

# Curriculum Plan and Policy

**Approved by Governor committee:  
Students & Curriculum committee**

**Date to be reviewed:  
February 2019**

**Responsibility of:  
Vice Principal - Curriculum**

**Date ratified by Governing Board:  
18th October 2018**

### **Curriculum statement**

Chelsea Academy offers a broadly academic curriculum, with sights set firmly on the highest possible percentage of students attending university. Through high expectations, expert teaching and targeted intervention, students from all beliefs, backgrounds and starting points will be able to achieve. Timetabled lessons are enhanced by a varied and motivational enrichment programme, creating a well-rounded educational experience for Chelsea Academy students.

### **Type of Curriculum**

The Chelsea Academy curriculum is broadly based on the national curriculum, with subject areas taking the following sources into consideration when constructing their Key Stage 3 long and medium-term plans:

- For core teachers, the English and Mathematics primary curriculum (in liaison with local primary feeder schools)
- The 2014 programmes of study from the DfE
- Skills, content and assessment styles included in the legacy and new GCSE specifications
- Skills, content and assessment styles included in the legacy and new A Level specifications
- By adopting this approach, the Key Stage will not exist in isolation, but instead, a continuum of learning will be created from Key Stage 2 through to the end of Key Stage 5.

All students complete Key Stage 3 by the end of Year 8. Tuition programmes are provided to ensure that no student is left behind and appropriate provision is made to maximise students' progress, whatever their starting point. These first two years provide the foundation for an earlier start to GCSE courses. This accelerated approach is designed to remove the obstacles that can hold back the most able and is also a motivating force for all students who will benefit from the faster pace of learning.

### **The EBacc**

A broad range of GCSE subjects are offered to students, with EBacc options featuring strongly: Computer Science, Geography, History, French, Spanish, as well as the opportunity to sit GCSEs in heritage languages. The EBacc is not be a compulsory element of our curriculum, however, more able students are advised to study these facilitating subjects with a view to future study at top universities, and all students are required to study at least one EBacc subject.

### **Curriculum Aims**

#### **a.) Depth**

A unique feature of the Chelsea Academy curriculum is that students have more teaching time than most other schools to complete their qualifications. To this end, Key Stage 4 will run from Year 9 to Year 11, so students will have two lessons per week per option in Year 9 rising to three lessons per week per option in Years 10 and 11. Year 13 students have six lessons per week per subject in order to allow adequate time for the more in-depth feedback that is required for them to achieve their potential. As a result, students are as well prepared as they can be to achieve the maximum grades possible in all of their courses.

Where students are behind in core subjects, additional Mathematics and English lessons are provided during after-school hours to ensure they have the best possible opportunity to reach grade 5s at GCSE level.

Further depth in students' learning is achieved through our strong commitment to independent learning as a means of continuing progress outside the classroom as well as suggested reading lists to improve background knowledge.

#### **b.) Breadth**

In Key Stage 3, students are able to experience a wide range of subjects, which allows them to make sound option choices. In Key Stage 4, students have three options across a variety of subjects, including technology, the arts, and a choice of computing qualifications, thus ensuring that a balanced variety of subjects to suit all learners is maintained. A broad subject offer is also available in Key Stage 5, catering for different pathways through to university, training or employment. There is an excellent choice of enrichment activities to further enhance students' breadth of experience.

### **c.) Skills and qualifications for life**

It is vital for their life chances that students do well in English and Mathematics. There is a strong focus on the core in Chelsea Academy's curriculum, as reflected in the allocation of time to core subjects in both Key Stages 3 and 4. It is our pledge to parents to do everything in our power to ensure that students achieve minimum good passes in these qualifications.

All courses we run are recognised and valued by colleges, universities and employers, and lead on to either further study or employment. Great importance is attached to the core, including digital literacy, as these qualifications are central to students' progression in life.

### **Quality of experience**

Students learn best not only when they feel they can achieve, but also when they feel motivated and excited by their learning. Every subject offered at all levels has 'Unique Selling Points', making the study of each course at Chelsea Academy a special experience, for example, Geography students will travel from the North to the South Pole, collecting stamps on their 'passport' on the way, Computing students will design an app that they will enter for a national competition, whilst Science students will study units of work linked to professions in Science during Key Stage 3. Teachers are encouraged to organise educational visits in order to contextualise learning and invite guest speakers into the Academy to further spark students' curiosity about themes and topics. Wherever possible, teachers link learning to real life so that students clearly see the relevance of their learning.

