



Granville Academy Curriculum Guide :

*A rich, varied, and stimulating curriculum
that supports all our learners in their pursuit
of a B.R.I.G.H.T future*



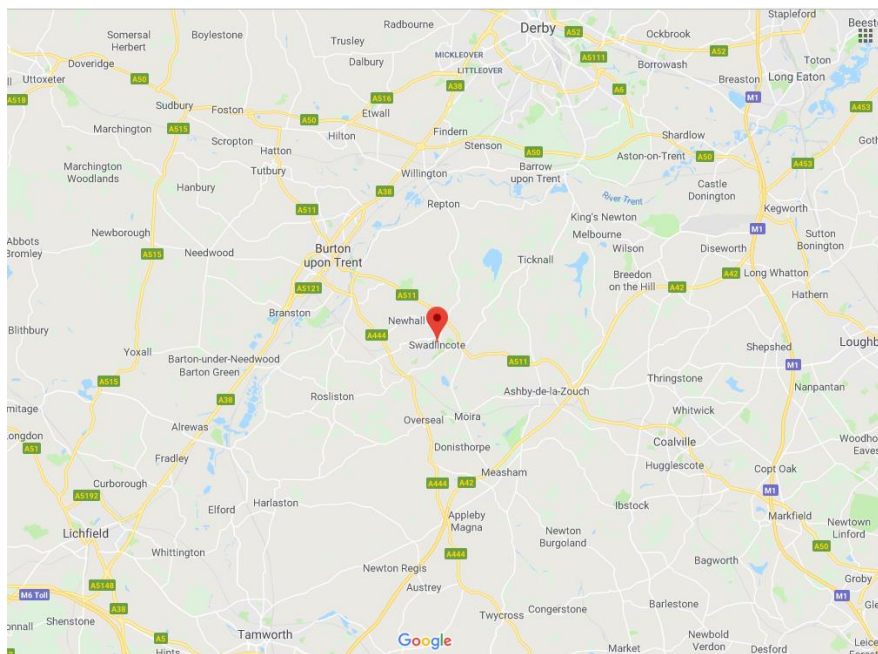
The de Ferrers Trust

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An Outstanding GA Curriculum – The Long Term Plan

Background Context – GA began the process of developing its' curriculum in June 2019 following the appointment of a new Vice Principal responsible for leading the strategic improvement of the whole school curriculum.



Local Context : Granville Academy is located in the South Derbyshire town of Swadlincote; a short distance (5 miles) east of Burton on Trent (Staffordshire). This is where the de Ferrers Trust is located; which GA joined in September 2017. Swadlincote has a rich and proud industrial heritage in which many local people were previously employed in the mining, pottery and brickworks industry. The last local colliery closed in 1993. Light manufacturing and service industries are now located on many of the towns industrial estates providing employment for many local people. In recent years there has been a big expansion in the town with lots of new housing estates being built on the outskirts of the town. This new 'commuter accommodation' is often popular with local people who commute daily to the nearby cities of Derby, Nottingham, Leicester and Birmingham for employment.

Swadlincote has a population of approximately 36,000 people and contains the most deprived areas in the whole of South Derbyshire (www.south-derbys.gov.uk). Attainment on entry for GA students completing their GCSE's in 2019 was -0.7 with 28 % of students being disadvantaged (eligible for pupil premium).

The Curriculum Vision (Intent)



Granville Academy learners will experience a curriculum that :

- Is **Broad** to provide learners with a breadth of experiences
- Is **Rounded** to develop learners' academic ability and personal values and qualities as active citizens
- Is **Inclusive** so all our learners are able to be successful
- **Grows** our learners' thirst for learning through innovative and experimental approaches
- Is built on **High expectations** so all our learners are challenged and expected to study and behave in a way that enables them to achieve their full potential
- Is committed to providing our learners with **Transformational** life opportunities



The Granville Academy Curriculum Principles



The de Ferrers Trust

The curriculum is designed to ensure all our learners experience a **holistic education** that includes a broad range of academic, vocational and creative subjects alongside values education. The curriculum should inspire and challenge all learners and prepare them for their future in order to become successful learners, confident individuals and responsible citizens.

All our learners will experience a **three-year key stage 3** that exposes them to a **wide range of subjects** and experiences that will stimulate their love of learning and provide opportunities to develop their knowledge, skills and understanding.

In key stage 4 our learners will select 3 'option' subjects to study alongside Maths, English, Science, Physical Education, Creative iMedia and Values Education. We encourage all our learners to make **aspirational choices** that challenge them and enable them to progress to the next stage of their educational journey.

