



THE SALTERNS ACADEMY TRUST: ADMIRAL LORD NELSON SCHOOL

Curriculum Policy



Author:	Chris Doherty
Position:	Senior Deputy Headteacher: Progress and Standards
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CONTENTS

PAGE NUMBER

1. Key Staff Involved	3
2. Governing Body Statement	3
3. Purpose of our Curriculum	3
4. The Formal Curriculum	5
5. Specialism for 13-16 year olds	5
6. Personal Development Days	6
7. Learning Beyond Lessons	7
8. Other Statutory and non-Statutory Requirements	7
9. The Informal Curriculum	7
10. The Ethos Curriculum	8
APPENDIX ONE: Remote Education	9

Article 28 (right to education) *'Every child has the right to an education.'*

Article 29 (goals of education) *'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.'*

1. Key Staff Involved

Role	Name(s)
Executive Headteacher	Nys Hardingham
Senior Deputy Headteacher: Progress and Standards	Chris Doherty
Curriculum Governor	Jane Beecher

2. Governing Body Statement

The Governing body will ensure that:

All our students have access to a broad, balanced and coherent curriculum that builds upon their experiences at primary school and encourages them to become successful learners, confident individuals and responsible citizens.

Article 28 (right to education) Every child has the right to an education.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

3. Purpose of our Curriculum

Admiral Lord Nelson School (ALNS) is committed to being a Gold Rights Respecting School and as such providing a curriculum experience for every student that enables them not only to make progress in their learning and achieve high academic standards but also to enjoy learning for its own sake and to develop the skills and understanding to live safe, healthy and fulfilling lives.

The school's curriculum demonstrates:

- *Breadth:* introducing students to the elements of learning, defined as knowledge, understanding, concepts, skills and attitudes, through aesthetic and creative, human, social and political, linguistic and literary, mathematical, moral and ethical, physical, scientific, spiritual and technological aspects
- *Balance:* allowing each element and aspect an appropriate portion of the curriculum
- *Coherence:* designed as a holistic entity, ensuring progression and the opportunity for each student to maximise their achievement
- *Relevance:* in that it will be appropriate to the individual and respond to both previous experience and to the changing requirements of life in the 21st century.
- *Global citizenship:* it will develop our students' understanding of the world they live in, and their own rights and their responsibilities to uphold the rights of others.

Our **curriculum intent** is to enable our students to:

- develop lively, creative, enquiring minds
- acquire knowledge and skills relevant to adult life and a world of rapid and continuous change
- use language and number effectively

- develop personal and moral values, respect for shared values and for other cultures, religions and ways of life
- develop an understanding of the world in which they live
- appreciate human achievements and aspirations
- experience success and celebration of their achievements
- take their place in society as informed, confident and responsible citizens
- understand the inalienable rights that all children have

We design our curriculum to enrich students learning through memorable experiences and activities that inspire the imagination, create curiosity and actively promote a sense of awe and wonder throughout the curriculum. To aid students' development of knowledge and understanding we make learning experiences relevant to real life, their own experiences and to what is happening in the world around them today. We recognise that successful learners need a deep comprehension of a wide and rich vocabulary so throughout the curriculum we progressively develop literacy, actively seeking opportunities to encourage reading in all its forms and cohesively building students' abilities to both understand and use their growing vocabulary.

In designing how subjects are delivered we interleave the learning to help students build the links they need in their memory for knowledge acquisition and understanding. Opportunities are sought across the curriculum to develop common skills such as; literacy, numeracy and problem solving, explicitly supporting students in building connections between their current knowledge and new learning.

Our curriculum is defined as:

'All the opportunities for learning provided by the school, including the formal programme of lessons in the timetable, the so called 'extra- curricular', out of school activities deliberately promoted by the school, and the climate or relationships, styles and behaviour and general quality of life established in the school community as a whole' (HMI 'A View of the Curriculum' 1981)

At ALNS, we believe that the curriculum covers every aspect of interaction between the student and the school. We define it under 3 main headings:

1. The Formal Curriculum:

Those activities planned to take place during school hours and presented within the school timetable and school diary (e.g. subject lessons, Personal Development days, assemblies, in-school events).

