



Nottingham University Academy of Science and Technology

# Curriculum Policy

**Responsible officer:** Vice Principal Curriculum & Quality  
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# NOTTINGHAM UNIVERSITY ACADEMY OF SCIENCE AND TECHNOLOGY

## Curriculum Policy

### 1. Vision – delivering success through ambition and excellence

- 1.1 Nottingham University Academy of Science and Technology (NUAST) is a Technical Academy committed to providing an innovative and technologically rich learning environment and to enable all students to fulfil their potential, and to succeed.
- 1.2 NUAST's vision for excellence is founded on:
  - a. Developing the employability skills of NUAST 'graduates'.
  - b. Heightening the engagement and enthusiasm of learners.
  - c. Collaborating with employers in curriculum vision and delivery.
  - d. Developing innovative business entrepreneurs, creative captains of industry and dynamic leaders of research and development.
  - e. Supporting progressions to employment, an apprenticeship, or further or higher education.

### 2. Curriculum principles

- 2.1 The curriculum will be based on the following key principles:
  - a. The available pathways and curriculum will be suitable for the widest range of abilities and aptitudes.
  - b. The activities will be planned with differentiation in mind to provide access and outcomes for all students.
  - c. Employer engagement will not be solely achieved through work experience but will involve employers acting as mentors, supporting the Curriculum Working Groups and designing and delivering planned business projects.
  - d. Employer led learning will be planned to be progressive, individualised and based on clear learning outcomes.
  - e. The whole curriculum experience will enhance aspiration and ambition; students will learn about career possibilities and the applicability of their learning at ever higher levels as they progress through the Academy.
  - f. Quality Assurance systems will focus overtly on the management of the quality of teaching and learning.

### 3. Curriculum Offer

- 3.1 NUAST will become a beacon of educational excellence in the East Midlands, by providing first class technological and academic education, showcasing collaboration with business and transforming the supply of a skilled workforce to local, regional and national businesses.
- 3.2 The NUAST curriculum will offer a range of experiences that will provide innovative opportunities for learning. The curriculum will provide breadth through its mix of core studies, technical and vocational studies, work related activity, enrichment and employability/life skills. NUAST's curriculum offer will be delivered in partnership with the University of Nottingham, Torch Academy Gateway Trust, local and national employers. It will offer a combination of core academic and vocational studies leading to a full range of national qualifications (GCSEs and A levels) and a core technical, engineering, and information technology curriculum leading to nationally recognised (Level 2 and 3) qualifications. There will be 3 specialist curriculum areas: Engineering, Information Technology and Science, which will aim to develop young people so that they become entrepreneurial, independent, interdependent and confident learners. The curriculum will blend real work-based learning with academic rigour. Furthermore, it will be underpinned by the Spiritual, Moral, Social and Cultural and PSHE provision.
- 3.3 At Level 2, students in Year 10 will receive a broad and balanced curriculum. All students will study for GCSEs in English, mathematics, biology, physics, chemistry, a modern language and either history or geography. As well as these academic GCSEs, all students will choose an optional pathway of either engineering or IT/computer science. Each pathway will lead to a further three or four GCSEs equivalents.
- 3.4 At Level 3, students will choose to study one of the following pathways:
- a. A levels or equivalent academic qualifications, with an emphasis on science, computing and mathematics subjects.
  - b. Level 3 vocational qualifications in engineering equivalent to 3 A levels with additional industry – recognised practical qualifications.
  - c. Level 3 vocational qualifications in IT equivalent to 3 A levels with additional industry recognised practical qualifications and experiences.
- 3.5 The STEM A Level pathway includes a Level 3 Extended Project equivalent to half an A level.

## 4. Employer Engagement

- 4.1 Local, regional, national and even international employers are engaged in the design, development and delivery of the curriculum offer. They will also support access to high quality learning materials, the provision of student work placements and real world projects, making available business mentors, scholarships and internships for both students and staff.
- 4.2 Central to the success of the curriculum will be the creation of real work environments through the provision of high class specialist facilities and equipment to meet the learning and assessment needs of the curriculum, of the students and of their future employers. Whilst it is essential that some of the curriculum provision is delivered in the NUASt building itself, advantage will also be taken of existing nearby facilities provided by the University of Nottingham, local employers and other education providers.