Our Curriculum Philosophy

- Put **students at the centre** of curriculum decisions, putting their needs above that of the school.
- Ensure the GA curriculum **meets the needs of our students** and our local area; by providing vocational and academic courses which meet the needs of students and prepare students with the skills required for local employment sectors.
- Prepare all students for **the next stage of their education** and for a successful adult and working life in modern society.
- Have a curriculum that is **responsive to all learners needs** and future plans offering differentiation and personalisation.
- Be a centre of **excellence in learning and teaching** as we believe the success of our curriculum is dependent upon consistent high quality teaching and learning.
- Provide **equal opportunities** for all students regardless of gender, socio economic status, aptitude or cultural, ethnic or religious background.
- Offer a **broad and balanced** entitlement to all students
- Embed in students **Fundamental British Values** and Social, Moral, Spiritual and Moral purpose. Develop positive personal and social values to enable our learners to become active citizens.
- Utilise a variety of **evidence based teaching and learning strategies** which are proven to support effective learning, provide appropriate challenges for all students and lead to achievement for all students.
- Provide **continuity and progression** for all students from year 7 to year 11.



The Granville Learner



*The Granville Academy
learner will work hard,
be kind and choose wisely.*

The GA Curriculum will enable learners to be
able to...

- Be challenged and stretched to achieve high standards and make good/excellent progress.
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- Develop high quality functional skills, including key literacy, numeracy and computing skills.
- Communicate effectively through a range of forms
- Develop leadership and team working skills
- Be organised and prepared
- Challenge themselves
- Be resilient and respond well to setbacks
- Respect differences and listen to others opinions
- Read regularly and develop their vocabulary
- Take pride in their work
- Play an active role in the wider school community
- Have an awareness of the wider world and global issues
- Be self-aware and work on developing themselves
- Have a sense of humour

*We believe developing these skills and qualities will enable our learners
to become successful members of society in 21st Century Britain and
beyond.*

Legislation and guidance

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 the school has 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

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher 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, maths, and science, 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 16 that lead to qualifications, such as GCSEs and BTECs, 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
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

The headteacher is 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
- 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

3.3 Other staff

The Vice Principal will ensure that:

- all statutory 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 students will be met. This will include how the subject will be taught and assessed.
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually.
- the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- the governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- the governing body is advised on statutory targets in order to make informed decisions.

The Principal and Governing Body will ensure that:

- it considers the advice of the Vice Principal when approving this curriculum policy and when setting statutory and non-statutory targets.
- progress towards annual statutory targets is monitored.
- it contributes to decision making about the curriculum.

ALT Faculty Line Managers will ensure that:

- they have an oversight of curriculum structure and delivery within each link department
- detailed and up-to-date schemes of learning are in place for the delivery of courses within each key stage.
- schemes of learning are monitored and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed with HoD/DoL on a regular basis and that actions are taken where necessary to improve these.

Directors of Learning will ensure that:

- DoFL will produce, review and maintain a curriculum guide for the subjects they lead that clearly states the intent and implementation plans for the subject, the curriculum maps and assessment plans for each year group in their respective subject areas.
- they are responsible for ensuring and monitoring that staff they manage deliver the planned curriculum.
- they are also responsible for developing their staffs' skills and understanding of their curriculum area in order to ensure that curriculum delivery is of high quality
- long term planning is in place for all courses. Such schemes of learning will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- schemes of learning encourage progression at least in line with national standards.
- there is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- they keep the ALT line manager informed of proposed changes to curriculum delivery.
- all relevant information/data is shared with their ALT line manager This includes meeting deadlines related to exam entries etc.
- student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.

- they share best practice with other colleagues in terms of curriculum design and delivery.
- oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- ensure that the school curriculum is implemented in accordance with this policy.
- keep up to date with developments in their subjects.
- have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

- have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4.

Parents and carers will:

- be consulted about their children's learning and in planning their future education.
- be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it.
- be informed of any decisions to change the setting of their children.

A. Monitoring, evaluation and review

The governing body will receive an annual presentation from the Vice Principal on:

- the standards reached in each subject compared with national and local benchmarks.
- the standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.

The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

How the GA Curriculum is implemented

The school day is arranged into five 60 minute lessons. Subject specialists are deployed in all areas and are supported by Academic Mentors.