2. The Informal Curriculum:

The exchange of ideas between students and staff through the 'extra-curricular' activities (e.g. after-school support sessions, clubs, performances, sports teams and trips) in order to bring about understanding and learning

3. The Ethos Curriculum:

Those respected attitudes and values which students develop as a result of being a member of the Rights Respecting ALNS community with the UNCRC at the core of our ethos; this is reflected in our description of our school ethos, 'Dare to Dream, Aim to Achieve'.

Within this framework, every student's development as a unique individual will be supported within the caring and cohesive community of ALNS. Adult mentors (either a teacher or a member of support staff) will support and guide the individual development of each student, ensuring that their experience of the ALNS curriculum is delivering their entitlement and meeting its aims for them.

The ALNS Curriculum addresses statutory requirements within the Curriculum, namely that it:

- Is broad, balanced, coherent and relevant
- Is accessible to all students and promotes high expectations
- Is delivered using a range of appropriate teaching and learning styles
- Is differentiated so that it provides appropriate challenge and engagement for all
- Is positively managed and promotes the recognition, monitoring and celebration of achievement
- Is flexible, so that it continually adapts to the changing needs of our students
- Reflects and enriches the community that we serve
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

4. The Formal Curriculum

With this in mind, the **Formal Curriculum** is designed to meet the requirements of the National Curriculum with the following principles:

All students will study the following subjects during Years 7 to 8:

- English
- Mathematics
- Science
- Computing
- Physical Education (PE)
- Aspiring Futures and Personal Development (this incorporates personal, social, health and economic education, along with citizenship, careers education, relationships and sex education and keeping safe)
- Humanities (History, Geography and Religious Studies)
- Modern Foreign Languages (French and German in Year 7 then specialism in one language in Year 8)
- Design (Art, Food, Textiles and Product Design)
- Performance (Music, Drama and Movement)

Core Subjects for 13-16 year olds:

All students study these Core subjects to GCSE level and take the exams in them:

- English Language & English Literature
- Mathematics
- Combined Science (2 GCSEs) OR separate Sciences (3 GCSEs)
- Humanities_(either History or Geography)

Core Subjects for 13-16 year olds (not examined):

- Aspiring Futures
- Physical Education

5. Specialism for 13-16 year olds:

The Formal Curriculum for 13-16-year-old students also includes the opportunity to specialise further. Students embark on one of 3 different learning pathways which take account of their interests, attainment and career aspirations.

Cohorts finishing from 2022 (current year 10) onwards.

- The Purple Pathway provision is our traditional academic Ebacc pathway. Students study the Core subjects (including double award Science), a Language, a Creativity* subject that they study during Years 9 and 10 and then finish in Year 10; they also have 2 further choices from the available options during Year 8 and they study these over years 9, 10 and 11.
- The Green Pathway provision is similar to the Purple Pathway but it has an additional STEM

(Science, Technology, Engineering and Maths) focus. Students study the Core subjects (including separate GCSEs in Biology, Chemistry and Physics), a Language, a Creativity* subject that they study during Years 9 and 10 and then finish in Year 10; they also have 1 further choice from the available options during Year 8 and they study these over years 9, 10 and 11. During Year 11 students will also do a STEM project looking at applying their Scientific and Mathematical knowledge.

- The Silver Pathway provision is also similar to the Purple pathway in that students study the Core subjects (including double award Science), a Creativity* subject that they study during Years 9 and 10 and then finish in Year 10; they also have 2 further choices from the available options during Year 8 and they study these over years 9, 10 and 11. The difference for the silver pathway is that students do not continue to take a Language GCSE. In its place the students do project-based learning to reinforce and support their development and application of literacy and numeracy skills

* *The creativity subjects are those within the Design and Performance areas such as: Acting, Dance, Music, PE, Art, Graphics, 3D Design, Textiles and Food Technology.*

Students will be guided on which Pathway we think they should be doing based upon both their ability in certain subjects and their aptitude and interest in studying particular subjects.