## 5. Enrichment

- 5.1 NUASt will offer a comprehensive and differentiated programme of enrichment and personal development, supported by the University of Nottingham, Nottingham City Council and employer partners. All students will be required to participate in some of the opportunities, available through the extended curriculum and there will be a wide range of choice. The opportunities offered will vary across year groups and will be delivered at different times in the Academy's year. Year 10 and Year 12 students will be able to choose from a selection of the following activities (activities listed are for illustrative purposes only):

### a. Community Service and Citizenship

- i. Duke of Edinburgh Award.
- ii. Volunteering/Community Service.
- iii. Charity and Fund-raising events.
- iv. First Aid.
- v. Student Council.
- vi. International Awareness.
- vii. Social Enterprise project design and delivery.

### b. Sport and Adventure

- i. Basketball and volleyball.
- ii. Football.
- iii. Hockey.
- iv. Tennis and badminton.
- v. Combined Cadet Force.
- vi. Running and Fitness.
- vii. Sports Leadership Awards.

- viii. Music.
- ix. Computer programming.
- x. Dance and Drama.
- xi. Theatre and art.

5.2 Year 10 and 12 students will also have the opportunity to be involved in STEM clubs including Young Engineer of the Year, F1 in Schools, Young Enterprise and other competitions. In future years it is envisaged that students will be offered the opportunity to learn new languages and cover additional topics in Humanities.

## **6. Curriculum timetable and calendar**

6.1 The teaching year will comprise of 5 semesters of 8 weeks, 5 days per week. The longer academy day will enable the comprehensive curriculum offer of academic, technical vocational and project-based work with enrichment and the removal of homework as a requirement. This will enable student to get used to the normal working day and understand the need for a healthy work/life balance. Excluding breaks this equates to up to 34 guided learning hours (GLH) per week or over 1300 (GLH) per year. The curriculum programme for the academic year 2014/15 is at Appendix A.

## **7. Homework and Extra Curricular Activities**

7.1 The curriculum has been designed and developed to ensure that sufficient time is set aside each day for students to complete their assignments and homework before they finish for the day at 5pm. However, students may choose to do some additional research and private study in their own time at home in the evening or at the weekends. Additionally, for students who choose to participate in the Duke of Edinburgh Award Scheme and/or the CCF, some of the activities will be planned for after 5pm in the evening.

## **8. Supporting students and standards**

8.1 An important element of ensuring students maximize their potential is the support they receive to meet their learning and well being needs. Each learner will be allocated a Learning Manager, who will have an overall view of the progress the student is making and will be the first point of contact for parents/carers. Learning Managers will also oversee the progress of each student's Individual Learning Plan (ILP), which will set out what is expected of the student just as an employment contract would help an employee to function effectively in the workplace.

- 8.2 The tutoring approach will also help foster a sense of family, caring and of community amongst the students. This aspect of provision aligns with part of the rationale for NUASt being relatively small in size and will be particularly important given the diverse backgrounds and geographical areas from which young people will be drawn.
- 8.3 NUASt will also adopt policies and procedures to enable students with Special Educational Needs and other individual needs to reach their full potential; to be included fully in the NUASt community and to make a successful transition to adulthood within the normal resources of a specialist 14 – 19 Academy. These individual needs include any educational, social, medical, disability, financial, behavioural, emotional, linguistic or other need that may impact on the learner’s progress and attainment. Where some students need further support to address their learning needs, NUASt will work with other selected local providers and, where appropriate, through existing strong local partnerships, to provide this additional support.

## **9. Linkages to other Policies**

- 9.1 The Curriculum Policy should be read in conjunction with the following:
- Teaching and Learning Policy.
  - Assessment and Reporting Policy.
  - Gifted and Talented Policy
  - SEN/Individual Needs Policy.
  - PSHE Policy.
  - Religious Education and Collective Worship Policy.

## Appendix 1

### **NUAST Student Profile and Curriculum Programme: 2014/15**

**Student Profile:** Following our profiling of learners, on entry we anticipate the following characteristics:

- Ability will be below national averages (KS 2: 28 APS) on prior attainment (estimated 26.5 APS) based upon achievement levels.
- Unequal balance on gender profile (70% male).
- Ethnic profile will be in line with the national picture or above  $\leq 20\%$  BEM
- Students with English as a second language will be approximately in line with national averages  $\leq 11\%$
- Students requiring an EHCP will be above national averages  $\leq 4\%$
- Students likely to be looked after (LAC) will be in line with or above national averages  $\leq 2\%$

The proposed locality of the Academy in the City of Nottingham, contains a more disadvantaged and deprived community.

