



Curriculum Policy

For review by the Principal, annually
Approved by SLT

Date of last review: October 2021

Date of next review: October 2022

1. Rationale

- 1.1. As an academy IKB Academy is not required to follow the National Curriculum, however, our curriculum is broadly shaped by it.
- 1.2. The IKB curriculum is made up of all the learning and other experiences that we plan for our students.
- 1.3. IKB's philosophy is very much one of inclusive teaching and learning.
- 1.4. IKB's Curriculum is designed around our Science, Technology, Engineering and Maths (STEM) specialisms.

2. Context

- 2.1. The central philosophy on which the curriculum of IKB is based is that all students are of equal worth and that each has an entitlement to a properly planned and delivered education that is relevant, coherent and differentiated . As a STEM specialist Academy and as a studio school we adapt our curriculum to reflect this and as such there is a focus for us on the STEM subject areas.
- 2.2. **Intent:** The school curriculum has been deliberately designed to give students access to the knowledge they are entitled to, providing them with the cultural capital needed for success in life. This is underpinned by the Futura Learning Partnership Curriculum Framework for learners in EYFS to Key Stage 5. The curriculum model at Key Stage 4 has been designed to build from students' experience at Key Stage 3, in liaison and collaboration with secondary phase leaders from across the trust. All Key Stage 4 students are given the opportunity to choose an EBacc curriculum through our links with Wellsway School.
- 2.3. **Implementation:**
Subject knowledge is of paramount importance in recruitment and in considering staffing and CPLD requests – each Curriculum Leader completes a subject knowledge audit of their team before writing their Improvement Plan to ensure teachers deliver academically sound and rigorous programmes of study.

Course programmes of study and schemes of learning have been designed to help students' long term memory of subject content – with revisiting and recapping previously taught material and linking across topics and subjects to help students make connections across different areas of the curriculum. Curriculum Leaders have worked together to consider the order of topics taught to ensure fluency and cohesion across teams and year groups.

Assessment is planned not only to promote progress, but also to embed and develop key knowledge and skills and to diagnose students' weaknesses and areas of strength to inform planning in consideration of staff workload. Written feedback is planned for and used only to inform students of how to improve, and students act upon this with 'Go Green' and 'ABC'.

Curriculum materials are selected according to the curriculum intent, with consideration of workload and level of challenge and, where necessary, accessibility for students with SEN/D. Questioning is targeted and used to develop skills and knowledge and to provide challenge. Literacy is a priority for every curriculum team, who consider how to improve both written and spoken literacy in a way that is appropriate for the curriculum area and deliver the school literacy strategy.

- 2.4. The curriculum aims to promote students' spiritual, moral, social and cultural development (SMSC).
- 2.5. Personal, social and health education (PSHE) is delivered across the curriculum in subject lessons, during timetabled lessons, tutorial periods with form tutors, and also in discrete specialist sessions.
- 2.6. The curriculum aims to develop students' awareness of British values.
- 2.7. Careers education, information, advice and guidance (CEAIG) is delivered by a combination of IKB staff, independent advisers and visiting institutions, including employers.
- 2.8. The curriculum helps prepare students for the opportunities, responsibilities and experiences of life.
- 2.9. The academy has a particular commitment to equal opportunities.
- 2.10. In addition to the taught curriculum we offer a programme of extra-curricular activities.

3. Organisation

- 3.1. Procedures are put in place to ensure that our curriculum is delivered through a two week, fifty period timetable.
- 3.2. We allow our students to make guided choices as they go into Year 10 with students taking a range of option subjects which lead to examinations at GCSE or Vocational qualifications. The focus of our curriculum is centred around the STEM subjects and as a result all students at IKB study single science GCSEs in biology, chemistry and physics.
- 3.3. In Years 12 and 13 there are GCE A Level and equivalent courses in a diverse range of subjects. Students are also supported in studying for resits of mathematics and English GCSEs where necessary. All Sixth Form students participate in an enrichment programme, PSHE and induction to aid transition from year 11 to year 12. Year 12 students also have the opportunity for a work placement that is arranged alongside their lessons. Sixth Formers also have opportunities to take part in a wide variety of community action projects and sports in addition to their academic studies.
- 3.4. The Futura 6th collaboration allows for greater variety in the subjects offered to students through the delivery of courses in consortium, enabling students to widen their choice by travelling to our partner centres, Wellsway School and SBL academy.

- 3.5. It is intended that each student will follow a curriculum relevant to their own particular needs and level of ability, to ensure that achievements are commensurate with expected progress, based on data supplied by Fischer Family Trust, DfE (for example Progress 8 and L3 value added scores) and other sources.
- 3.6. Students experiencing learning difficulties may be offered a curriculum containing variations which take account of their identified special needs.
- 3.7. Students who qualify for the Pupil Premium grant, will receive additional support as detailed in our annual statements.
- 3.8. Cross curricular elements, including PSHE, SMSC, CEIAG and British values, are delivered through the subject content of lessons, the tutorial programme, assemblies and discrete activities for year groups or identified groups of students.

4. Monitoring, Evaluation and Review

- 4.1. The school will monitor the impact of the policy using a range of methods and information including:
 - 4.1.1. Student progress and attainment, and end of Key Stage collective outcomes, in the context of the curriculum offered
 - 4.1.2. Subject time allocations
 - 4.1.3. The number and type of courses studied by each student.
 - 4.1.4. Staff comments, as well as those from other stakeholders.
 - 4.1.5. Curriculum Team self-evaluations.
- 4.2. The Principal monitors and reviews this policy through dialogue with stakeholders and will presents to SLT for approval no later than October 2022.

D Gibbs

Head of School

21st October 2021