Cohorts finishing from 2021 (current years 11).

- The Purple Pathway provision is our more traditional academic level 2 pathway. Students study the Core subjects and a Language and a humanities subject to GCSE and then choose to specialise in a further 2 subjects.
- The Green Pathway provision is for students who do not continue with studying French or German to GCSE level. They do the Core subjects and a Humanities subject and study Media or an alternative subject instead of a Language then make 2 further choices from the available options during Year 8 and then study these for Years 9, 10 and 11.
- The Silver Pathway is our Foundation Learning pathway. Students study the Core Subjects but do not continue with a Humanity subject or Language to GCSE. They study Media instead of a Language and make 2 further choices from the available options during Year 8 and then study these for Years 9, 10 and 11. As well as this during the time when others do a humanities subject these students access work related learning in order to prepare them for transition to the next stage of their Education or training.

All Cohorts

- On those occasions where a more personalised curriculum is required for a student with a specific need who is unable to access the mainstream curriculum– Admiral Lord Nelson will design suitable curriculum provision (which may be delivered by an external provider off-site or within our on-site Alternative Provision, the Broadside centre) that will support their wider development whilst still equipping them with the skills for the world of work. This curriculum will be designed on an individual bespoke basis and will include the core subjects of English, Mathematics and Science.

The curriculum offer for each pathway, in particular the optional subjects available to study in Years 9, 10 and 11, is updated annually in the light of our curriculum evaluation (including a review of value for money). It is published in the Key Stage 4 Curriculum Booklet for Parents, Students, Staff and Governors in February each year.

6. Personal Development Days:

In addition to subject lessons, the Formal Curriculum also comprises a range of planned experiences called Personal Development Days (PD Days). These days are designed to provide learning

opportunities where staff and students work together for extended periods of time to develop students' Spiritual, Moral, Social and Cultural education.

PD Days are planned and delivered collaboratively by cross-organisational teams of teaching and support staff. This supports our philosophy that *every adult who works at ALNS plays a part in delivering the ALNS Curriculum*. PD Days are planned so that they provide learning opportunities that develop knowledge and understanding within areas related to:

- Preparation for life in modern Britain
- Spiritual, Moral, Social and Cultural education.
- Students personal development.
- Being a global citizen.
- Being a Rights Respecting School and The United Nations, Convention on the Rights of the Child (UNCRC)

Students experience a range of different learning experiences through PD Days. They experience off-site visits, International trips, guest speakers and artists. We aim to use a wide range of outside 'experts' (from our local community and beyond) that enhance and enrich the learning experience for students.

7. Learning Beyond Lessons:

Our aim is for young people to value their learning beyond lessons as being equally as important as their learning in the classroom.

To encourage students to work independently and organise their learning beyond the classroom we communicate our Independent Learning (homework) through an online platform call Show My Homework. This online communication tool is available online through PCs and handheld devices such as smart phones and tablets for students and parents to check the homework tasks that have been set and the deadlines for each piece. Independent Learning is relevant to what students are currently studying in lessons and will impact positively on progress within lessons.

8. Other Statutory and non-Statutory Requirements:

The Curriculum meets statutory requirements to teach Citizenship and the Locally Agreed Syllabus for Religious Education, as well as providing Relationships and Sex Education, Work-related Learning and Careers Education as follows:

- Citizenship is delivered primarily during Humanities lessons, within Aspiring Futures and PD lessons and on PD Days although many subjects also deliver aspects of the statutory programme of study.
- Religious Education is delivered in Religious Studies lessons in Years 7 to 9 and in Personal Development (PD) lessons in Year 10, using Philosophy for Children (P4C) principles of curriculum delivery.
- Relationships and Sex Education is delivered primarily through Aspiring Futures lessons, PD lessons, PD Days and Science lessons.
- Work-related Learning is delivered through Aspiring Futures, PD Days, the 2-week Work Experience Placement in Year 10, as well as on a cross-curricular basis through the subject lessons.
- Careers Education is delivered through Aspiring Futures lessons, on PD Days, on visits to Further Education (FE) colleges and Higher Education Universities and for individuals on a drop-in basis at events such as Curriculum Evenings as well as through appointments with Information Centre staff and an independent Careers Advisor.