#### **Curriculum rationale:**

- To offer a broad and balanced academic curriculum
- To deliver a core academic curriculum provision centered upon the English Baccalaureate Diploma subjects
- To offer an enhanced provision in the areas of science, engineering and computing
- To meet our statutory obligations with regards to religious education and physical education
- To supplement the core offer with a diverse range of learning experiences to enhance personal development and well-being
- To enable students to gain an appreciation of the importance of participation in a wide variety of physical and aesthetic activities (Sport & The Arts)
- To develop explicit opportunities for student leadership development
- To engineer opportunities for active citizenship in local and national communities
- To prepare students for further and higher education and ensure access to the very best courses.

#### **Specialisms:**

NUAST will place a strong emphasis on Science, Engineering and Computing. This emphasis helps secure our vision of enabling students to reach high academic targets whilst developing self-esteem, leadership, team skills and well-being. These complementary areas develop skills and attributes in young people that are highly valued by Higher Education institutions and employers and provide:

- The ability to think logically and strategically
- The ability to reason, order and sequence
- A strong understanding of mathematics and statistics enables young people to understand and engage with our data rich world
- A secure foundation for other subjects, including science
- The ability to demonstrate leadership skills
- The skills to operate effectively teams
- The importance of competition and goal setting

### **Wider learning provision:**

Supporting the above there will be a range of learning experiences that will help shape each student's view of themselves and of the wider world in which they live. This provision will include:

- At Key Stage 4 students will engage in business challenges and a wide variety of work placements to prepare them for the world of work
- The rationale behind studying these subjects at Key Stage 4 is diverse:
  - i. The subjects provide learning pathways into our academic options at Key Stage 5 and hence students will have a stronger understanding of the subject portfolio they wish to construct around their core entitlement.
  - ii. In a culturally rich and diverse society it is essential that all students have an appreciation of the economy and how they shape and reflect the society in which they live.
  - iii. Science, Engineering and Computing sits at the very core of a modern post-industrial society in terms of wealth creation. All students should understand how wealth is created in a market economy and the associated production processes involved. Linked to this is an understanding of labour markets and the value placed upon skills, creativity and enterprise.
- Options (in addition to specialisms) at KS4 will include: Computing, History, Spanish/French/German
- At Post 16 the curriculum offer will be shaped by a number of factors:
  - i. The recognition by the Russell Group of universities as to the enabling qualities and academic challenge of individual subjects.
  - ii. The general popularity and cost effectiveness of supporting a subject at AS/A Level.
  - iii. Continuity of learning pathways from Key Stage 4 and to reflect our specialisms.
- The A-Levels we intend to deliver include Mathematics and Further Mathematics, Physics, Chemistry, Biology, Computing, Product Design. We will also provide specialist Level 3 pathways in Engineering and Computing. Students on these courses will also be expected to study Mathematics above Level 2.

**Ethos:**

A key aim of NUASt is to develop a strong ethos of independent study and learning. The rationale behind this is to enable our students to compete with the very best and extend learning beyond the core curriculum. This inquisitiveness is fostered through opportunities to engage in personal research and enquiry. The ability to learn independently will prepare students for the demands of further and higher education.

- Too often students do not acquire the skills and self-discipline in a home environment to study effectively. At NUASt careful nurturing of independent study will take place through in/after school study periods so students can invest in their own success.
- A range of technology aids will enable students to develop research skills and staff will be on hand to guide and direct their work as required.
- The VLE will be accessible to students at all times and will contain a wide-range of additional learning materials

**Leadership training:**

A key part of our vision is to shape and develop future leaders.

