remote learning is implemented, the Academy will ensure that accommodations are made for all pupils to access MS Teams, and therefore their learning.

Refer to Remote Learning Policy and Remote Learning FAQ