9. The Informal Curriculum

A wide range of subject enrichment workshops and sports clubs are provided by staff. There are also opportunities for all students to participate in a variety of performances (some of which are directed

and staged by students) as well as experiencing off-site enrichment activities and going on educational residential visits. We are a Platinum Artsmark School awarded by the Arts Council England in recognition of the high quality Arts experiences we provide for our students. In 2018 we were the first school to be awarded a Platinum Artsmark for the 2nd time. In 2017 we became the first Level 2 UNICEF Rights Respecting School in Portsmouth (re-named Gold Award in 2018) and this underpins all elements of our curriculum. We have an active School Council, led by students, that regularly identifies and works on developing and improving aspects of school life. Social Responsibility is a key aspect of our enterprise culture; the school year always contains a variety of charitable events, determined by the Social Responsibility Coordinator with the student Human Rights group, that are often jointly led by staff and students. At ALNS, we expect all students and staff to participate fully in the Informal Curriculum.

10. The Ethos Curriculum

We have a strong sense of ethos at ALNS that underpins all decision-making and actions; it is based on a culture of mutual respect between all staff, students and members of our community. Students and staff work with the UNCRC as a Rights Respecting School ensuring that every individual has equal access to their rights at ALNS. Admiral Lord Nelson School strives to be a learning community, where individuals work together as a team to ensure that every adult and child is continually learning and developing as an individual within a supportive and caring learning environment that strives for the highest of standards for all.

We encapsulate this in 6 words – ‘Dare to Dream, Aim to Achieve’.

APPENDIX ONE: Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts to remain at home.

For details of what to expect where individual pupils or small groups of students are self-isolating, please see the final section of this document.

What should my child expect from immediate remote education?

With remote education we aim to mirror the curriculum that is taught remotely with what would normally have been taught face to face in school. Depending upon when we might need to use remote education for whole cohorts or in the case of a national lockdown subject leaders may choose to change the sequence of the topics in the curriculum map so that what is being delivered remotely is more appropriate and topics that would be better taught face to face are rearranged in the sequence until students are back in school.

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in design if it is not feasible to follow the normal curriculum because of the use of specialist equipment and materials the lessons will be adapted that students can still access the main aims of the learning using more accessible materials with several options on how to complete these at home. Similarly, in performance subjects such as music teachers are using a number of online facilities to encourage musical skills development especially where there might not be specialist equipment or instruments available. In PE the curriculum will be adapted for remote education so that it focuses upon exercise and fitness and by being taught live teachers will model what they want the students to do.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

For our remote education we will be following the normal school timetable with its normal times. This consists of 5 one hour lessons per day so students will be receiving the same provision as if they had been in school. Live lessons are scheduled to be 50 minutes long each to allow students time to finish off their work and then submit this to their teachers before they then have to join and get ready for the next lesson in time for this to start promptly.

Accessing remote education

How will my child access any online remote education you are providing?

All work will be set for students to access through Google Classroom. Within each subject classroom area teachers will set the work for each lesson. All lessons will be clearly labelled with the date to make it easy for the students to find.
All live lessons will be taught using zoom and as above the joining codes for the zoom meetings will be shared through Google Classroom.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

To ensure equity amongst all students it is essential to us that all students have access to a high quality device and the Internet so that they can access the same remote education offer as other students. By ensuring that every student has access to a device and the Internet they can both access the lessons and submit their work.