- Confident leadership is a trait all young learners need to acquire if they are to compete with the best. A wide range of opportunities for leadership development will be presented to all students so that they can develop their leadership abilities.
- **LAMDA:** (London Academy of Music and Dramatic Art)  
Communication examinations:
  - i. This qualification helps young people develop the critical communication and presentational skills that all leaders require. If our students are to compete with the best they should feel confident in their ability to communicate to any audience.
  - ii. The LAMDA Graded Examinations offer a range of opportunities for learners to develop personal, learning and thinking skills. This will make a significant contribution to developing students' self-esteem and contribute to their well-being.
  - iii. The LAMDA courses:
    - Develop self-confidence
    - Encourage independence in learning
    - Develop communication and general conversation skills
    - Present opportunities to improve concentration skills
    - Improve technical skills over time;
    - Help learners to develop a sense of appropriateness and occasion.
    - Provide a channel for enthusiastic response
    - Provide mechanism to encourage the development of practical communication skills

- **Sports teams and coaching:**  
As a result of our emphasis on leadership we will promote the 'Award in Sports Leadership.' This course will enable students to:
  - Develop and apply leadership skills
  - Engage in healthy life-styles
  - Enhance their organisational skills in delivering sports events and competitions
  - Explore new pathways in sport and recreation
  - Develop personal well-being and self-esteem through leading and coaching others
  - Act as positive role models
  
- **Our 'additionality' provision** will enable students to participate in a wide range of team and individual sports. There are many benefits from this enhanced provision, including:
  - Pursuit of individual excellence
  - Leadership and coaching
  - Team working skills
  - Competition
  - Dedication, resilience and time management
  
- **Duke of Edinburgh Award Scheme:**
  - This scheme is a nationally renowned and recognised programme that allows students from the age of 14 to set a range of challenges and experiences for themselves that will develop positive attitudes to all aspects of life.
  - The programme covers 5 critical elements that provide skill and personal enrichment (volunteering; physical development; skills; expedition and residential)
  - Students are able to progress through the three award stages, Bronze, Silver and Gold. Each stage provides a higher level of challenge. This scheme is highly valued by universities and employers as evidence of commitment beyond the normal curriculum boundaries.
  
- **Combined Cadet Force (CCF):**
  - A popular and complementary/alternative to the Duke of Edinburgh scheme is the CCF. This develops young people positive attitudes to self and public service as well as providing leadership opportunities.
  - The CCF programme allows young cadets to meet other cadets from across the country through adventure camps, sports days.
  - A range of activities develops other important skills such as first aid, field craft, as well as participating in expeditions.
  - The Army Proficiency Certificate teaches leadership skills.

This broad range of experiences will help nurture a set of personal and academic skills and attributes that will equip our students to 'be the best' and 'compete with the best' to secure places in the best universities, employment, or in the fields of sport and artistic expression.

### **Curriculum Support:**

NUAST will support all students, regardless of context and background. We will pro-actively overcome barriers to learning. All staff in the school will provide mentorship and guidance to all students according to need.

Our curriculum support provision will include:

- Literacy and numeracy recovery
- Support for SEN/D, EAL, SEBD, etc.
- Developing acceptable social skills and protocols
- Family mentoring

A dedicated team led by the school's SENCo will deliver this agenda.

### **Pastoral Support:**

A mentor, overseen by the Vice Principal, will support all students. We will adopt a Year based system, as we strongly believe this is best way to build a strong Academy culture and to focus on achievement. Heads of Year have responsibility for both the academic and personal progress of all students in their year group. Mentors will meet with students daily and with parents at least twice yearly, at student-parent review days.

### **Accreditation routes:**

The curriculum package will appropriately challenge all students. This in turn will help shape and develop a positive school ethos and engage students in learning. We will primarily use the GCSE accreditation pathway although we may occasionally follow BTEC/Vocational routes, where it is in a student's best interests. Our 'additionally' programme will be linked to nationally recognised awarding bodies – LAMDA; Duke of Edinburgh; Sports Leaders Awards system and BTEC.

Although we will use mainly OCR qualifications, the subject leaders will be free to decide which examination board's specification to follow, within a set range of criteria:

- Compatibility with A-Level specifications
- Supporting University entry admissions
- Availability of resource and support material.

Some students may be entered early for their GCSE accreditation e.g. at the end of Year 10. If this is the case Year 11 curriculum time will be taken up in developing breadth and depth in preparation for A-Level studies. Such courses would include:

English – Critical Thinking AS Level  
Mathematics – GCSE Additional Mathematics  
Science – AS Level Extended Project Qualification

For those students who are at risk of not securing a Grade C at GCSE in some option subjects a supplementary BTEC accredited course will be considered.

