

CURRICULUM STATEMENT

Policy Date: January 2011

Last updated: September 2020

Review due: September 2021

Portfolio Group responsible: Curriculum & Christian Distinctiveness

Where it came from: Deputy Headteacher (James Twomey)



Covid-19 curriculum update (September 2020)

The school has implemented a comprehensive risk assessment which outlines how staff and students will return to school safely during the ongoing Covid-19 pandemic (this risk assessment is informed by the department for education 'guidance for full school opening').

Whilst it has been necessary to temporarily adjust the structure of the school day the guiding principles of curriculum intent, implementation and impact outlined in this statement remain unchanged for 2020-21.

A summary of the impacts of Covid-19 on the curriculum (where they exist) at The Ilfracombe Academy are outlined below:

- A Period 6 (3.30-4.30) has been introduced for students in year 11 to facilitate consolidation and catch-up in maths, English and science.
- Period 5 has been extended for certain year groups to facilitate the safe movement of pupil bubbles away from the school site at the end of the day (years 9 and 10 – 5min extension, years 12 and 13 – 10min extension, year 11 – 15min extension).
This equates to an increase in curriculum/study time for these year groups.
- Some practical subjects have taken a strategic decision during half-term 1 to deliver theory/classroom based lessons; music, drama, DT.
- Students in years 8 and 9 are currently not completing the internal ICT unit of study introduced in 2018 (normally included in the design and technology rotation of subjects).
The remaining range of subjects (and allocation of curriculum time) on offer to students across the academy is otherwise unaffected – see page 5.
- Resulting from the restrictions in place the schools is currently unable to offer the full range of extracurricular clubs and CEIAG activities outlined within appendix 2.
Relevant remote activities are being utilised and these wider curriculum experiences will be reintroduced to the curriculum offer when possible.

The Curriculum at the Ilfracombe Academy 2020-21

The curriculum statement which follows sets out the guiding principles and operational substance of the curriculum at The Ilfracombe Academy.

This curriculum statement is updated at the beginning of each academic year and approved by governors.

All changes to the curriculum which will be implemented throughout the course of this academic year are identified within the attached appendix (see appendix 1).

We define curriculum as all the learning experiences of students at The Ilfracombe Academy. These experiences include (but are not limited to):

- Tutorials and Assemblies
- Lessons
- Homework / independent study
- Extra-curricular activities / educational visits

CURRICULUM REVIEW AND DEVELOPMENT

The Ilfracombe Academy has a well-established annual process of curriculum review, which facilitates dialogue between a range of stakeholders, including; leaders, teachers, support staff, students and parents. Regular review (informed by research, best practice and the national picture) ensures that our curriculum provision is adaptable and responsive to the needs of all students.

A comprehensive review of the curriculum was conducted during 2018 following the publication of the relevant OFSTED research. This review has validated our long standing approach to curriculum design.

OFSTED: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/766252/How_to_assess_intent_and_implementation_of_curriculum_191218.pdf

1. INTEGRITY

Our values and vision statement underpin the ongoing process of curriculum review and development at The Ilfracombe Academy:

Ilfracombe Academy vision statement:

*We serve and support our community providing a child-centred education that reflects Christian values. Respecting the dignity and potential of each individual person and sensitive to the needs of a diverse society we strive to enhance and strengthen our values of **Hope, Kindness, Courage, Integrity, Trust, Respect and Responsibility**. These values are central to our school. We are committed to the highest standards of academic excellence; we are dedicated to providing the best possible education for all our students by developing the knowledge, understanding and skills essential for learning and leading a fulfilled life.*

The Ilfracombe Academy is a Church of England school, and as such is expected to follow the recommendations within the SIAMS framework (Statutory Inspection of Anglican and Methodist Schools).

2. INTENT

All staff at the Ilfracombe Academy are encouraged to evaluate current provision to ensure that the following key principles are fostered across the range of curriculum experiences available to students:

- The sustained acquisition of knowledge and skill amongst students which promotes academic excellence.

- The provision of broad and balanced educational experiences.
- Spiritual, cultural and moral development.
- The enrichment of educational experience through extracurricular provision.
- The provision of outstanding guidance to students regarding education and careers.

We believe that every child has an entitlement to a curriculum offer which is developed, implemented and reviewed with these key principles in mind.