- The Chromebook leasing scheme that started in July 2020 has ensured that over 75% of students have access to their own Chromebook when working remotely.
- When necessary we have devices, including dongles to provide internet access that we can lend to students if they do not have either their own device or if they do not have online access within their home.
- If parents have an issue with providing devices for their children or with Internet access during a period of national lockdown or whole cohort isolation then they should contact the school on admin@alns.co.uk and somebody will get back to them to discuss their requirements.
- Lessons are planned and delivered in a way that does not require students to have a printer. If students need new books or any specific paper materials these would be provided (during our sessions) once a week on a Friday from 3:00pm to 3:30pm where students can safely come and collect any exercise books they may need from the school site. If students are unable to do this because the family are isolating then parents should contact the school on admin@alns.co.uk and we will be able to arrange to have the materials delivered.
- For some students who may be identified as having nowhere they could work remotely or do not to have access to a device, depending upon the individual circumstances we may offer a place at key worker school to ensure they are not disadvantaged by this.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

Across the school, in all year groups the vast majority of students are taught their lessons and set work for each lesson by their usual classroom teacher who knows them best and will be in the best position to ensure the work is suitably challenging with any support necessary to help all students make progress.

Our remote teaching approaches:

- **Live online lessons:** The majority of lessons are taught live by your child's usual classroom teacher via Zoom. This enables teachers to teach the normal curriculum content whenever possible and to provide the high quality teacher explanations that students need. Live lessons also provide an opportunity for both staff to ask students questions and for the students to ask for help whenever they need it.
- **Recorded Lessons:** Some lessons are taught as a recorded video made by the subject teams and so the teacher explanations are by teachers the students know and these follow the curriculum sequence and include the same content as a lesson would have done in school. Recorded lessons are made for all lessons even if they have been taught live so that they are available for students to access if due to family circumstances they were unable to attend at the time of the live lesson.
- **Practical lessons:** Some lessons rely upon specialist materials and equipment or software and so when these are taught remotely such as in Design, PE, Performance or Computing - The curriculum is adapted to use more familiar materials for example in the case of design, or individual based fitness and exercise sessions to replace team sports in the case of PE.
- **Commercial websites:** Some subjects augment their live and recorded lesson offer by also using websites that we subscribe to, to support learning. In Maths for example all students have access to Hegarty Maths that is used to help reinforce the learning. This gives the students an opportunity to apply what they have learned and to inform teachers as to how secure the learning is. In Science at key stage 4 myGCSE science is used so students can revisit the learning and deploy it. Both Hegarty Maths and myGCSE science also gives students immediate feedback on how they have done.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We expect all students to attend all lessons wherever possible. If it is not possible for your child to do the work at the set time in the school day we expect students to access the recorded version of the lesson and ensure they keep up to date with their learning.

- We expect students to try their best, attend every lesson and submit the work to their teachers so that so that feedback can be provided.
- Where students may miss a live lesson due to illness or family circumstances we expect them to access the recorded version of the lesson as soon as they are reasonably able to so there are no gaps in their learning.
- A parents role in this is to encourage their child as much as possible to stick to the school day routine and to try their hardest. We know both students and parents find this routine really useful in helping to keep organised and ensuring work is not put off and that the student stays up to date with their learning and will feel confident on their return to school.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

It's absolutely essential that we do everything we can to get students to engage in their remote education so they do not fall behind their peers and there is no loss of learning during times when students have to work remotely. To try and maximise engagement we've put the following systems in place:

- Teachers will monitor attendance at all live lessons and where a student is not attending the live lesson the teacher will monitor whether the work was handed in to evidence that the student has done the recorded lesson instead.
- if a student has not attended the live lesson or submitted the work from the recorded lesson teachers will email parents to let them know so there is an opportunity to prompt their child to complete the work.
- If work is missing from 2 lessons in a row and the teacher has not had a reasonable excuse from the student for this the teacher will then phone the parents to discuss what any potential issues are and to try and rectify the situation and get the student engaged in the learning.
- Every two weeks we are collecting grades from all teachers for all students to monitor engagement at a leadership level and this will in then inform the actions we take to ensure that we can get every student engaged in their remote education.
- Every week tutors will phone home to check on their tutees to see how they are doing and to try and proactively identify any issues and help to rectify this.
- how, and how often, you will check pupils' engagement with remote education
- what action you take where engagement is a concern, including how you will inform parents and carers