8.30-8.55	Tutor Time : registration in vertical tutor groups (students in years 7-10). Weekly rotation of house activities including assemblies, uniform and equipment checks, progress reviews, news focus, reading etc.
8.55-9.55	Period 1
9.55-11.10	Period 2 (Year 7 & 8 on break 9.55-10.10, Years 9-11 on break 10.55-11.10)
11.10-12.10	Period 3
12.10-13.45	Period 4 (Year 7 & 8 on lunch 12.10-12.45, Years 9-11 on lunch 13.10-13.45)
13.45-14.50	Period 5 (Year 7 & 8 leave at 14.45, Years 9-11 leave at 14.50)
14.50-16.00	After school enrichment activities

Tutor Time Programme

- Each form group will take part in one 25 minute assembly each week. Assemblies will focus on key themes and issues for our students including British Values, SMSC, PSHE, and Careers.
- Independent Reading x 2
- Collective Reading
- 'In the News' - a discussion of key recent news events and stories.

Assembly Rota

Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Year 8	Year 9	Year 10	Year 11

A. Teaching Groups, Class Sizes and Mixed Ability Grouping

The Granville Academy curriculum is implemented through a strong commitment to mixed attainment teaching as illustrated in the tables that follow. We endeavour to ensure classes do not exceed 30 students. Students who require additional support are supported by academic mentors who support the work of the teacher.

Key Stage 3 Class Arrangements

Year 7,8 & 9 – organised into 2 mixed ability half year groups.

X half contains 4 classes

Y half contains 3 classes

English	Maths	Science	Hums, MFLT, IT, PE	Creative Arts, Technology, Values
Mixed Ability Classes	<p>Year 7 all classes are mixed ability.</p> <p>Y8 all mixed ability apart from top set in each half year band</p> <p>Y9 higher top set in each half year band, all others are foundation (9x2 accelerated foundation)</p>	Mixed Ability Classes	Mixed Ability Classes	Mixed Ability classes

Year 10 & 11 – organised into 2 mixed ability half year groups.

X half contains 4 classes (Sets 1,3,5)

Y half contains 3 classes (Sets 2,4,)

English	Maths	Science	PE, Creative iMedia and Values	Option Blocks
<p>Mixed ability classes in Year 10</p> <p>Setting Year 11 - 6 sets</p>	<p>Y10 higher top set each half year band, foundation all others (10x2 accelerated foundation)</p> <p>Y11 higher top set each half year band, foundation all others</p>	<p>There is one higher ability (Triple Science) in each year and the rest of the classes are mixed ability and study the Combined Science course worth 2 GCSE's..</p>	Mixed ability Classes	All option blocks are Mixed Ability classes

Class of 2023 (Current Year 10) - Options Columns

Column A	Column B	Column C
Art	Business Studies	Business Studies
Food	Computer Science	Geography
Geography	History	History
History	Health and Social Care	History
PE	PE	Health and Social Care
Spanish	RE	Design Technology
	Spanish	

Class of 2022 (Current Year 11) - Options Columns

Column A	Column B	Column C
Computer Science	Art	Business Studies
French	Business Studies	Geography
Geography	Drama	French
History	History	RE
Health and Social Care	History	History
PE	PE	Design Technology
		Study Skills

B. Values Education

All students at Granville Academy follow a comprehensive 'Values Education' curriculum from the beginning of year 7 to the end of year 11. Values education is taught through dedicated curriculum time (2 hours a week in year 7 & 8, 1 hour a week in years 9,10,11), collapsed curriculum days and half days, trips and visits, assemblies, tutor time activities, and enrichment activities.

Values education (more details can be found in the specific 'Values Education Curriculum Guide') comprises :

- RSE – Relationships and Sex Education
- PSHE – Personal Social and Health Education
- Citizenship
- British Values
- SMSC – Spiritual Moral Social and Cultural Education
- Careers

C. Computing & iPads

All students in KS3 receive 2 hours a week of ICT/Computing lessons and can then progress to Key Stage 4 options in Creative I-Media and Computer Science.

All students at GA have their own iPad which they can utilise in lessons to enhance their learning.



How the Curriculum time is allocated at Granville Academy



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Years 7 , 8, 9 (Key Stage 3)

Subject	Hours Allocated each week		
	Year 7	Year 8	Year 9
English	3	3	3
Maths	3	3	3
Science	3	3	3
Geography	1	1	2
History	1	1	2
Religious Education	1	1	1
MFL (French or Spanish)	2	2	2
ICT	2	2	2
DT	2	2	2
PE	2	2	2
Art	1	1	2 hrs (students select 2 subjects)
Drama	1	1	
Music	1	1	
Values	2	2	1

Year 10 and 11 (Key Stage 4)

Subject	Hours Allocated each week	
	Year 10	Year 11
English	4	4
Maths	4	4
Science	5	5
Creative iMedia	1	1
Values	1	1
PE	1	1
Option 1	3	3
Option 2	3	3
Option 3	3	3



