



Noel-Baker Academy
A L.E.A.D. Academy

Noel-Baker Academy Curriculum Policy

Reviewed and Updated September 2024

Draft until Ratified

Curriculum philosophy

At Noel-Baker Academy, everything we do is underpinned by our belief that our students are entitled to the very best breadth and depth of provision. We are proud of our students and our community and are determined that the Noel-Baker curriculum will enable our students to be the very best that they can be. Our purpose is to provide a rich education that will allow them not only to achieve excellent qualifications but also to become thoughtful, educated and well-rounded young adults. We believe that all students are entitled to learn about 'The best that has been thought and said' (Matthew Arnold). Our students are the inheritors of the greatest ideas, written texts and discoveries of the past. In order for all to achieve this, we deliver a knowledge-rich curriculum where teachers are the experts whose role it is to lead the learning of the students by proficiently conveying their knowledge and expertise.

Our vision is based in the understanding that factual knowledge is a prerequisite for deep understanding: that the more you know, the more you are able to learn and understand. We know that students who put in more effort, who practise, who revise and who learn more ideas and knowledge are able to develop greater expertise and thereby become more intelligent. Our curriculum empowers our students and staff alike to achieve through our unrelenting focus on hard work, commitment and perseverance.

Curriculum features

- Our curriculum is grounded in a fundamental principal: it provides opportunities for our students, it empowers them to overcome barriers to become the very best they can be. From this fundamental principal the following principals are borne:
- It is a curriculum that is organised and developed to deliver the very best outcomes for all of our students;
- It is inclusive and therefore designed to meet individual needs of students;
- It is a broad, balanced and rich curriculum that is appropriately challenging and accessible to all;
- There is a strong emphasis on the core curriculum areas of English and mathematics to ensure basic knowledge and expertise are embedded at an early stage to allow students to access the wider curriculum;
- The curriculum promotes the core values of democracy, rule of law, individual liberty, mutual respect and tolerance.
- It enables our students to becoming successful adults who contribute positively in their local and global communities.
- The curriculum is well sequenced and routed in cognitive science ensuring students learn new information rather than simply encountering it.

Noel-Baker Academy Curriculum Overview

Noel-Baker Academy operates on a two week timetable. Students are split between three bands (X, Y and Z). Students in X band are members of either LEAD or EMPOWER house with students in Y band being members of either ACHIEVE or DRIVE. Students in Z band are either in our high needs groups or our ACE provision (internal AP).

All students start the day in form with their form tutor for 30 minutes. On a Monday all students will follow the Votes for Schools programme to develop their oracy. For the remainder of the week they will have a daily focus followed by 20 minutes of reading, apart from when they have their weekly house assembly.

Personal, Social and Health education (PSHE) and Relationships and sex education (RSE) is taught to all pupils via a 25 minute INFORM lesson which takes place 4 days a week (Tuesday-Friday).

Core lessons (Maths, Science and English) may be grouped according to ability, all other subjects form mixed ability groups.

The table below shows how many periods a fortnight (55 minutes) that students access each subject:-

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
English	8	8	8	10	10
Maths	7	7	7	8	8
Science	6	6	6	12	12
RE	2	2	2	1	1
PE	4	4	4	3	3
Computing	2	2	2	1	1
PSHE	4 (8 25 minute sessions)	4 (8 25 minute sessions)	4 (8 25 minute sessions)	4 (8 25 minute sessions)	4 (8 25 minute sessions)
Spanish	4	4		Students study 3 additional option subjects, one from each block, please see below	
French			4		
Latin	2	2	2		
Geography	4	4	4		
History	4	4	4		
Art	2	2	2		
Drama	2	2	2		
Music	2	2	2		
Technology	2	2	2		

Year 10 option blocks (5 periods a fortnight)	
Option Block A	Art, Geography, History, Psychology, Spanish, Sport
Option Block B	Business Studies, 3D Design, Art, Food Technology, History, Geography, Media, Music, Spanish
Option Block C	Business, Drama, 3D Design, Food Technology, Further Maths, History, Geography, Religious Studies, Sport
Year 11 option blocks (5 periods a fortnight as well as one additional 45 minute P6 session a week)	
Option Block A	Food Technology , French, Religious Studies, Geography, History, 3D Design
Option Block B	Art, Business, Drama, 3D Design, Food Technology, Psychology, History, French, Sport
Option Block C	Art, Business Studies, Food Technology, French, Further Maths, Music, Geography, History, ASDAN (ACE students only)

ACE PROVISION

- All ACE students are in Z band.
- All students start the day with their tutors in INFORM. INFORM covers a wide range of topics, some of which include: Personal, Social and Health education (PSHE), Relationships and sex education (RSE), Careers Education, Information Advice and Guidance (CEIAG) and is taught to all pupils for 30 minutes every morning.
- All students have a 20-minute reading lesson in the afternoon, apart from when they have their weekly ACE assembly.
- KS4 consists of years 10 and 11 only, with students in Year 11 studying three additional subjects and students in Year 10 studying two additional option subjects.
- All subjects form mixed ability groups no larger than 6.

