

Physis- a Greek word meaning the natural energy for growth, change and development.



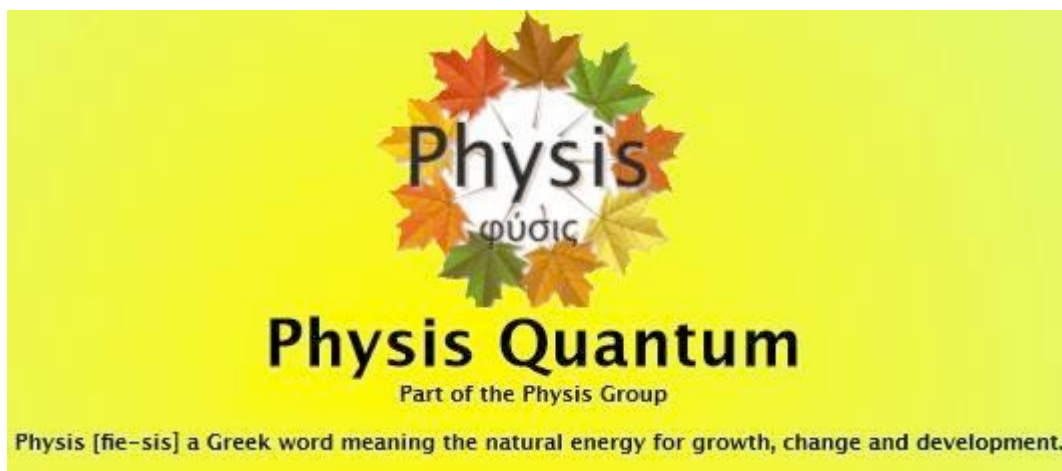
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# Curriculum Policy



**Physis Heathgates  
Academy**

*Physis Quantum is a specialist provider of exciting and innovative services to  
Children and Young People with Special Educational Needs*



# Curriculum Policy

Jan 2018

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## Physis Heathgates Academy Curriculum Policy

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### Physis Heathgates Academy

Physis Heathgates Academy is an independent school for looked after CSE children and endeavours to be a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of Academy life.

Our aim is to meet the needs of young people, preparing them for adult and working life in the 21st century.

The educational vision and curriculum design for Physis Heathgates Academy recognises that:

We are preparing our youngsters for a safe and secure future

- The world of 2020 will be very different to the world of today
- The pace of change is increasing, hence the importance for flexibility.

- □ Young people have, and will have increasingly, greater access to information and learning material independently of school.

The current curriculum defined in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life.

- Curriculum delivery should involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.

Physis Heathgates Academy's curriculum policy is based on the following aims, to:

- Have students at its heart, putting their interests above those of the institution.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be a centre of excellence in learning and teaching.
- Prepare all students for a successful adult and working life in a 21st century global society.
- First achieve and then exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Value vocational and academic routes equally.
- Nurture the talents of all and celebrate success.
- Work with the previous educational establishments of the youngsters to ensure continuity.
- Involve the Physis community.
- Involve parents/carers.
- Be in a learning environment that is above all else inspiring.

## Curriculum

### 1. Curriculum aims

The curriculum should inspire and challenge all learners and prepare them for the future. The academy's aim is to develop a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help young people to:

- achieve high standards and make good/excellent progress.

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- enable those not achieving age-related expectations to narrow the gap and catch up with their peers.

move towards enabling students to more easily progress based on ability not age and to be able to enter students for public examinations when they are ready rather than dictated by age.

- have and be able to use high quality personal, learning and thinking skills and become independent learners.
- have and be able to use high quality functional skills, including key literacy, numeracy and IT skills.
- be challenged and stretched to achieve their potential.
- enjoy and be committed to learning, to 19 and beyond.
- value their learning outside of the curriculum and relate to the taught curriculum.

## **2. The curriculum outcomes**

Physis Heathgates Academy's curriculum will:

- lead to qualifications that are of worth for employers and for entry to further education.
- fulfil statutory requirements.
- enable students to fulfil their potential.
- meet the needs of young people of all abilities at the academy.
- provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond.
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- ensure continuity and progression within the academy and between phases of education, increasing students' choice during their academy career.
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- help students to use language and number effectively.

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- help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.

help students understand the world in which they live.

- follow some of the National Curriculum at KS2, 3 and 4 whilst also including a life skills programme where appropriate
- design a key stage 4 curriculum which meets the needs of students, parents and wider society, offering GCSE, Functional Skills and Entry Level study where appropriate
- design a post-16 curriculum which will allow students an additional year of study to prepare more thoroughly in order to follow the post-16 courses on offer.
- design a post-16 curriculum which is not constricted by the curriculum offer from the academy alone but incorporates other schools/colleges which may be in partnership with the academy.

### **3. Roles and responsibilities** The Head Teacher will ensure that:

- all statutory elements of the curriculum, and those subjects which the academy chooses to offer, have aims and objectives which reflect the aims of the academy 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 SLT annually.
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
- 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 proprietor and SLT is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- the proprietor and SLT is advised on statutory targets in order to make informed decisions.
- The SLT will ensure that:
- it considers the advice of the Head Teacher when approving this curriculum policy and when setting statutory and non statutory targets.

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progress towards annual statutory targets is monitored.

- it contributes to decision making about the curriculum.

The Head Teacher will ensure that

- they have an oversight of curriculum structure and delivery within each key stage
- detailed and up-to-date schemes of learning are in place for the delivery of courses within their key stage.
- schemes of learning are monitored and reviewed on a regular basis.
- Medium/short term planning schemes of work will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- schemes of work encourage progression at least in line with national standards.
- there is consistency in terms of curriculum delivery. Schemes of work 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.
- where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- 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 academy 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:

- be treated as partners in their learning, contributing to the design of the curriculum.
- have their individual needs addressed, both within the academy 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 and beyond
- 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.

#### **4. Monitoring, evaluation and review**

The Proprietor and SLT will receive an annual report from the Head Teacher on:

- the standards reached in each subject.
- 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.



- the number of students for whom the curriculum was disapplied and the arrangements which were made.

The SLT will review this policy bi-annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.

### **Teaching groups, class sizes and grouping by ability**

As the students arrive at Physis Heathgates Academy, whenever possible, they will be educated 1:1. If appropriate to the development of each student this ratio may rise to a maximum of 3:1.

The academy day starts at 9.00 am and ends at 3.20 pm and consists of five 60 minute lessons split by breaks at (10.00-10.05), (11.05-11.15), (12.25-1.10) and (2.10-2.20).

The curriculum is organised on an individual basis. On many occasions the youngsters who arrive at Physis will have had a disrupted educational history and there will be many gaps in their learning. It is the aim of Physis Heathgates Academy to fill these gaps whilst giving its students the opportunity to learn and develop from studying the National Curriculum whenever this is considered to be appropriate.