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

From many lessons staff are asking students to submit either images or an electronic copy of their work through Google Classroom. This is primarily to check the quality of the work that the students are doing and most of this work submitted will receive an acknowledgement and brief comment from the member of staff.

Normally within school students receive individual feedback on specific pieces of work every two weeks within a subject. In our remote education offer we are replicating this and so students will receive feedback on what they have done well and the areas that they need to focus on to improve their work in the future to help them make better progress in the future.

Assessment can take many forms and listed below are some examples of the ways we are assessing and ensuring students understand how well they are doing. Most subjects are using a range of different methods rather than relying upon a single type of assessment and feedback method.

- In some subjects such as English students will be assessed on longer Written pieces of work that they will submit to their teachers through Google Classroom. This will then be marked by the teacher and comments made on the work and then it will be returned to the student.
- Google Form assessments are used in any subjects such as science, History and Geography where questions all set in an electronic format that students complete. Some Google Form assessments are self-marking and others will be marked by the teacher and then returned with comments to the student.
- Some subjects use online assessment tools such as Hegarty Maths and myGCSE science which provide quizzes and exam style questions that the students complete online and then they receive immediate feedback in terms of how they are doing, which answers they have got right, and which answers they have got wrong. With these packages the teacher also has access to the students results so they can identify any issues and ensure that these are addressed in future lessons.
- Many subjects use marked reviews where they assess students every two weeks testing their recall and understanding of recent work and content covered earlier in the year. Throughout any periods of remote education these will be continued but will be in an electronic format such as Google forms instead. From these students will receive their marks and be able to make any corrections necessary once the teachers have marked them.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

Because teachers retain accountability for the progress and engagement of their own classes students are being taught online by their usual class teacher who knows them and their educational needs best, and therefore they will be ensuring that the work is set at an appropriate level with support in place to allow all students within the class to access the work. The following systems are also in place to help support students and families where Students identified with a special educational need or disability:

- For those students classed as SEND who are designated EHCP the SENCO will make weekly calls to all those parents of EHCP students. This is an academic progress call, as well as to ensure that the students can access resources, and check up on the wellbeing of the individual.
- Where concerns are identified additional support may be offered such as 1:1 calls over Zoom by a teaching assistant or SENCO. Those students who are SEND but not EHCP will have a well being call from their tutor fortnightly. Students identified from parental call and issues with engagement with work will receive individual follow up phone calls from a teaching assistant to support with engagement with work or a 1:1 Zoom.
- The SENCO will prioritise those students where specialist resourcing is required and engage with appropriate agencies to request support for those individuals.
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Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

When small groups of students or individual students or self-isolating they will still be able to access all of the lessons that they would have studied in school but in most areas these will be recorded versions of the lessons and not live lessons. In Maths however students will be able to join the lessons that are happening in the classroom live using zoom.

For small groups or individuals self-isolating:

- Students will access all learning through Google Classroom where they will find the recorded version of the lesson or a zoom link in the case of Maths.
- All lessons that are being taught in school are being mirrored in Google Classroom with recorded versions of the lesson covering the same content so that students that are self-isolating will not be disadvantaged by any loss of learning on their return to school.
- Any work or assessments should be submitted online through Google Classroom and this will be assessed and feedback provided to the student.

Our aim is to ensure that students do not fall behind because they have to self-isolate and by providing an online version of the learning they will be able to keep up with their peers who are still in lessons at school. We recommend that as long as they are well enough students stick to the school routine and timings completing work in the normal time for those lessons.