The table below shows how many periods a fortnight (55 minutes) that students access each subject:-

Subject	ACE 7	ACE 8	ACE 9	ACE 10	ACE 11
English	10 (including 2 intervention slots)	10 (including 2 intervention slots)	10 (including 2 intervention slots)	10	10
Maths	9 (including 2 intervention slots)	9 (including 2 intervention slots)	9 (including 2 intervention slots)	8	8
Science	6	6	6	8	8
PE	4	4	4	3	3
PSHE	5 (10 x 25 minutes)	5 (10 x 25 minutes)	5 (10 x 25 minutes)	5	5

				(10 x 25 minutes)	(10 x 25 minutes)
French			2		
Spanish	2	2			
Geography	3	3	3	5	
History	3	3	3		5
Mentoring	2	2	2	2	3
RE	2	2	2		
Cultural Studies (Art/Drama/Music)	3	3	3		
Princes Trust				8	
Art				5	5
Technology/Food`	2	2	2		
Computing	2	2	2	1	1
ASDAN					6

Language and literacy

At Noel-Baker Academy, all teachers will develop students' spoken language, reading, writing and vocabulary as integral aspects of their teaching. Through the use of SPEAKERS, students will be encouraged and taught to –

- S** Share your ideas
- P** Project your voice
- E** Evidence your point
- A** Add another viewpoint
- K** Key vocabulary
- E** Extend your response
- R** Rehearse
- S** Summarise

Teachers should develop students' reading and writing in all subjects to support their acquisition of knowledge. Students will be exposed to extended prose (both fiction and non-fiction) and be able to understand it. The Academy will provide library facilities but subject leaders should ensure that subject specific books are up to date and relevant. Our Self-Study Policy will set ambitious expectations for reading at home via SPARX reader.

Teachers will build on knowledge and expertise developed by students in KS2 to ensure they write at length, with accurate spelling and punctuation. Correct grammar should be reinforced and should build on what students have been taught, to expand the range of their writing and the variety of the grammar they use. Teachers will ensure the writing students do includes narratives, explanations, descriptions, comparisons, summaries and evaluations.

Students' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum and success in GCSE's. Teachers at Noel-Baker Academy should therefore actively develop students' vocabulary, building systematically on students' current knowledge, displaying key words for each lesson. Particularly important for Noel-Baker Academy students, is for teachers' to ensure understanding of the meanings of words they meet in their reading across all subjects, they must be taught the meaning of instruction verbs that they may meet in examination questions. Teachers also need to induct students into the language which defines each subject e.g. accurate geographical, mathematical and scientific language.

Additionally, we recognise that literacy is key to students accessing the curriculum and making progress in all subjects. We therefore provide a team of Teaching Assistants who specialise in working with students to enable them to improve their literacy skills. The Inclusion team will ensure all students reading ages are assessed on arrival at the college. Those students with reading ages of 9 or lower will be further assessed to identify their particular needs and appropriate support put in place.

Numeracy and Mathematics

At Noel-Baker Academy every student is expected to develop mathematical fluency. Confidence in numeracy and other mathematical expertise is a prerequisite of success across the curriculum. Teachers develop students' numeracy and mathematical reasoning so that they understand and appreciate the importance of mathematics and its relevance in their subjects.

Where relevant, teachers will ensure students have the opportunity to:

- apply mathematics to both routine and non-routine tasks, including breaking down more complex tasks into a series of simpler steps;
- make relevant calculations to support their work;
- make appropriate estimates and check that their answers are reasonable given the context of the tasks.
- understand and use measures, including converting between different units;
- apply an understanding of geometry and algebra to problem solving and proof;
- relate their understanding of probability to the concepts of risk and uncertainty;
- understand the cycle of collecting and presenting data, then analysing and interpreting the results.

Support will be offered to students in order to for them to develop or enrich their numeracy and mathematical ability. As part of our Self-Study Policy students are expected to complete weekly tasks via SPARX.