How the Curriculum time is implemented at Granville Academy



Curriculum Guides

Each subject area at GA has a curriculum guide which can be accessed via the school website. These guides are written by the Director of Learning who leads this subject area and are reviewed annually. They will all contain the following information:

1. Curriculum Rationale (Intent)
2. What students will learn in the subject
 3. Curriculum Map
 4. Assessment Plan
 5. Specialist Vocabulary
 6. Cultural Capital
7. Homework and independent learning

The GA Curriculum Approach

All subjects will develop **cross curricular skills** like

- Oracy skills – through activities like student presentations
- Group work and leadership skills – through exposing students to problems in which they must work together to find a solution and assume leadership responsibility.
- ICT skills – through encouraging students to access current technology wherever appropriate
- Discussion skills – through debating contentious issues
- Empathy – by encouraging students to view issues from a range of perspectives

The GA curriculum is **coherent** by utilising :

- Cross curricular planning to enhance students' understanding of themes or understanding that spans several subjects.
- Ensuring extra-curricular activities, trips and visits complement and extend curricular learning.

The GA curriculum is **equitable** by :

- Exposing all students to cultural opportunities that they may not have previously had access to; to help them become rounded citizens.
- Providing learners with independent impartial careers advice to support them in making considered and well researched career decisions that are ambitious.
- Ensuring all learners can access study support outside of curriculum hours.

Teaching and learning (T&L)

For detailed information about how we employ high quality evidence-based teaching and learning approaches to ensure the curriculum is delivered effectively please see the teaching and learning policy. Please find an executive summary of this policy below :

- All teaching staff participate in high quality CPD each week to develop their teaching and learning knowledge, skills and understanding. This includes a weekly T&L briefing, regular after school T&L CPD sessions and allocated faculty joint planning sessions.
- All whole school T&L initiatives and strategies are evidence based.
- Learners at GA will experience a range of T&L experiences and approaches selected by their specialist teachers; there is not a definitive approach, though all lessons follow the same 4 part structure.
- Curriculum maps and lesson planning is designed to support learners in transferring knowledge and understanding from their working memory to their long term memory. This will include the use of recall activities, interleaving and spaced practice.

Assessment and Feedback

For detailed information about how we utilise assessment and feedback to support students in making progress effectively please see the assessment and feedback policy. Please find an executive summary of this policy below :

- Learners will receive verbal formative feedback from their teachers each lesson.
- In subjects where students have 2 or more hours a week of the lesson they will receive 2 pieces of whole class feedback and 1 piece of personalised feedback per half term.
- In subjects where students have less than 2 hours a week of the lesson they will receive 1 piece of whole class feedback and 1 piece of personalised feedback per half term.
- After every piece of whole class feedback and written personal feedback learners will complete a follow up 'close the gap' or extension activity which will enable them to respond to the feedback to make progress and show they have understood how to improve their learning/work.
- Teachers will regularly share with students whether they are on track to achieve their target grade (at least once each term) by the end of the academic year and clearly advise what learners can do to make further progress.
- Where learners are not making reasonable progress teachers will make contact with parents at the earliest available opportunity to make them aware of the situation and offer ways in which the parent, learner and teacher can work together to close the gap.
- Throughout the school year teachers will be expected to be able to give a summary of how students in their class are progressing using the classes progress tracker, knowledge from marking and lesson information.

Key Stage 3 Multi Academy Trust (MAT) Assessment System

The 3 secondary academies in the de Ferrers MAT use a cross trust assessment system in KS3 to assess pupil progress. All students complete a baseline assessment in each subject. The scores from these baseline assessments are then standardised using standard deviation to form a

normal distribution curve with a score of 100 being average. Subsequent cross trust assessments (3 per each academic year) are then compared to baseline scores to assess pupils progress and also a comparison of the progress they are making in comparison to students with the same baseline assessment score (relative progress indicator). This system allows leaders to be aware of students' performance within a larger pool of students beyond our own student population and enables us to identify underperformance and successes.

Inclusion

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Annual review of the curriculum policy and discussion at the 1st Governors Meeting each academic year
- Governor visits to assess the breadth of the curriculum.
- Regular meetings between the Governor Curriculum link and the Vice Principal for Curriculum (CGE).

Directors of Learning monitor the way their subject is taught throughout the school by:

- Planning scrutinies.
- Learning walks.
- Book scrutinies.
- Lesson Observations.

Directors of Learning also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Headteacher, Vice Principal Curriculum, Governor link for Curriculum. At every review, the policy will be shared with the full governing board.

Links with other policies

This policy links to the following policies and procedures:

- Teaching and Learning policy
- Assessment and feedback policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives
- Pupil Premium Policy
- Values Education Policy (including S.R.E)