In Post 16 students will be encouraged to study a range of additional qualifications (EPQ, Critical Thinking and Advanced Sports Leaders Award) as well as engage in activities that broaden their horizons e.g. World Challenge.

**How the proposed curriculum reflects the needs of our anticipated student intake.**

- The profile of our student intake is suited to a specialist, rigorous and challenging academic curriculum given their APS on entry and parental aspirations gathered through public consultation.
- Our gifted and talented provision through grouping and the extended school day allied to the enrichment programme will enable students to make higher than expected progress between Key Stage 2/3 and 4.
- The explicit expectation that all students will participate in leadership development, through our extended additionality programme, will enable all students to develop their self-esteem and self-confidence to meet and succeed with the challenges of our curriculum.

**PROGRESSION:**

For every subject studied by the student an end-of-key stage target grade/level will be set based upon KS 2 profile data and internal assessment profiling. At Key Stage 4 this level outcome will be based on their KS2 English and Mathematics level and score. The target grade selected and subsequently monitored will be determined by the national upper quartile expectations. Given the end-of-key stage target every student will receive a 6-monthly target review. This will ensure that learning progress is on track to secure the short and long term target.

If a student is not on target at their half-yearly review, a range of interventions will be applied, appropriate to progress gap e.g.:

- Slight cause for concern (0.5 grade or 0.33 Level): – additional monitoring by the mentor and additional independent study
- Cause for Concern (1 grade / 0.66 Level): – targeted support by key subject staff, overseen by subject Performance Director
- High cause for concern (2 grades/1 level): - additional classes/tuition via funded intervention, overseen by the Vice Principal.



Year 10 Spring Term: Interview Day with businesses  
Year 10 Summer Term: Organising a work experience placement  
Year 11 Autumn Term: Work Experience week and de-brief; Post 16 preparation; individual careers advice. Students will be provided with a range of information from existing post 16 providers in the locality.

For students in Post 16 education mentors and other specialist providers will provide guidance and support for Higher education and/or training or employment. Specific support will be offered to help support UCAS and university entrance, including a programme of mock interviews.

## The curriculum plan

**Calendar:** NUASt will be open to students for 190 days per year. There will be an additional INSET training for teaching staff. The term time dates will mirror those of the TAG Trust schools in order to enable cross usage of staffing resources and hence improve value for money.

### Core Timetable: Monday to Friday

PERIOD	START	FINISH	MON	TUE	WED	THU	FRI
Tutor	8.15	8.30					
1	8.30	9.15					
2	9.15	10.00					
3	10.00	10.45					
BREAK	10.45	11.00					
4	11.00	11.45					
5	11.45	12.30					
6	12.30	1.15					
LUNCH (incl. reg.)	1.15	2.00					
7	2.00	2.45					
8	2.45	3.30					Early finish
9	3.30	4.15					
10	4.15	5.00					

Each period is 45 minutes but some subjects may be taught in ‘doubles’ or ‘trebles’ as required for practical subjects. Monday to Friday there will be a total of 37 taught periods (= 29 hours 15 minutes).

### Sample student timetable (Year 10)

	Mon	Tue	Wed	Thu	Fri	
Tutor/registration						
8.30-9.15	1	Maths	Maths	Maths	English	Physics
9.15-10.00	2	Chemistry	English	Engineering	English	Chemistry
10.00-10.45	3	Chemistry	Biology	Engineering	History	Maths
10.45-11.00	Break					
11.00-11.45	4	English	Biology	Physics	French	History
11.45-12.30	5	English	Private Study	Physics	Maths	French
12.30-1.15	6	Maths	Engineering	English	History	English
1.15-2.00	Lunch					
2.00-2.45	7	Biology	Engineering	Private Study	French	Engineering
2.45-3.30	8	Private Study	PE	Maths	Engineering	Early finish
3.30-4.15	9	English	PE	Enrichment	Engineering	
4.15-5.00	10	Engineering	PE	Enrichment	Private Study	

