



WELLSWAY  
SCHOOL

# Curriculum Policy

For review by: Vice Principal (Progress)

Approved by: SLT

Date of last review: November 2018

Date of next review: November 2020

## 1. Rationale

- 1.1. As an academy Wellsway School is not required to follow the National Curriculum, however, our curriculum is broadly shaped by it.
- 1.2. The Wellsway curriculum is made up of all the learning and other experiences that we plan for our students.
- 1.3. Wellsway School's philosophy is very much one of inclusive teaching and learning.

## 2. Context

- 2.1. The central philosophy on which the curriculum of Wellsway is based is that all students are of equal worth and that each has an entitlement to a properly planned and delivered education that is broad, balanced, relevant, coherent and differentiated.
- 2.2. The curriculum is planned to ensure that each student follows the best curriculum for her or him, making use of grouping where relevant. Study Pathways are introduced in Year 9 to allow students to select a suitable programme of study from the start of Key Stage 4 in Year 10. Year 11 students are supported in making the best possible choices about their curriculum in the sixth form, or in relation to their transition to other education and training providers.
- 2.3. The curriculum aims to promote students' spiritual, moral, social and cultural development (SMSC).
- 2.4. Personal, social and health education (PSHE) is delivered across the curriculum in subject lessons, during tutorial periods with form tutors, and also in discrete specialist sessions.
- 2.5. The curriculum aims to develop students' awareness of British values.
- 2.6. Careers education, information, advice and guidance (CEAIG) is delivered by a combination of Wellsway staff, independent advisers and visiting institutions, including employers.
- 2.7. The curriculum helps prepare students for the opportunities, responsibilities and experiences of life.
- 2.8. The school has a particular commitment to equal opportunities.
- 2.9. In addition to the taught curriculum we offer an extensive programme of extra-curricular activities.

### 3. Organisation

- 3.1. Procedures are put in place to ensure that our curriculum is delivered through a two week, fifty period timetable.
- 3.2. A common curriculum is followed by all students for the first three years; art, drama, English, geography, history, mathematics (including computing), music, physical education (including dance), religious studies, science, technology (including textiles, resistant materials and food), French and German.
- 3.3. We allow our students to make guided choices as they go into Year 10 with students taking a range of option subjects which lead to examinations at GCSE. We have developed alternative pathways for students who want a stronger vocational bias or need additional support in basic skills.
- 3.4. In Years 12 and 13 there are GCE A Level and equivalent courses in a diverse range of subjects. Students are also supported in studying for resits of mathematics and English GCSEs where necessary. All Sixth Form students participate in an enrichment programme. Sixth Formers also have opportunities to take part in a wide variety of community action projects and sports in addition to their academic studies.
- 3.5. The Wellsway Multi Academy Trust collaborative allows for greater variety in the subjects offered to students through the delivery of courses in consortium, enabling students to widen their choice by travelling to our partner centres, IKB academy and SBL academy.
- 3.6. It is intended that each student will follow a curriculum relevant to their own particular needs and level of ability, to ensure that achievements are commensurate with expected progress, based on data supplied by Fischer Family Trust, DfE (for example Progress 8 and L3 value added scores) and other sources.
- 3.7. Students experiencing learning difficulties may be offered a curriculum containing variations which take account of their identified special needs.
- 3.8. Students who qualify for the Pupil Premium grant, or for funding from the Year 7 Literacy and Numeracy Catch Up Premium grant, will receive additional support as detailed in our annual statements.
- 3.9. Cross curricular elements, including PSHE, SMSC, CEIAG and British values, are delivered through the subject content of lessons, the tutorial programme, assemblies and discrete activities for year groups or identified groups of students.

### 4. Monitoring, Evaluation and Review

- 4.1. The school will monitor the impact of the policy using a range of methods and information including:

- Student progress and attainment, and end of Key Stage collective outcomes, in the context of the curriculum offered
- Subject time allocations
- The number and type of courses studied by each student.
- Staff comments, as well as those from other stakeholders.
- Curriculum Team self-evaluations.

4.2. The Vice Principal (Progress) monitors and reviews this policy through dialogue with stakeholders and will presents to SLT for approval no later than November 2020.

**D Cooper**

**Vice Principal (Progress)**

**1<sup>st</sup> November 2018**