



Curriculum Intent

2021-22

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| Policy Owner: | Adam Slack |
| Ratified by: | LGB |
| Date: | September 2021 |
| Next review date: | September 2022 |

Introduction

Q3 Academies Trust is committed to providing an engaging and knowledge rich curriculum so that students experience wide and varied opportunities, both inside and out of the classroom. This will support their prior learning and help them to develop Cultural Capital in all its forms. The engagement of our parents/carers is a fundamental part of our curriculum offer and supports increased collaboration and understanding.

A broad, balanced, and personalised experience is provided for all students, allowing access to the Ebacc. subjects along with a wide selection of Foundation subjects. It is expected that 75% of students taking their examinations in 2022 and 90% of students taking their examinations in 2025 will be studying the Ebacc. Curriculum. However, each year we will identify the needs of its individual cohort to assess the suitability for this as part of the Key Stage 4 Pathways process at the end of Key Stage 3.

We recognise the importance of good literacy and numeracy and the impact this has on our students' opportunities for the future. Reading programmes are in place for all students at Key Stage 3 to develop literacy skills and further enhance literacy at Key Stage 4.

The well-being of all our students is a key priority and this is embedded throughout, including during RSHE, PSHE, British Values, Careers and SMSC.

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Roles and Responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the Head of School to account for its implementation.

The governing board will also ensure that:

- ✓ A robust framework is in place for setting curriculum priorities and aspirational targets
- ✓ The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Mathematics, Science and (subject to providing the right to withdraw) Religious Education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- ✓ Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- ✓ All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- ✓ The school implements the relevant statutory assessment arrangements
- ✓ It participates actively in decision-making about the breadth and balance of the curriculum
- ✓ It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- ✓ Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

Head of School and Vice Principal (Curriculum and Provision)

The Head of School and Vice Principal are responsible for ensuring that this policy is adhered to, and that:

- ✓ All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- ✓ The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- ✓ Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- ✓ They manage requests to withdraw children from curriculum subjects, where appropriate
- ✓ The school's procedures for assessment meet all legal requirements
- ✓ The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- ✓ The governing board is advised on whole-school targets in order to make informed decisions
- ✓ Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Curriculum Structure

The Academy follows a two-week timetable structure to allow for a more substantial exposure to the creative curriculum at Key Stage 3 (Years 7, 8 and 9). Subject areas produce their own calendar of assessment and curriculum delivery to fit into half-terms, terms or assessment cycles as appropriate for their needs.

Key Stage 3 (Years 7 and 8)

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| World Subjects (cross curricular literacy focus) | |
| English (including 1 Accelerated Reading Lesson) | 7 hours per fortnight |
| French* | 4 hours per fortnight |
| History | 4 hours per fortnight |
| Geography | 4 hours per fortnight |
| Religious Studies (RS) | 1 hour per fortnight |
| Exploration and Discovery Subjects (cross curricular numeracy focus) | |
| Mathematics and Computing | 8 hours per fortnight |
| Science | 8 hours per fortnight |
| Wellbeing Subjects (mental and physical wellbeing focus) | |
| Wellbeing Active (Physical Education) | 4 hours per fortnight |
| RSHE, PSHEE with RS input | 2 hours per fortnight |
| Hori7on and Cre8 Subjects (creative curriculum) | |
| Art and Media | Each receives 2 hours per fortnight, taught in one, two hour block each fortnight. |
| Performing Arts (Drama) | |
| Enterprise (DT and Business) | |
| Music | |

Key Stage 3 (Year 9)

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|---|---|
| World Subjects (cross curricular literacy focus) | |
| English (including 1 Accelerated Reading Lesson) | 7 hours per fortnight |
| French* | 4 hours per fortnight |
| History | 4 hours per week |
| Geography | 4 hours per fortnight |
| Religious Studies | 1 hour per fortnight |
| Exploration and Discovery Subjects (cross curricular numeracy focus) | |
| Mathematics and Computing | 7 hours per fortnight |
| Science | 7 hours per fortnight |
| Wellbeing Subjects (mental and physical wellbeing focus) | |
| Wellbeing Active (PE) | 4 hours per fortnight |
| RSHE, PSHEE with RS input | 2 hours per fortnight |
| Wider Curriculum | |
| Art and Media | Each receives 2 hours per fortnight, taught in one, two hour block. |
| Performing Arts (Drama) | |
| Enterprise (DT and Business) | |
| Food | |
| Music | |

*Reduced to 2 hours per fortnight to allow for additional Literacy support for students in B4.

Year 9 students begin their pathways process in March to begin their Level 2 option choices in September of Year 10. This is a rigorous process which involves checks of suitability and identifications of correct Pathways to best meet the needs of individual students.

Key Stage 4 (Year 10)

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| English Literature and Language | 4 hours per week |
| Mathematics | 4 hours per week |
| Science (Double Award) | 4 hours per week |
| Wellbeing PE | 2 hours per week |
| Humanities Choice (History or Geography) | 2 hours per week |
| Option P | 2 hours per week |
| Option Q | 3 hours per week |
| Option R | 3 hours per week |
| RSHE, PSHEE with RS | 1 hour per week |

Key Stage 4 (Year 11)

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|---------------------------------|--|
| English Literature and Language | 4 hours per week |
| Mathematics | 4 hours per week |
| Science (Double Award) | 4 hours per week |
| Wellbeing PE | 1 hour per week |
| Option P | 3 hours per week |
| Option Q | 3 hours per week |
| Option R | 3 hours per week |
| Option S | 3 hours per week |
| RSHE, PSHEE with RS | Taught through Tutor Time and Collapsed Days |

Key Stage 5 (Year 12)

Year 12 start studying four subjects in September and this is reduced following a period of suitability to three subjects (unless a student is studying Further Mathematics).