### **The Science Specialism across the Curriculum**

As our specialism, The Sciences are influential on the timetabled curriculum and beyond:

- The emphasis on the Science specialism is reflected in the allocation of curriculum time, particularly in Key Stage 4
- There is a strong set of enrichment options relating to the Science specialism, including dissection, preparation for med school and explosive chemistry
- All Curriculum Leaders write links to The Sciences into their medium-term plans at KS3 so that The Sciences are a focus across all curriculum areas
- As part of the on-going lecture programme, The Sciences feature strongly in the choice of themes delivered to Sixth Form students, with visiting speakers experts in their scientific fields
- Work experience and mentoring opportunities are linked to the Science departments at local universities, especially Imperial College, and companies whose work involves The Sciences
- Students are involved in local and national Science competitions
- Whole year group trips follow a Science theme, including visits to the Science Museum and Kew Gardens
- Students' best work, research and demonstrations are showcased at the Key Stage Science Fairs.

### **The curriculum is innovative and enhanced throughout by technology**

Chelsea Academy seek to make the most of the ever-increasing array of software and applications available to enhance the curriculum. Google Docs enables more regular and immediate feedback between teachers, individual students, and whole classes. The increasingly diverse functionality of interactive whiteboards, including the use of a range of media, help to capture students' imagination and retain their interest and motivation during lessons. Lexia is used to track students' reading ages and inform interventions. Students are taught the basic principles of creating 'apps' in computing lessons, and have the opportunity to develop their products during enrichment sessions. Subject-specific apps are used with the particular purpose of extending students' learning outside the classroom and adding variety to the types of task available, for example MyMathematics, Memrise for vocabulary acquisition in MFL, and SAM Learning for activities across a range of subjects. Technology plays an increasingly significant role in on-going parental engagement, with all Independent Learning tasks set on Show My Homework.

### **Instilling high aspirations from the outset**

At Chelsea Academy, our aim is that students have the information to make informed lifestyle choices from the earliest possible stage. They will therefore be asked frequently about their aspirations and potential career paths from Year 7 onwards. Information will be provided in bespoke lessons (for example, 'The Real Game' during Year 7 PSHCE lessons), and links to careers and future learning will be planned into schemes of learning in all subjects and at all stages. Students are interviewed intermittently with discussions linking

back to their aspirational targets to ensure not only that students are setting the right goals for themselves, but also that they have a realistic grasp of the grades required to achieve them. Regular visits from university graduates and lecturers, in particular from the most local HEIs, take place to support a range of careers-related activities from Key Stage 4 upwards. A 'CEIAG map' for Years 7-13 is published on the website to make it very clear to all stakeholders where and how students are receiving appropriate information, advice and guidance.

### **The 'extended' curriculum**

At Chelsea Academy, we view enrichment as a central part of the curriculum. For this reason, it is not referred to as the 'extra' curriculum, but as the 'extended' curriculum, where learning is enhanced and complements the main curriculum. The enrichment offer, and students' engagement with the programme, is a unique feature of the Academy, and the variety of the offer allows every student to find or develop an interest, hobby or skill that they are passionate about. The importance attached to enrichment is reflected in the timetable, with Years 7-10 and 12 scheduled for an enrichment session on the timetable every Friday afternoon. Years 11 and 13 do not take part in enrichment, as they are preparing for their final examinations.

### **A commitment to experiential learning**

Chelsea Academy has developed partnerships with a number of high profile organisations, including Duke of Edinburgh, QPR Football Club and particularly in support of our science specialism, Imperial College. There are frequent opportunities for students to visit a wide range of organisations and undertake projects, which enrich and extend their learning. The Academy has also established a number of international links in Bosnia and China, for example, so that students are able to communicate with their peers abroad both virtually and through exchange visits, and A Level students are also offered the opportunity to participate in work experience programmes abroad.

### **Our approach to Independent Learning**

Independent Learning is an essential part of students' education at Chelsea Academy. In order to become lifelong learners, students must learn not only to study when supervised in the classroom, but also independently, as they would have to do at university. Students who do not have a home environment conducive to longer periods of study are able to take advantage of the Academy's longer opening hours to complete their work. Teachers carefully plan and set tasks that not only consolidate learning from previous lessons, but also contain new challenges so that students continue to progress beyond the classroom. Independent, therefore, must be an integral part of medium and short-term planning, and this is reflected in all curriculum plans. A variety of tasks is set, including extended writing, in-depth reading, research tasks and online activities in order to awaken students' curiosity and motivate them to complete tasks to the best of their ability. All curriculum areas are supported by having the latest resources at their disposal and receive training on managing the marking load generated through peer assessment, self-assessment, self-marking online tests, and effective time management.

