

UNIVERSITY ACADEMY
HOLBEACH



UNIVERSITY OF
LINCOLN

The University Academy Holbeach

Principal: Steve Baragwanath B.Sc. (Hons.)

Timetable and Curriculum Policy

March 2018

To be reviewed every year

Review date: March 2019

The aims and underlying principles of the Curriculum

The curriculum is designed to provide for all learners, in a safe and secure environment conducive to learning, the opportunities to:

- Experience a broad and balanced education which encourages them to fulfil their potential in the many different areas relevant to their abilities, skills and interests.
- Acquire and develop the knowledge, understanding, skills and qualifications necessary;
 - (i) To progress with confidence to the next stage of their life and education through a process which encourages them to engage in lifelong learning.
 - (ii) For adult working life in a changing employment situation.
 - (iii) To participate as effective citizens in a multiethnic society.
 - (iv) To develop for themselves an active and healthy lifestyle.
- Enable them to develop a sense of personal and cultural identity that is confident and open to change and is receptive and respectful to other identities.
- Develop the Key Skills of literacy, numeracy and ICT.
- Develop co-operative and interpersonal skills.
- Acquire the study skills necessary to realise their learning potential.
- Become receptive to new ideas and to make independent and informed decisions which affect themselves and others.
- Acquire an understanding of the social, economic and political issues of the world and of the interdependence of individuals, groups and nations.
- Appreciate the complex human interaction with, and dependence upon, the local and global environment and to develop a caring and responsible attitude towards the environment.
- Appreciate human achievement in the creative and expressive arts, science, technology, humanities and physical pursuits; and to experience a sense of personal achievement in some of these fields.

In the curriculum models that follow there is an understanding that:

- (i) All learners are entitled to, and should be offered, a comparable range of educational opportunities.
- (ii) There are differences in the abilities, aptitudes, interests and other characteristics of learners which need to be catered for.
- (iii) The learning environment and teaching methodology are important factors in determining whether or not some of these aims are achieved.
- (iv) Extra-curricular activities, such as school productions, fund raising activities, school teams, visits, residentials, curriculum activity days, Industry Day and Work Experience all contribute to the total learning experience.

The Key Stage 3 Curriculum

The subjects and their timetable allocations based on a 25 period (1 week) are as follows:

Subject	Year 7	Year 8
English	4	4
Mathematics	4	4
Science	3	3
MFL	2	2
PE	2	2
Technology	2	2
Geography	2	2
History	2	2
Art	1	1
RS	1	1
Music	1	1
ICT	1	1

Key:

PE = Physical Education

MFL = Modern Foreign Languages

ICT = Information and Communication Technology

RS = Religious Studies

In both key stages learners are taught in one of two bands – either red or blue. Some setting may occur within the bands. In each band there are two more able and mixed sets and one lower set of smaller size allowing the needs of individuals to be met. Learners who are placed in the Special Needs sets are able and encouraged to move to a higher level set as their ability develops.

Art, RS, PE, DT and Music are taught in mixed ability groups throughout the two years.

English and Maths are taught in sets according to ability within a block.

Within English lessons pupils who need support with reading access the Freshstart programme for reading.

Technology is taught in half years. Each subject is then divided into four teaching groups allowing pupils to access Resistant Materials, Food Technology, Graphics and Textiles.

Learners study a modern foreign language from entry in Year 7 and continue with this until GCSE level.

Some learners may be identified to receive additional support in Maths and/or English and this may replace their study of a foreign language. This is decided on an individual basis with a pupil's learning needs taken into consideration.

The Key Stage 4 Curriculum

The Key Stage 4 Curriculum is accessed by pupils in Years 9, 10 and 11.

Pupils in Year 9 have accessed the curriculum since September 2015 to support the change to the GCSE exams programme. This follows the Options process that takes place in Year 8.

Exam qualifications are subject to change and accreditation resulting to alterations in the school curriculum and subjects available for study.

All learners follow a core curriculum:

English:

Learners study for two GCSEs in Language and Literature taught in ability groups across each half year. A selection of learners do not study for English Literature. A smaller number may be entered for English GCSE.

Mathematics:

This is taught in setted groups across the year.

Science:

Learners study either for the two Science GCSE examinations or Triple Science: Physics, Chemistry and Biology.

RS:

This is taught for 1 hour each week and is accredited as a half GCSE.

PE:

All learners have two lessons of general PE per week. This is in addition to any other study of GCSE PE.

ICT:

As well as a full GCSE options course, learners study for a nationally recognised qualification to support their of ICT key skills,

Options

Learners have a free choice from 2 Option Blocks. The blocks are designed to meet the interests and needs of the learners and are constructed after consultations and questionnaires are completed by the learners.

As part of the Options process pupils access a range of workshops and 'taster' sessions to support their choices. Online careers packages are also available to students via the schools VLE.

An example of a block is shown below:

Year 9

Option 1	Option 2
History	History
Music	Art
Art	Business Studies
Computer Science	Computer Science
Business Studies	Business Studies
Health and Social Care	Health and Social Care
Pipework	Childcare
PE	Construction

Geography	Motor Vehicle
Money and Finance	Electrical
Hair	Pipework
Motor Vehicle	Electrical

Vocational qualifications available include: Construction, Motor Vehicle, Pipework Operations, Hair, Beauty and Electrical Installations.

Some of these courses are available at Level 2 only.

In Year 9 all learners study a technology subject and choose from either: Resistant Materials, Graphics, Food (Food Preparation and Nutrition or Hospitality and Catering) or Textiles.

The Post-16 Curriculum

Our Sixth Form offers a range of vocational qualifications and A Levels.

The subjects on offer include:

Construction	A Level English	Pipework
A Level Maths	BTEC Sports Science	Motor Vehicle
A Level History	Pipework	Hairdressing
Applied Science	Child Development	Health & Social Care
Beauty Therapy	Electrical Installations	BTEC Science
A Level Geography	A Level Chemistry	A Level Physics
A Level Biology	Media and CISCO	Business Studies

Vocational subject levels are available for study at levels 2 and 3.

Technical qualifications are available for study at levels 1-3

In addition to this timetable some learners also undertake Work Experience placements each week with local employers as part of their course requirements.

The school also provides opportunities for learners to retake English and Maths qualifications.

Apprenticeships: The school works with local employers to support apprenticeship programmes. Learners are able to access learning through day release programmes and have access to the school facilities to study the core components of their apprenticeship.

The school works with apprentices in a range of subject areas such as pipework, horticulture and childcare. Further information can be sought by contacting the school.

Support for all apprentices is given in preparing them for key skills in literacy, numeracy and ICT.