



Alcester
Academy

TO BE THE BEST THAT WE CAN BE

Curriculum Policy

Author	Leadership Team
Approved by:	Qu of Ed Sub-Committee
Reviewed by:	Qu of Ed Sub-Committee
Last reviewed:	March 2025
Next review due by:	2 Years – Spring Term 2027

Curriculum Policy

Principles

Our curriculum is built around our mission statement and strategic vision:

Alcester Academy is an outstanding academy, delivering a high quality curriculum which allows all of our students to fulfil their academic potential. Our students become well-adjusted members of the community with high moral values and self-discipline. They progress successfully into their next phase of education, employment or training, holding a valuable combination of knowledge and skills for employment.

This policy is organised by considering the intent of the curriculum, its implementation and how its impact is assessed.

Curriculum Intent:

The staff, governors and students at Alcester Academy have worked hard to create a curriculum within school that is modelled on the fundamentals of the National Curriculum and the preparation needed for life in Modern Britain. This curriculum:

- offers breadth and depth across all subject areas
- ignites opportunities for all groups of learners to succeed in and outside of the classroom environment
- supports the development of students' spiritual, moral, social and cultural awareness with a view to creating well educated citizens for their future personal development
- understands the individual needs of all students and supports their educational journey in a safe and secure environment
- drives development within literacy, numeracy and oracy
- equips our young people with the knowledge, advice and support to become resilient, confident and independent learners
- supports the context of the local community that we belong to, whilst opening doors to explore the values and beliefs of others in our world
- prepares the young people in our care for the challenges and opportunities of the 21st century world in which we live.

2. Curriculum Implementation:

Alcester Academy is an 11-16 secondary school that provides education for students in key stage three and four. The timetable operates across 25 one hour lessons per week. There is a tutor session at the start of each day where students are split into horizontal year groups. There is a fixed tutor programme for each week celebrating values across SMSC, British Values and Diversity, along with an assembly programme. Students are supported in tutor time with literacy and numeracy activities. Year 11 also use tutor time for GCSE interventions in English, maths, MFL and science. This intervention is reviewed on a regular basis by a dedicated team of subject specialists along-side SLT. We encourage students to participate in a rich diet of additional learning opportunities and visits throughout their time at the academy. We believe that these are integral to their personal development and underpin their life-long learning as well as supporting our formal curriculum. Core subjects are taught in ability groups. These are monitored through formal assessments and adapted as required through the academic year. All other subjects are taught in mixed ability sets.

Key Stage 3

We offer a two year Key Stage 3 where all students are able to access a broad and balanced curriculum designed to foster their curiosity and wider understanding and knowledge in a variety of subjects.

In Year 7 all students study a broad curriculum of: English, mathematics, science, religious studies history, geography, French or German, ICT, art, performing arts (music and drama), design & technology, PE and one dedicated lesson for our personal development curriculum each week. The personal development curriculum will evolve each year.

Students select their GCSE option subjects in the summer term of Year 8. They are supported by a series of information evenings alongside their parents/carers, and activities within school in order to support factually based decisions that will help to provide the knowledge and skills to take advantage of opportunities, responsibilities and experiences of later life.

Year 9

Students begin KS4 courses in Year 9 at Alcester Academy. Learning is enhanced through a wealth of additional opportunities to include trips, clubs and Super Learning Days.

Key Stage 4

All students follow a three year key stage four curriculum. The majority of students currently study for level two qualifications in English Language and Literature, a qualification in maths, science and Religious Studies. This provides between 6-7 qualifications as a school core. The majority of students then follow level two courses in four other subjects over this key stage.

This curriculum model provides the time required for students to develop key knowledge and understanding within their chosen subject areas. We ensure that the English Baccalaureate is available to students and they are positively guided to consider this route during the options process.

Students are often excited to take new courses, and the school is careful to offer some taster sessions in the run up to their choices in order to help them make informed decisions. Additional subjects available to students in Year 9 include Food and Nutrition, Media, Sport, IMedia, Further Maths and Statistics and Photography. Existing subjects offer qualifications in French, German, History, Geography, Music, Performing Arts, Design Technology, Textiles and Fine Art. The school offers GCSE and vocational courses. GCSEs are examined at the end of Year 11, and vocational courses offer different assessment routes. Students like having both style of courses available to them and this meets the needs of our learners well.

In Year 11, the academy offers students a range of revision opportunities from after school sessions to Saturday morning workshops. An alternative timetable is then designed in order to support students in the final steps of their journey to their GCSE exams.