3. IMPLEMENTATION

The academy promotes the effective implementation of its curriculum offer by;

- Promoting the ongoing development of schemes of learning which promote the acquisition of knowledge and skills.
- Encouraging staff to continually develop excellent subject/curriculum knowledge and an awareness of metacognition within their subject areas.
- Promoting the use of assessment and feedback to identify gaps in student understanding and inform future teaching.
- Identifying and removing barriers to student progress in the classroom.
- Ensuring that a range of suitable extracurricular/enrichment activities are available to students and monitoring/promoting participation amongst all groups of students.
- Utilising TLR3 positions to support specific areas of our curriculum offer.
Note – TLR3 positions introduced during 2017

4. IMPACT

Promoting academic excellence is at the heart of curriculum review and planning at the Ilfracombe Academy, subsequently examination results will remain a key indicator of the impact of our curriculum offer. A range of additional evidence is utilised to monitor the impact of our curriculum offer on students at the academy:

- Student progress evidenced through quality assurance processes, including; lesson observations, book reviews and student voice activities.
- Analysis of the destinations of school leavers.
- Analysis of participation in extracurricular opportunities.

CURRICULUM CONTENT

The following table outlines the subjects on offer at the Ilfracombe Academy and the number of teaching hours allocated per week

s – settled subject (students are set by ability within these subjects)

Note – no setting of subjects in KS3 during the Covid-19 return plan

r – rotation subject (delivered as part of the curriculum within a larger subject area)

o – optional subject (selected by students for their KS4 and KS5 studies)

v – vocational subject (Pearson BTEC or OCR Cambridge Technical qualifications)

	Year 7	Year 8	Year 9	Year 10	Year 11	12/13
Art	2	2	1	2 (o)	2 (o)	4 (o)
Biology**				2 (s)	2 (s)	4 (o)
Business Studies						4 (o)(v)
Chemistry**				2 (s)	2 (s)	4 (o)
Design Technology	2	2	2	2 (o)	2 (o)	4 (o)(v)
Drama	1	1	1	2 (o)(v)	2 (o)(v)	4 (o)(v)
Economics						4 (o)
English	3 (s)	3 (s)	3 (s)	5 (s)	5 (s)	4 (o)
French*	3 (s)	3 (s)	3 (s)	2 (o)	2 (o)	4 (o)
Food Technology	(r – DT)	(r - DT)	(r - DT)	2 (o)	2 (o)	
Geography	2	1	2	2 (o)	2 (o)	4 (o)
Health & Social Care				2 (o)(v)	2 (o)(v)	4 (o)(v)
History	1	2	2	2 (o)	2 (o)	4 (o)
Information Technology		(r - DT)	(r - DT)	2 (o)(v)	2 (o)(v)	
Life Skills				2 (o)	2 (o)	
Maths	3 (s)	3 (s)	3 (s)	4 (s)	4 (s)	4 (o)
Media Studies				2 (o)(v)	2 (o)(v)	4 (o)(v)
Music	1	1	1	2 (o)(v)	2 (o)(v)	4 (o)
PCRE (inc Religious Education)	2	2	2	3 (s)	3 (s)	
PE*** (Physical Education)	2	2	2	3 all +2 (o)(v)	3 all +2 (o)(v)	4 (o)(v) 9 at L2
Philosophy & Ethics						4 (o)
Photography				2 (o)	2 (o)	4 (o)
Physics**				2 (s)	2 (s)	4 (o)
Psychology						4 (o)
Science**	3 (s)	3 (s)	3 (s)	6 (s)	6 (s)	4 (o)(v)
Sociology						4 (o)
Spanish*	3 (s)	3 (s)	3 (s)	2 (o)	2 (o)	4 (o)
Work Skills***						4 at L2

* In years 7, 8 and 9 students study either French or Spanish depending on their population (a select number of students to not study a language).

** In years 10 and 11 students study either science (6hrs) or biology, chemistry & physics (2hrs each)

*** Level 2 students in year 12 study Sport and Activity Leaders alongside Work Skills

Note - In years 10 and 11 students select 3 options from the optional subjects on offer

Note – In years 10 and 11 a small number of students complete 'study support' as 1 of their 3 options

Note - In years 12 and 13 level 3 students select 3 options from the optional subjects on offer

OTHER FEATURES OF CURRICULUM PROVISION:

LITERACY AND NUMERACY:

There is explicit teaching of literacy and numeracy skills within maths and English lessons. In addition the Ilfracombe Academy recipe for good teaching encourages all staff to plan activities which support the development on literacy and numeracy.