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| Option 1 | 4 hours per week |
| Option 2 | 4 hours per week |
| Option 3 | 4 hours per week |
| Option 4 (if studying Further Mathematics) | 4 hours per week |
| Wellbeing PE | 1 hour per week |
| ASPIRE (taught by SLG) | 1 hour per week |
| Inspire: PSHEE, RSHE and RS | 1 hour per week |

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| Private Study – in the Academy | 6 hours per week |
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Key Stage 5 (Year 13)

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| Option 1 | 5 hours per week |
| Option 2 | 5 hours per week |
| Option 3 | 5 hours per week |
| Option 4 (if studying Further Mathematics) | 5 hours per week |
| Private Study – in the Academy | 10 (or 5) hours per week |

Provision and Grouping

Inclusion

There is opportunity within the curriculum to support students of varying needs including those who are identified as High Potential, Lower Prior Attaining, SEND, EAL or those at risk of falling from mainstream education.

Grouping of Students

At Q3 Academy, Great Barr, students are organised into eight groups per year, divided into two halves of the year. These two halves are called 'G' and 'B'.

Students are largely in mixed ability groups at Key Stage 3 and set as they enter Key Stage 4. There is variation on the mixed ability but it is largely based around the same structure of: One highest prior attaining group; One lowest prior attaining group; 6 mixed middle prior attaining groups.

At Key Stage 4, students are set for English, Mathematics and Science based on their expected Key Stage 4 targets with variation to meet specific need. Students may not move down into groups of lower targeted students unless there are special circumstances. However, students may move up into groups of higher target students if they prove capable during interim assessment. Option subjects at Key Stage 4 are largely mixed ability with the exception of subjects, such as History and Geography who are able to apply an element of setting due to the number of groups taught.

Key Stage 5 is mixed ability.

In order to best support the needs of our students, we categorise students into four provisions:

- **Provision 1:** Quality First Teaching in lessons;
- **Provision 2:** Quality First Teaching in lessons with support from the SEND Department;
This might include additional sessions within the SEN department or support from an Additional Adult within lesson time;

- **Provision 3:** Quality First Teaching in a smaller group intended for those who arrive significantly below expectation at Key Stage 2. This is supported significantly by the SEN department and particularly prominent when an EHCP is in place;
- **Provision 4:** Based in 'The Zone', this is designed for those students who are at risks of falling out of main stream education or returning from a period of exclusion. Students who arrive mid-year may also spend extended time here to support their transition. Students may be placed here full or part time.

Within Provisions 1 and 2, students are grouped for subjects so that they are largely mixed ability at Key Stage 3 (with the exception of one or two groups for the highest prior attaining students) and grouped at Key Stage 4 by ability for English, Mathematics and Science. Option subjects are mixed ability at Key Stages 4 and 5.

High Potential Students:

Students are grouped together throughout Key Stages 3 and 4 as 'G1'. These students are taught together to focus on their specific needs and drive for challenge. It is expected that specific interventions are put in place to support students in maintaining positions in this group. A second group may be created if there are sufficient numbers.

Lower Prior Attaining Students:

Students are grouped together at Key Stage 3 within 'Provision 3' where they remain in a primary environment for all core lessons in Year 7 and begin to move around the building in Years 8 and 9; both years are taught by subject specialists. These students study one hour of French per week at Key Stage 3 in order to allow for additional focus on the development of literacy, without restricting their curriculum offer. At Key Stage 4, additional options are made available to support progress at Post-16 by providing facilitating subjects and Work Skills.

It is expected that the progress of these students is reviewed regularly in order to place students in mixed ability groups when appropriate and ensure that there is significant progress made in their attainment. Planning for these groups is largely based on the Question Level Analysis available from Key Stage 2.

SEND:

Students who are identified as requiring an Education and Health Care Plan (EHCP) or SEN Support will receive provision as detailed within the EHCP or specific student plan. It is expected that these students should still have full access to a broad and balanced curriculum.

Students at risk

Students who are at risk of significant underachievement due to Behaviour Social,

Emotional, Mental Health or Physical Health issues have been catered for at each Academy through the use of Provision 4. These are utilised on a case-by-case basis and provide opportunity for mentoring and support along with teaching.

Quality Assurance of Curriculum

It is expected that regular Quality Assurance of the curriculum takes place in all Academies. This includes, but is not limited to:

- ✓ Student/Parent Voice;
- ✓ Staff Voice;
- ✓ Learning Walks;
- ✓ Lesson Observation;
- ✓ Curriculum Reviews;
- ✓ Data Review (examination results, interims or suitability assessment).

The following points should be addressed through Quality Assurance and recorded by the appropriate member of staff at the Academy:

- ✓ Suitability of subject uptake at Key Stage 4;
- ✓ Suitability of subject uptake at Key Stage 5;
- ✓ Difference between characteristics in uptake of Key Stage 4 subjects (including disadvantaged students), particularly in Ebacc., Separate Sciences and those with 8 Qualifying Subjects;
- ✓ Provision at Key Stage 3, particularly through Horizon and Cre8;
- ✓ Attendance to Showcase events, including by characteristics to target specific groups of parental engagement;
- ✓ Placement in groups at Key Stage 4 (English, Mathematics and Science);
- ✓ Appropriateness of Curriculum provision within subject areas.