Throughout key stage 3 and 4, the school designs 'Super Learning Days' (SLDs) in order to cover aspects of the curriculum that require more time or attention. These are related to developing knowledge and understanding around personal development and well-being, safeguarding and emotional development including issues related to bullying, online safety, alcohol and drugs education, mental health, child sexual exploitation, relationship education and preparation for exams.

Adapting the curriculum for individual students

The Headteacher has powers in relation to the day-to-day management of the curriculum by virtue of her office and she shares this responsibility with the Deputy Headteacher. Where adapting the curriculum is a decision which the academy wishes to implement, parental consent will be sought. Any requests from parents relating to an adaptation of a student's curriculum must be made in writing to the Headteacher. The Headteacher will then make the final decision relating to any changes. This may include the number of subjects studied and the qualifications entered for. The decision will always be made in the best long term interests of the child.

3. Curriculum impact

The impact of our curriculum is assessed by considering:

- external examination results at GCSE and those vocational subjects delivered, including the numbers gaining top grades in a wide variety of subjects
- Regular student voice and other stakeholder experiences and views
- the range and variety of additional learning, extra-curricular and enrichment activities and students' participation in them
- the onward post 16 destinations of students from year 11
- the numbers of students applying to join the School in year 7 since this curriculum philosophy has been introduced
- the proportion of students who are able to choose the courses they want to at GCSE
- annual reviews of the Personal Development, SMSC coverage in lessons, assemblies, tutor work and our programme of Super Learning Days.

Appendices:

1. Timing of the academy day
2. Curriculum Model 2024-2025

Signed: _____ Chair of Sub

Signed: _____ Headteacher

Date: _____

(ratified by the Qu of Ed Sub on 18th March 2025)

Appendix 1 – Times of the Academy day

The academy operates two standard school days. As a day to day model we follow a 4:1 model i.e. 4 lessons before lunch and 1 after. However, during the exams period and when the alternative curriculum dictates, we operate a 3:2 day.

4:1 Normal School Day	3:2 Exams School Day
8.48am Warning Bell 8.50am – 9.10am Tutor Time 9.10am – 10.10am Period 1 10.10am – 11.10am Period 2 11.10am – 11.35am Break 11.33am Warning Bell 11.35am – 12.35pm Period 3 12.35pm – 1.35pm Period 4 1.35pm – 2.20pm Lunch 1.55pm Settle Bell 2.23pm Warning Bell 2.25pm Lesson start bell 2.25pm – 3.25pm Period 5	8.48am Warning Bell 8.50am – 9.10am Tutor Time 9.10am – 10.10am Period 1 10.10am – 11.10am Period 2 11.10am – 11.30am Break 11.33am Warning Bell 11.35am – 12.35pm Period 3 12.35pm – 1.20pm Lunch 12.55pm Settle Bell 1.23pm Warning Bell 1.25pm – 2.25pm Period 4 2.25pm Lesson start bell 2.25pm – 3.25pm Period 5

SCHOOL CURRICULUM PLAN 2024-25

Hours of study																									
Yr	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
7	English			PD	Maths			Science			PE		Religious Studies	Geography		History	Art		French	German or Xeng	ICT	Drama	Music	DT	
8	English				Maths			Science			PE		Religious Studies	Geography	History		Art	French	German or Xeng	ICT		Drama	Music	DT	
9	English					Maths			Science					Religious Studies	PE		Block A History Geography Art Photography French Computing Xeng+Ma		Block B History Geography Res Mats Art German Stat+ F Ma		Block C History Geography Sport Textiles French Imedia		Block D History Geography IMedia BTEC Perf. Arts French Media Studies Food		
10	English					Maths			Science					Religious Studies	PE		Block A History Geography Art Photography German Food Xeng+Ma		Block B History Geography Res Mats Art BTEC Music German Stat+ F Ma		Block C History Geography Sport Textiles French		Block D History Geography IMedia BTEC Perf. Arts Computing French Media Studies		
11	English					Maths			Science					Religious Studies	PE + Intervention		Block A History Geography Art Photography German French Res Mat Xtra Eng/Ma		Block B History Geography Food Art BTEC Music Stat+ F Ma German		Block C History Geography Sport Textiles French		Block D History Geography Imedia Media Studies BTEC Perf. Arts Computing French		

Appendix 2: curriculum model 2024-2025