## Sample student timetable (Year 12)

		Mon	Tue	Wed	Thu	Fri
Tutor/registration						
8.30-9.15	1	EPQ Project	Private Study	Tutor	Maths	Biology
9.15-10.00	2	Private Study	Private Study	Physics	Maths	Biology
10.00-10.45	3	Private Study	Chemistry	Physics	Physics	Private Study
Break						
11.00-11.45	4	Physics	Chemistry	Chemistry	Physics	Chemistry
11.45-12.30	5	Physics	Physics	Chemistry	Private Study	Chemistry
12.30-1.15	6	EPQ Project	Biology	Biology	Private Study	Maths
Lunch						
1.15-2.00						
2.00-2.45	7	Maths	Biology	Biology	Biology	Physics
2.45-3.30	8	Maths	Maths	Private Study	Chemistry	<b>Early finish</b>
3.30-4.15	9	Biology	Maths	Enrichment	Chemistry	
4.15-5.00	10	Tutor	PE	Enrichment	Maths	

## Basic Curriculum Calendar (2014/15):

Month	Assessment Point	Department Pastoral Meetings	Parents' Meetings	Transition
September		2 Subject 1 Pastoral	Student Review Day	
October		2 Subject 1 Pastoral	Celebration Evening	
November	Formal Tests A.P.1	2 Subject 0 Pastoral		Open Evening Year 9
December	Report	1 Subject 1 Pastoral		Open Evening Year 12
January		2 Subject 1 Pastoral		Year 9 Cognitive Test
February		2 Subject 0 Pastoral		
March	A.P.2	2 Subject 1 Pastoral	Student Review Day	
April	Report	1 Subject 1 Pastoral		
May		2 Subject 1 Pastoral		
June	Formal Tests A.P.3	2 Subject 1 Pastoral	Parents' Meeting	
July	Report	1 Subject 1 Pastoral		2 Transition days for Years 9 & 12
August				

## CURRICULUM ORGANISATION:

### Curriculum Plan Key Stage 4:

KEY STAGE 4	YEAR 10	%	YEAR 11	%
<i>SUBJECT / PERIOD (45 minutes) ALLOCATION</i>				
ENGLISH (LANGUAGE & LITERATURE)	8	17	8	17
MATHEMATICS	7	15	7	15
PHYSICS	3	6.5	3	6.5
CHEMISTRY	3	6.5	3	6.5
BIOLOGY	3	6.5	3	6.5
HISTORY or FRENCH or SPANISH or GERMAN or COMPUTING (2 from 5)	6	12	6	12
Engineering or Computing	8	17	7	17
P.E.	3	6.5	3	6.5
Private Study	4	8.5	4	8.5
Enrichment	2	4.5	2	4.5
	<b>47</b>	<b>100</b>	<b>47</b>	<b>100</b>

### Rationale:

- This will, through schemes of work that are explicitly designed to escalate learning over the time allocated, enable departments to secure learning at the higher levels.
- The additional time allows staff to plan for greater depth in learning experiences that deepens subject understanding and critical academic skills. This in turn raises student progress, achievement and motivation.
- This greater depth and academic rigour enables students to prepare for the challenges of A-Level courses of study. This in turn enables the vision of increasing the proportion of students accessing the Russell Group of universities to be realized.
- The courses of study will allow for more structured support through intervention to be put into place in order to secure achievement and levels of progress.
- The mapped curriculum provision will deliver higher outcomes for our students compared to other local schools because:
  - The package is focused upon developing high order academic skills that are transferable to all EBac. subjects allied to an emphasis on STEM curricular provision.
  - Our emphasis on independent learning in additional extended time will support the underlying philosophy of students becoming active learners rather than passive recipients of knowledge.

- Inspirational teaching, delivered by good/outstanding teachers, will facilitate high levels of engagement and achievement. This in turn will inspire students to pursue learning at higher levels in line with our stated vision.
- The provision of significant amounts of lesson time for the core subjects will enable stronger continuity of learning and subsequent achievement.
- Our extended learning day/week allows us to provide a higher absolute and percentage provision of curriculum time in E.Bac subjects compared to many local schools. This increased focus of time on learning in E.Bac subjects will help secure higher progress and achievement.
- The ability to provide single and double lessons means that individual subject needs can be met which in turn supports learning and achievement.
- There are clear learning pathways from KS 3 to KS 4 so that students are building upon prior learning.
- To support our specialism extended provisions are made through the option pattern to allow for additional breadth to areas of direct relevance. These are complemented through our additional extended provision.

