

Noel-Baker Academy Curriculum Policy

1. Curriculum philosophy

At Noel-Baker Academy, everything we do is underpinned by our belief that our students are entitled to the very best breadth and depth of provision. We are proud of our students and our community and are determined that the Noel-Baker curriculum will enable our students to be the very best that they can be. Our purpose is to provide a rich education that will allow them not only to achieve excellent qualifications but also to become thoughtful, educated and well-rounded young adults. We believe that all students are entitled to learn about 'The best which has been thought and said' (Matthew Arnold). Our students are the inheritors of the greatest ideas, written texts and discoveries of the past. In order for all to achieve this, we deliver a knowledge-rich curriculum where teachers are the experts whose role it is to lead the learning of the students by proficiently conveying their knowledge and expertise.

Our vision is based in the understanding that factual knowledge is a prerequisite for deep understanding: that the more you know, the more you are able to learn and understand. We know that students who put in more effort, who practise, who revise and who learn more ideas and knowledge are able to develop greater expertise and thereby become more intelligent. Our curriculum empowers our students and staff alike to achieve through our unrelenting focus on hard work, commitment and perseverance.

2. Curriculum features

Our curriculum is grounded in a fundamental principal: it provides opportunities for our students, it empowers them to overcome barriers to become the very best they can be. From this fundamental principal the following principals are borne:

- It is a curriculum that is organised and developed to deliver the very best outcomes for all of our students;
- It is inclusive and therefore designed to meet individual needs of students;
- It is a broad, balanced and rich curriculum that is appropriately challenging and accessible to all;
- There is a strong emphasis on the core curriculum areas of English and mathematics to ensure basic knowledge and expertise are embedded at an early stage to allow students to access the wider curriculum;
- The curriculum promotes the core values of democracy, rule of law, individual liberty, mutual respect and tolerance.
- It enables our students to becoming successful adults who contribute positively in their local and global communities.
- The curriculum is well sequenced and routed in cognitive science ensuring students learn new information rather than simply encountering it.

The wider curriculum

Language and literacy

At Noel-Baker Academy, all teachers will develop students' spoken language, reading, writing and vocabulary as integral aspects of their teaching. Through the use of SHAPE, students should be taught to speak clearly and convey ideas confidently using Standard English. Teachers should develop students' reading and writing in all subjects to support their acquisition of knowledge. Students will be exposed to extended prose (both fiction and non-fiction) and be able to understand it. The Academy will provide library facilities but subject leaders should ensure that subject specific books are up to date and relevant. Our homework policy will set ambitious expectations for reading at home.

Teachers will build on knowledge and expertise developed by students in KS2 to ensure they write at length, with accurate spelling and punctuation. Correct grammar should be reinforced and should build on what students have been taught, to expand the range of their writing and the variety of the grammar they use. Teachers will ensure the writing students do includes narratives, explanations, descriptions, comparisons, summaries and evaluations.

Students' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum and success in GCSE's. Teachers at Noel-Baker Academy should therefore actively develop students' vocabulary, building systematically on students' current knowledge, displaying key words for each lesson. Particularly important for Noel-Baker Academy students', is for teachers' to ensure understanding of the meanings of words they meet in their reading across all subjects, they must be taught the meaning of instruction verbs that they may meet in examination questions. Teachers also need to induct students into the language which defines each subject e.g. accurate geographical, mathematical and scientific language.

Additionally, we recognise that literacy is key to students accessing the curriculum and making progress in all subjects. We therefore provide a team of Teaching Assistants who specialise in working with students to enable them to improve their literacy skills. The Inclusion team will ensure all students reading ages are assessed on arrival at the college. Those students with reading ages of 9 or lower will be further assessed to identify their particular needs and appropriate support put in place.

Numeracy and mathematics

At Noel-Baker Academy every student is expected to develop mathematical fluency. Confidence in numeracy and other mathematical expertise is a prerequisite of success across the curriculum. Teachers develop students' numeracy and mathematical reasoning so that they understand and appreciate the importance of mathematics and its relevance in their subjects.

Where relevant, teachers will ensure students have the opportunity to:

- apply mathematics to both routine and non-routine tasks, including breaking down more complex tasks into a series of simpler steps;
- make relevant calculations to support their work;
- make appropriate estimates and check that their answers are reasonable given the context of the tasks.
- understand and use measures, including converting between different units;
- apply an understanding of geometry and algebra to problem solving and proof;
- relate their understanding of probability to the concepts of risk and uncertainty;
- understand the cycle of collecting and presenting data, then analysing and interpreting the results.

Support will be offered to students in order to for them to develop or enrich their numeracy and mathematical ability.

Additional Needs

At Noel-Baker Academy we aim to create opportunities for all students to achieve their full potential. Curriculum planning will include support for the most and least able students.

At Noel-Baker Academy we aim to provide a rich, broad and balanced curriculum to ensure that every child receives their full educational entitlement. We recognise that for this to happen, some students will need additional support. The SENCo is responsible for deploying the resources for students with special educational needs e.g. teaching assistance who offer support across all areas of the curriculum and liaising with outside agencies to offer specialist support when required.

Personal Development

We recognise the value and importance of PHSE in educating and developing the whole child and addressing and rebalancing some of the inequalities in the local area. Some aspects of these areas are addressed in subject areas (e.g. drugs in Science, healthy lifestyle in PE and Design Technology etc.).

Personal, Social, Health and Economic Education (PSHE) will be taught every day in Daily PSHE and Assembly. SMSC and aspects of citizenship will be taught across the curriculum and embedded in subject's schemes of learning.

(Note: Parents/carers who have any objections to their child attending collective worship or Religious or Sex Education lessons have the right to withdraw them from these activities, to do this you will need to arrange a meeting with your child's Head of Year to discuss alternative arrangements).

British Values

At Noel-Baker Academy the curriculum will provide many opportunities for our students to explore the concept of Britishness. This will be achieved specifically within subject areas and PSHE as well as through the Academy ethos, which celebrates every child, and marks significant events.

Careers

Beyond the academic curriculum, students at Noel-Baker Academy are given additional guidance to help them prepare for the opportunities, responsibilities and experiences of life in British society that enable them to make appropriate choices as they move between Key Stages and beyond.

Effective and independent careers guidance is an important part of the broad and balanced education which Noel-Baker Academy provides. Careers advice will begin in Year 7 with units in the PSHE program. In Year 8 and Year 9 there will be a full programme of events to support the students as they make their option choices.

Year 10 through to Year 11 students will be supported to build on these foundations to ensure that students are very well prepared for the next phase of their life.

Curricular enrichment and Co-curricular activities

The Academy is committed to providing a wealth of learning opportunities beyond the classroom, through weekly clubs, sports, involvement in local and national competitions, day and residential trips, lectures, visiting speakers, National Citizenship Service and opportunities for leadership. An annual schedule is produced and students are encouraged to commit to attend.

Noel-Baker Academy has a strong commitment to organising trips and visits for students as we believe it vital in building cultural capital. These activities act as a motivation and inspiration for students as well enhancing and enriching the curriculum and students' knowledge.

Roles and responsibilities

It is the responsibility of the Curriculum Directors and Heads of Subject to design the curriculum intent, implement the curriculum and evaluate the impact of curriculum and assessment for their subject area, ensuring the ethos and vision of the academy and content of examined syllabus is followed. Senior Leader Line Managers will moderate curriculum planning to ensure a strong focus on knowledge is embedded throughout and monitor the performance of students to ensure that curriculum and assessment secures good progress for students. The Deputy Headteacher Delivery is responsible for the oversight of this process. Regular reports on the performance of curriculum areas will be given to the AAB.