This is how much Independent Learning students can typically expect in each Key Stage:

**Key Stage 3:** 30-60 minutes per subject per week (with the exception of subjects where students have one lesson per week, then Independent Learning will be set every two weeks)

**Key Stage 4:** 60-90 minutes per subject per week (with the exception of PE and PSHCE)

**Key Stage 5:** 5 hours per subject per week minimum.

Independent Learning is monitored using Show My Homework, so that students have constant online access to their work, parents can set up alerts to inform them when work is due, and staff with leadership responsibilities can monitor the regularity with which work is being set, as well as its quality.

### **Key Stage 3 Curriculum Model 2016-17**

There are 29 lessons, each 55 minutes of length, in the core timetable.

<b>Subject</b>	<b>Periods per week</b>
English	4
Mathematics	4
Science	4

Art	1
Dance	1
Drama	1
Enrichment*	1
Humanities**	4
Computing	1
MFL***	2
Music	1
Personal Development****	1
PE	2
Technology	2
<b>Total</b>	<b>29</b>

\* Students have the opportunity to learn about subjects or topics that are of particular interest to their teachers and would not usually appear in the Key Stage 3 curriculum.

\*\* In Year 8, Humanities subjects are taught separately as Geography, History and RE.

\*\*\* The majority of Year 7 students study 1 hour per week of Spanish and 1 hour per week of French. Some will be doing literacy / numeracy support instead of one language.

\*\*\*\* In Key Stage 3, Personal Development covers a range of personal, local, national, and global issues relevant to the students' lives, for example work skills, citizenship and relationships education.

### **The Year 7 curriculum 2016-17**

From September 2016 onwards, Chelsea Academy students in Year 7 will be studying towards Key Stage 3 courses called '3Certs' (where 3 stands for Key Stage 3 and Cert stands for certificate, as students will be working towards certificates). 3Certs are designed to be a thorough preparation for GCSE qualifications and give the curriculum a distinctive 'Secondary school feel'. Students will feel that expectations have been raised from Primary school level, both in terms of the knowledge and skills required for success. There is no time for students to tread water and it will not be possible for Key Stage 3 to be 'the wasted years', as referred to by Ofsted in 2014.

Each subject on the students' timetable is a Key Stage 3 course, with key assessment points at the end of every term. These carefully planned summative tests will assess whether or not students have a mastery of particular skills and content. It is vital that students have a regular opportunity to practise the type of exam-style exercises and revision skills that will be essential for success in Years 11 and 13.

Running Key Stage 3 subjects as courses will raise the aspirations of students in Years 7 and 8, especially since students will be presented with a certificate detailing all of their grades at a specially arranged 3Cert results day event. This event mirrors the experience they will have on completion of Key Stages 4 and 5. The fact that students receive a certificate for Key Stage 3 will mean they have something tangible from Key Stage 3 and a sense of 'graduating' from Key Stage 3 to 4.

### **The Year 8 Curriculum 2016-17**

Year 8 students receive specialist subject teaching, with a strong focus on Literacy and Numeracy and scientific understanding. In our view, the successful development of these key skills areas is the foundation for achievement across the curriculum. Common, overarching half-termly themes are planned into curriculum plans by all curriculum areas:

- Half-term 1 – Ourselves
- Half-term 2 – Our Academy
- Half-term 3 – Our Community
- Half-term 4 – Our World
- Half-term 5 – Our Faith
- Half-term 6 – Our Futures

### **Setting in Key Stage 3**

Setting is done by ability in Mathematics, Science, Art, Computing, English, Drama, Music, Humanities and MFL. Single sex teaching takes place in PD and PE. At key points in the year, always at the end of

half-terms or full terms, students are recommended for set changes where required.

At the Academy, students are put into sets for many of their subjects. The setting is based on prior attainment, gender, teacher assessments and recommendations and is reviewed every half-term. This is to ensure that students are working in an environment and at a level that is appropriate for them. All students follow the same curriculum and so will never be disadvantaged by the group in which they have been placed. Over the autumn term, students complete Cognitive Ability Tests (CATs), baseline tests and internal assessments that are used to review and inform setting for the subsequent term.

### Key Stage 4 Curriculum Model 2016-17

Hours per week per subject are allocated as follows in Key Stage 4:

Subject	Year 9	Year 10	Year 11
English	5	5	6
Mathematics	5	4	6
Science*	6	6	6
RE**	2	2	0
Core PE	2	2	2
PD***	2	0	0
Option A	2	3	3
Option B	2	3	3
Option C	2	3	3
Enrichment	1	1	0
<b>Total</b>	<b>29</b>	<b>29</b>	<b>29</b>

\*A decision will be made in Year 10 about which students will work towards GCSE qualifications in the separate sciences, and which students will work towards the combined science award. As Science is our specialism, significant efforts will be made to put a high percentage of students in a position to be entered for the separate Science GCSE qualifications.

\*\*Early entry, full course GCSE for all students in Year 10.

