



## Curriculum Policy

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# CURRICULUM POLICY

## 1. AIMS OF THE CURRICULUM

1.1. At Warden Park we aim to provide an inclusive curriculum which allows all students to maximise their potential and create future opportunities. We endeavour to provide a broad and balanced curriculum which:

- develops lively, imaginative and enquiring minds
- allows students to acquire knowledge and skills relevant to life in an ever changing society
- develops sound numeracy and literacy skills
- develops students' computer skills and computational thinking
- develops creativity, critical thinking, empathy, sensitivity and kindness
- develops learners' sense of character and instils resilience
- develops personal and moral values, with respect for shared values, other cultures and other ways of life
- offers opportunities to appreciate human achievements and aspirations
- provides students with the necessary skills to become responsible citizens
- offers opportunities for students to reflect upon British values and what it means to be British

1.2 In order to ensure success the curriculum must:

- be balanced and broad with opportunities both in and out of the classroom
- be designed to promote both academic and personal achievements
- promote opportunities to meet statutory obligations for both key stage 3 & 4 in terms of physical education, religious education, and PSHE education
- be reviewed annually to ensure that curriculum design is meeting the needs of all students, taking into account parents as stakeholders views and is in line with government accountability measures

## 2. THE WIDER CURRICULUM

### 2.1 Computing.

Digital learning is at the forefront of our curriculum. Students study computing in key stage 3 and can take Computer Science as an option at key stage 4 should they wish. Computing is also embedded across the curriculum areas at key stage 4 and aims to ensure that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

### 2.2 Numeracy

We aim to develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics.

### 2.3 Literacy

Teachers aim to develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching in every subject.

## **2.4 Physical Education**

Students study PE through their core curriculum in both key stages 3 & 4. The curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

## **2.5 PSHE**

Students' personal, social and health education is addressed through the tutor programme and through our Learning About Life lessons. The Learning About Life curriculum aims to address students' spiritual, moral and personal development through learning outcomes which are based on 4 core principles: respect, responsibility, resilience and reflection.

## **2.6 The Twilight Curriculum**

WPA aims to ensure students entering Year 10 have the opportunity to enrich their GCSE studies by offering additional qualifications and programmes in which they can participate. We aim to offer a range of programmes that cater to all students as well as stretching and challenging the more able.

## **2.7 Enrichment**

We aim to ensure there is a varied programme of extra-curricular opportunities for all students available throughout the year. This includes activities provided by staff both within the academy as well as specialist coaches and organisations from outside the academy to ensure the range is diverse and the quality of instruction is world class.

## **2.8 MFL**

Students in key stage 3 will study two of the following; French, German or Spanish. Students have the opportunity to express preferences for their study at the beginning of key stage 3 and we aim to ensure students get at least one of their first or second preferences.

## **3. KEY STAGE 4**

### **3.1 Options Advice & Guidance**

Students enter Key Stage 4 in Year 9. We aim to provide students with a high level of support throughout their options process in order to enable students to make informed decisions which will cater to their strengths, interests and aspirations.

### **3.2 Options preferences and allocations**

Students are allocated option subjects according to their preferences, and where oversubscription occurs a lottery system will be applied.

### **3.2 The EBacc**

We offer the opportunity to study the suite of EBacc qualifications to all students. Students along with their parents are free to opt in to the EBacc subjects when students make their KS4 options choices in Year 8.

### **3.3 Class sizes in Key Stage 4 options**

Where availability of resourcing permits, we aim to ensure Key Stage 4 class sizes consist of 30 students or less. With the exception of practical subjects; a risk based approach is applied, in line with health and safety standards.

### **3.4 Triple Science**

Students entering Year 9 from 2017 onwards will all have the opportunity to study Triple Science. Students' entries will be reviewed throughout their study to determine suitability. We aim to ensure as many students as possible achieve three separate sciences.