**Provision:**

- The Key Stage 4 curriculum is heavily centered on the English Baccalaureate Diploma subjects. Consequently, all students will study English (Language & Literature), Mathematics, Biology, Chemistry, Physics, History (or Geography in subsequent years) and French, Spanish, German or Computing (2 out of 5) to GCSE termination.
- In addition to this academic core students will continue to have a strong provision in R.E. and PSHE in order to continue to reflect and develop their views on key personal and social issues. The PSHE programme will include a focus on ensuring students make appropriate choices for Post 16 courses and prepare them for the world of work.
- All students will continue to have 3 periods of PE in order to ensure they develop fit and healthy lifestyles through physical participation in sport.
- The range of options reflects a continuation of learning pathways from Key Stage 3, which are of sufficient academic 'weight'. There are substantial opportunities for students to pursue courses that support our specialism in STEM areas.
- In addition to the above there will be an extended study provision between 3.30pm – 5.00pm on Wednesdays. In this 1.30-hour provision students will be able to undertake:
  - Independent Study using the school's ICT facilities.
  - Personalised subject support
  - Extra-curricular activities in Sport
  - Award Schemes: DoE, LAMDA,
  - Leadership Training
  - Enrichment activity linked to their specialism (e.g. Young Engineers)

## Key Stage 5 (Post 16)

### Rationale:

- The main provision is based upon a curriculum offer that is primarily focussed upon 'enabling' and 'hard' A-Level subjects on the basis that these subjects provide the best opportunity for students to compete with the best, at the best universities. Alternatively students can specialise in Engineering or Computing through Level 3 courses
- The curriculum offer provides for clear pathways from Key Stage 4.
- We expect all students to follow 4 AS Levels in Year 12 and that a majority of students will continue to study for 3 A Levels in Year 13.
- It is important that Post 16 students continue to explore a wide range of personal, social, moral, spiritual and cultural issues through Tutor sessions/PSHE days.
- Through mentoring and PSHE sessions students will prepare for university and employment entrance.
- In Year 12 students will be expected to widen their studies through EPQ, and other opportunities e.g. Sports Leadership Award.
- All students will experience an afternoon of physical exercise through team or individual sport. This supports our healthy lifestyle and well-being agenda.
- Additional subjects and options will be available for students to access through Toot Hill College and, if successfully approved, the Nottingham Free School. This will allow students to access a wider range of additional subjects. Distances between the schools are relatively short and transport links extensive.

Lesson allocation/ Subject	Core	OPTION BLOCKS				
		A	B	C	D	E
Mathematics		8		8		
Further Maths			8			
Physics						8
Chemistry			8			
Biology		8				
Computing					8	
Product Design					8	
<b>BTEC Eng</b>				<b>20</b>		
<b>OCR Computing</b>				<b>20</b>		
<b>EPQ</b>					<b>2</b>	
<b>Enrichment</b>			<b>2</b>			
<b>PE</b>	<b>3</b>					
<b>Tutorial/PSHE</b>	<b>2</b>					

## Student Learning Organisation

**Key Stage 4:** Student groupings in Year 10 will be determined by learning progress at Key Stage 3 and Key Stage 2 levels/scores. In the core English Baccalaureate Diploma subjects setting will take place. In option subjects this may not be possible due to the numbers taking each option subject.

**Key Stage 5:** Groupings will generally occur through student choices. In some subjects, if more than two groups operate there may be opportunities to 'set' but this is subject to timetabling constraints. Choices will be guided through individual mentoring related to Post 18 aspirations.

**CURRICULUM PROVISION:** At all stages the curriculum is broad and balanced in order to enable students to find their learning pathways based upon their abilities, talents and developing interests. Our curriculum clearly demonstrates that we (a) promote the spiritual, moral, cultural, mental and physical development of students at the school and prepares students at the school for the opportunities, responsibilities and experiences of later life.