Accessibility

At Noel-Baker Academy we aim to create opportunities for all students to achieve their full potential. Curriculum planning will include support for the most and least able students. At Noel-Baker Academy we aim to provide a rich, broad and balanced curriculum to ensure that every child receives their full educational entitlement. We recognise that for this to happen, some students will need additional support. The SENCo is responsible for deploying the resources for students with special educational needs e.g. Intervention Lead who offer support across all areas of the curriculum and liaising with outside agencies to offer specialist support when required.

INFORM Curriculum

INFORM stands for -

Individual **N**eeds, **F**uture **O**pportunities, **R**esponsibilities & **M**oney

The INFORM curriculum is our tutor time program which encompasses the teaching and learning of the following core areas;

- Personal, Social and Health Education (PSHE)
- Social, Moral, Spiritual and Cultural Education (SMSC education)
- Health and Wellbeing
- Relationships, Sex and Health Education (RSHE)
- Careers Education, information and guidance (CEIAG)
- British values (Democracy, Rule of Law, Individual Liberty, Respect and Acceptance)
- Equality, Diversity and Inclusion
- Financial Capability
- Citizenship
- Current Affairs
- The INFORM curriculum follows a well-sequenced curriculum with supporting resources in place in line with academic subjects. The curriculum is split into the following 4 key strands. Each strand will then encompass key topics.



Social and Emotional Health	Rules and Responsibilities	Careers and Finance	Physical Health
Identity and beliefs Dreams and Goals Being Me Celebrating Difference Healthy Me Relationships	Liberty and Safety Parliamentary democracy Being Me Online Safety Rules and Fairness The Law & the justice system Dreams and Goals	Savings and Interest Dreams and Goals Managing Money Jobs for the future	Emergency First Aid Keeping Healthy Healthy Me

We recognise the value and importance of the INFORM curriculum in educating and developing the whole child and addressing and rebalancing some of the inequalities in the local area. Some aspects of these areas are addressed in subject areas (e.g. drugs in Science, healthy lifestyle in PE and Design Technology etc.).

British Values

At Noel-Baker Academy the curriculum will provide many opportunities for our students to explore the concept of Britishness. This will be achieved specifically within subject areas and the INFORM curriculum as well as through the Academy ethos, which celebrates every child, and marks significant events. British Values include:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect;
- acceptance for those with different faiths and beliefs.

Careers

Beyond the academic curriculum, students at Noel-Baker Academy are given additional guidance to help them prepare for the opportunities, responsibilities and experiences of life in British society that enable them to make appropriate choices as they move between Key Stages and beyond.

Effective and independent careers guidance is an important part of the broad and balanced education which Noel-Baker Academy provides. Careers advice and guidance will be given throughout the 5 years that students attend Noel-Baker.

Curricular enrichment and Co-curricular activities

The Academy is committed to providing a wealth of learning opportunities beyond the classroom, through weekly clubs, sports, involvement in local and national competitions, day and residential trips, lectures, visiting speakers, National Citizenship Service and opportunities for leadership. An annual schedule is produced and students are encouraged to commit to attend.

Noel-Baker Academy has a strong commitment to organising trips and visits for students as we believe it vital in building cultural capital. These activities act as a motivation and inspiration for students as well enhancing and enriching the curriculum and students' knowledge.

Roles and responsibilities

Governors

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The Academy is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils that lead to qualifications, such as GCSEs have been approved by the secretary of state
- The academy implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

Headteacher

- The headteacher is responsible for ensuring that this policy is adhered to, and that:
- All required 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 pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

SLT with curriculum line management responsibility

Senior Leader Line Managers will moderate curriculum planning to ensure a strong focus on knowledge is embedded throughout and monitor the performance of students to ensure that curriculum and assessment secures good progress for students. The Deputy Headteacher with strategic responsibility for Q of E is responsible for the oversight of this process. Regular reports on the performance of curriculum areas will be given to the AAB.

Curriculum Directors and Subject Leads

It is the responsibility of the Curriculum Directors and Heads of Subject to design the curriculum intent, implement the curriculum and evaluate the impact of curriculum and assessment for their subject area.

Ensure the ethos and vision of the academy and content of examined syllabus is followed.

Teaching staff

Teaching staff are responsible for ensuring that the curriculum intent is enacted in the classroom and is implemented in accordance with this policy.

Monitoring arrangements

Governors will monitor whether the academy is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

School visits, Internal and External QA, staff voice, student voice meeting with the relevant members of staff.

Subject leaders and Curriculum Directors monitor the way their subject is taught throughout the Academy by:

Conducting regular QA, completing work samples and from student voice.

This policy will be reviewed every year by Deputy Headteacher with responsibility for Quality of Education. At every review, the policy will be shared with the full governing board.