\*\*\*Following the completion of the RE course in May, a series of PD lessons is delivered in the remaining curriculum time.

### Level 2 qualifications

The vast majority of qualifications selected at level 2 are GCSE qualifications, with the exception of Creative iMedia.

English Language English Literature Mathematics Combined Science Biology / Chemistry / Physics RE Art Drama Music Geography History	French Spanish Design Technology Food and Nutrition Computing Creative iMedia PE Psychology Economics Media Studies
---	--

The rationale behind selecting the additional option choices is as follows:

- **Economics** provides progression for students wishing to continue their studies in A Level Economics, A Level Business Studies, or degree level study in either. This course is ideal for any student who is interested in a career in business, marketing or finance.
- **Media Studies** will prepare students for further study at A Level and degree level. It will equip them with a range of skills, especially practical skills that can be applied across a range of GCSE and A Level subjects, as well as future careers. It also offers an exciting insight into the media industry, one of the most interesting, increasingly important and thriving industries in Britain.
- Level 2 **Creative iMedia** will prepare students for further study at Level 3. This course involves the on-going use of industry standard software, so can eventually lead to employment in Web Design, Digital Media Development, Video Game Design and many other related fields.

In addition to their formal level 2 qualifications, students will acquire additional qualifications through the PSHCE and enrichment programmes in Key Stage 4, such as:

- The AQA work experience unit award
- The Duke of Edinburgh's Award
- ECDL.

### Key Stage 5 Overview

There are a wide range of A Level courses available in the Sixth Form. All students are expected to study four AS Levels in Year 12 and three A Levels in Year 13. In some cases, where students have achieved exceptional GCSE results, students may be permitted to study five AS levels or four A Levels. Upon application to the Sixth Form, each student who meets the Academy's entry criteria will be invited for a guidance interview, where they will have the opportunity to discuss their course choices. It is imperative that students choose courses that are suitable for them and their interests. This is an on-going process that begins with the guidance interview and is then reviewed at enrolment after the publication of GCSE results.

Students' assessment results are recorded every two weeks on SIMS, and staff complete a progress check every term to monitor their performance. Students also sit mock exams in January, the data from which informs our interventions.

### Key Stage 5 Curriculum Model 2016-17 (Option Blocks)

Option A	Option B	Option C	Option D
Business Studies	Art	Biology	Biology
Computing	Chemistry	Government and Politics	Economics
RE (Philosophy and Ethics)	English	Chemistry	English
Film Studies	PE	Psychology	Media Studies
Mathematics	Physics	Mathematics	Geography
Music	Spanish	French	Mathematics
Physics	Mathematics	Economics	Further Mathematics
Psychology	History	Drama	History
		Sociology	

Students chose 4 AS Level subjects in total and in addition, all students follow an enrichment pathway including the extended project or work experience. The vast majority of students study 3 A Level subjects in Year 13, with the most able continuing with 4 A Levels where deemed appropriate.

Students have 5 lessons per week per subject in Year 12, increasing to 6 lessons per week per subject in Year 13, as well as a weekly lecture slot, timetabled enrichment and supervised study.

### Roles and responsibilities, including processes for curriculum review

#### a) Leadership Team

- A programme of classroom observation by the Leadership Team (Refer to QA cycle).
- Student interviews at specified moments throughout the year.
- Regular 'book looks' of students' work.
- Annual surveys of parent and student views on the Academy.
- Surveys of staff views on the Academy.
- Curriculum Area audits to be carried out by the Leadership Team.
- Create opportunities to share identified good practice (staff meetings, INSET days, twilight sessions).
- Ensure that there is access to resources for parents to support their child's learning, and that information about the curriculum is shared with parents on a regular basis.

b) **Curriculum Leaders**

- Carry out a curriculum area self-evaluation using the standard SEF pro-forma.
- Ensure that review of curriculum plans takes into account students' views.
- Have full awareness and up-to-date knowledge of curriculum developments, changes and opportunities in their subject area.
- Articulate 'unique selling points' of curriculum plans and what makes learning their subjects special at Chelsea Academy.

c) **Teachers**

Base the content of lessons on agreed curriculum plans.

- Reflect on the content and effectiveness of their lessons on a regular basis.
- Plan engaging and inspiring lessons that generate curiosity amongst the students.
- Provide the opportunity for students to reflect upon curriculum plans.
- Ensure that criteria for key assessment tasks are shared with students.

d) **Students**

- Assist in the development of the curriculum through questionnaires, the student council and interviews with different student groups.

e) **Parents**

- Complete curriculum review questionnaires.
- Form an active partnership with the Academy in promoting their child's learning.
- Where appropriate, attend twilight courses run by the Academy designed to assist parents in supporting their child's learning, for example, 'how to revise' sessions.