



Mill Chase Academy

Ambition, Courage, Excellence

CURRICULUM POLICY

Lead Governor: Chair of Standards & Curriculum

Senior Leadership Team Link: Principal

Last Review: September 2015

Next Review Due: September 2020

Ratified by Governors: 1st March 2018

As an academy, we are committed to providing the best education for all our students by providing them with a balanced curriculum which is personalised for their particular needs. We believe this gives them the best opportunity to succeed and achieve their potential, whilst within the academy and beyond.

This policy provides the framework in which the curriculum can be developed ensuring it meets the academy's overall aims.

Curriculum Aims

- 1) The academy will ensure that all National Curriculum Statutory Orders are met, as well as statutory Religious and Health-related Education requirements, within the general provision of a broad and balanced curriculum.
- 2) The curriculum will challenge students and set high expectations, while being sensitive to individual needs, circumstances, abilities and stages of development. It will promote the highest standards of progress and achievement for all students.
- 3) The curriculum will provide a broad, balanced educational experience which is differentiated and accessible to all.
- 4) The curriculum should seek to extend beyond the National Curriculum requirements to provide a variety of stimulating educational experiences which add to students' spiritual, moral, social and cultural development, thus preparing them to be active and responsible citizens within society.

These aims will be achieved through a curriculum which observes the following principles:

- Opportunities are equally accessible to all students.
- Opportunities reflect the context of students' lives and respond to their interests and needs.
- Curriculum experiences actively promote equal opportunities and raise aspirations.
 - Curriculum experiences meet the requirements of the National Curriculum and include citizenship, careers, enterprise, work related learning and personal and social development learning, which will include appropriate drugs and sexual health & relationships awareness.
 - Students have access to a range of appropriate learning pathways at KS4 and post 16.

- Students develop confidence and independence in order to prepare them for the next stage in their education, training, employment and adult life.
- Students develop relevant skills in order to fully respond to the demands of modern society.

Reference should also be made to the following policies:

- Teaching and Learning
- Assessment, Marking, Target Setting and Reporting Policy
- Sex Education
- Equality

COLLECTIVE WORSHIP

All House assemblies take place in the Hall. On assembly mornings, Mentors should take students immediately to the Hall at 8.30 a.m. Registers should be taken in the Hall. Mentors should stand by their Registration Group throughout the assembly.

APLS should organise a rota for a mentor to monitor the door and late arrivals. Any students who are late to assembly stand at the back of the hall on arrival.

The names of students who are persistently late or who fail to turn up to assemblies, should be given to the Academic and Pastoral Leaders (APL) as soon as possible so that further action can take place.

A rota for taking assemblies is published each term. Each Registration Group is also expected to lead one or more assemblies during the year. In addition, any member of staff with an idea for an assembly should contact **Steph Moral** or their APL.

At the end of the autumn and summer term, there is a whole school assembly. These assemblies take place in the Sports Hall and an individual plan is published before each assembly.

RATIFICATION DATE AND CHAIR'S SIGNATURE

Ratified/Signature:

Print Name:

Date:

Appendix 1 to the Curriculum Policy

Mill Chase Academy Statement on the English Baccalaureate (EBacc)

Mill Chase Academy shares the government's commitment to ensuring that all students have access to a broad and balanced curriculum.

The EBacc curriculum includes study of the following at GCSE Level:

- English Language
- Mathematics
- 2 Sciences
- Geography or History
- A Modern Foreign Language (French or Spanish at Mill Chase Academy)

The government's view is that The EBacc, while comprehensive, still enables pupils to continue to study additional subjects that reflect their individual interests and particular strengths. The governors and staff do not fully agree with this view and recognise that for some students a curriculum which includes The EBacc may not fully meet their needs, interests and aspirations. Our view is that the school should offer the curriculum it believes to be appropriate to the needs of each student in school and would support each individual student's life chances.

3

This would mean that the proportion of students taking courses that comply with EBacc requirements would vary from year to year, according to the needs of the students.

In effect, therefore, the school's position will continue as follows:

- We will give clear advice to parents/carers and students about the implications of students following courses which are EBacc compliant and non-EBacc compliant. We will also provide advice during the options process from Post 16 colleges re their entry criteria and requirements.
- We will express to students and parents/carers during the year 8 options process the importance of following an EBacc curriculum.
- In addition, all students will have the opportunity via the options programme in Year 8, to select the full EBacc curriculum if they so wish.

NB: The national average for Ebacc entries in 2017 fell from 40% (2016) to 35% with the national average for achievement in the Ebacc in 2017 being 19.7%.