	KS 4	Post 16
Spiritual	RE Assemblies Mentoring time Cross curricular	RE Assemblies Mentoring time Cross curricular
Moral	RE PSHE Assemblies Mentoring time Cross curricular Sport LAMDA DoE Cadets	RE PSHE Assemblies Mentoring time Cross curricular Sport LAMDA DoE Cadets
Cultural	MFL English Assemblies RE PSHE Trips & visits	MFL English Assemblies RE PSHE Trips & visits
Mental	Mentoring Curriculum subjects Support services LAMDA DoE Cadets Assemblies	Mentoring Curriculum subjects Support services LAMDA DoE Cadets Assemblies
Physical	Sport PSHE Assemblies DoE Cadets LAMDA	Sport PSHE Assemblies DoE Cadets LAMDA

	Community	DoE Assemblies Trips & visits RE PSHE Mentoring Sport groups	DoE Assemblies Trips & visits RE PSHE Mentoring Sport groups	
	Opportunities Responsibilities Experiences	Trips & visits Outdoor education experience DoE Assemblies LAMDA/Speaking Industry Day Business Challenges Mentoring/Careers guidance Sport Community work Invited speakers incl. faith communities	Work Experience University visits Trips & visits DoE Assemblies LAMDA/Speaking Industry Day Business Challenges Mentoring/Careers guidance Sport Community work Public speakers e.g. political representatives	

The longer learning day in part enables a broader curriculum to be delivered and so facilitating a curriculum for all. Our curriculum offer responds to the community voice. Religious education will be taught in line with the Nottinghamshire Agreed Syllabus for R.E.

The distinctiveness of each subject has been recognised in the curriculum model. This allows for subject specialists to explore and develop programmes of study that will inspire and excite young learners. Specialists in their field of expertise bring unique qualities to the learning experience in the classroom, not least, of which is a passion and enthusiasm for their subject.

### Staffing structure

The Staff Curriculum Description (SCD) is constructed upon a number of working assumptions:

- A Principal has been appointed to post preceding the school opening. In the absence of the Principal the Vice-Principal will deputise.
- The SCD model assumes an intake (September 2014) of at least 60 KS 4 students and 50 KS 5.
- Staffing costs are based upon current market rates.
- The leadership structure will be 'flat' with middle leaders taking the lead role in developing Programmes of Learning (PoL) and Schemes of Work (SoW). (Middle Leaders will be referred to as Performance Directors (PDs)).

## **Teaching Curriculum Description:**

### ***Year 1 (2014-15)***

- The key curriculum goal for Year 1 will be to establish the long-term PoL and SoW for the two-year Key Stage 4 (KS 4) curriculum and two year Post 16 curriculum.
- In order to secure experienced subject leaders and teachers in Year 1 most teaching staff will be PDs with the resultant additional TLR cost.
- The PDs will be expected to work with other TAG Trust subject PDs in order to provide the benefits of division of labour and quality assurance.
- Strong guidance and direction is anticipated from the Progress Boards.
- All appointed PDs will be trained to be outstanding teachers with the leadership capacity to grow with the academy.
- The TLR allowance allocated reflects the expected market rate and the associated level of responsibility, linked to the number of curriculum periods taught.
- There will be a full time Principal and Vice Principal and from January 2015 an Assistant Principal. The SENCO will also act as Head of English until Year 2.
- Where subject leadership is not provided that will be done under the aegis of the TAG Trust.

### ***Year 2 (2015-16)***

- The curriculum plan for Year 2 (Year 10 - 13 students) will be to complete the PoS for KS 4 and to prepare students for Further Education, Higher Education including course choices or employment and training.
- An Assistant Principal has been appointed (L10-14) to lead strategic planning and pastoral care (Post 16). This person will have a reduced timetabling commitment.

## **TEACHING STAFF**

## SUPPORT STAFF (Curriculum & Non Curriculum)

The level of support staff will be determined by:

- Cost effectiveness of employing staff as against buying in services from the TAG Trust or other providers, e.g. Local Authority.

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AREA	SALARY SCALE	YEAR 1 2014-15	YEAR 2 2015-16	YEAR 3 2016-17	YEAR 4 2017-18
CLASSROOM LEARNING & COVER ASSISTANTS					
SUBJECT TECHNICIAN (I.T./Sc/Design)					
HoS Personal Assistant / Personnel					
Finance - Data					
Receptionist					
Administration General					
Student Welfare					
Caretaking					
Catering					
Mid-Day Supervision					
Print Technician LRC Manager					

- Services bought in will be Payroll, Data, H.R. & Accounting.
- All posts will be 'Job Evaluated'.
- In order to ensure operational feasibility and cost effectiveness in the first few years appointed personnel will be required to demonstrate work place flexibility.