Further to this;

- In Year 7 and 8 every student has access to the Accelerated Reader scheme.
- The Marking and Student Presentation policies both reinforce the importance of literacy skills.
- Students requiring additional support in these areas receive intervention.

The academy has introduced a TLR3 leadership positions in literacy;

- *TLR3 literacy: The post holder coordinates whole staff training and school wide initiatives to promote a cross-curricular focus on the development of literacy skills amongst students, including an emphasis on literacy for examinations.*

For 2020-21 this post holder has been promoted to the senior leadership team as an associate senior leader.

- *TLR3 numeracy: The post holder coordinates whole staff training and the development of a school calculations policy to ensure consistent teaching methods relating to numeracy. The post holder is also responsible for the development of a KS3 numeracy tutorial programme.*

PCRE:

The PCRE programme extends over Key Stage 3 and Key Stage 4. It covers the statutory requirements associated with Citizenship, Health, Social, Moral, Spiritual and Cultural Education in addition to Religious Education and aspects of careers guidance. As well as covering knowledge and understanding, the programme is designed to develop personal attributes, such as self- esteem, emotional intelligence, good citizenship and British Values.

The academy has introduced a TLR3 leadership position in SIAMS;

- *TLR3 SIAMS: The post holder will plan to act on the outcomes of the SIAMS inspection (Feb 2017) this will include; developing a whole-school approach to collective worship and reflection, training new staff on the COE vision for education and ongoing self-evaluation and strategic planning in this context. For 2020-21 this post holder has been promoted to the senior leadership team as an associate senior leader.*

INFORMATION TECHNOLOGY:

Students in years 8 and 9 complete an Information Technology (IT) unit of study designed to develop an understanding of software which will support their progress throughout the academy and beyond. This unit is delivered as part of the design technology programme.

All subjects are encouraged to incorporate opportunities for students to develop IT skills into KS3 schemes of learning.

*Delivery of our internal IT unit of study is temporarily suspended (Covid-19)

EXTRA-CURRICULAR ACTIVITIES and STEM

There is a wide and growing range of activities both to support and enrich the learning experience of all our students. A balanced programme including academic, physical and creative elements runs throughout the school year. Major emphasis is placed upon widening horizons and raising aspirations through educational visits, both home and abroad.

An audit of students participating in extra-curricular activities is maintained throughout each academic year.

The real world applications of STEM are incorporated into schemes of learning and teaching episodes within Science, Maths and Design Technology.

The academy regularly participates in regional and national STEM activities including (but not limited to); maths challenges, the 'Big Bang' science and Engineering Education Scheme (EES)

WORK RELATED LEARNING

The Ilfracombe Academy holds the *Quality in Careers* standard (through the Investor in Careers model), most recently re-accredited in summer 2018. This external assessment confirms that the academy offers the highest quality CEIAG (careers, education, information, advice and guidance) to students.

- Students receive this CEIAG through timetabled PCRE lessons, tutorial periods and a planned programme of visits and collapsed timetable days.
- We work closely with regional and community based employers, businesses and enterprise groups to provide a range of employability and employer engagement programmes e.g. 'Your Hired!', 'Next Steps' and 'year 10 work experience week'. We draw on the expertise of Careers South West (CSW), Next Steps South West and other such organisations to support these events.
- The 'Sports Leaders UK Award' (formerly known as the Community Sports Leadership Award) designed to develop and recognise leadership qualities, is offered to students through a dedicated programme.

The academy has introduced TLR3 leadership positions in Creating Opportunities, Widening Horizons and Developing Learners, Developing Leaders;

- *TLR3 Creating Opportunities, Widening Horizons;*
The post holder will develop existing work related learning provision facilitating greater engagement with local and regional employers/enterprise initiatives and ensuring that initiatives benefit a greater number of students (including those in the sixth form). The post-holder will also take the lead on promoting science, technology, engineering and maths (STEM).
- *TLR3 Developing Learners, Developing Leaders:*
The post holder will develop students as resilient learners and monitor the impact of initiatives through student voice and targeted rewards trips. In addition the post holder will coordinate the student leadership programme.

A comprehensive list of events relating to CEIAG planned for 2020-2021 can be found within the attached appendix (see appendix 2).

*Delivery of extracurricular and CEIAG activities temporarily suspended (Covid-19)

OPTIONS PROCESSES

The options processes are designed to help students make well-informed choices about the courses that they follow during KS4 and KS5. We aim to encourage students to pursue a broad and balanced curriculum. The guidance provided to students is annually reviewed with Students receiving support and guidance through; tutorial programmes, options evenings, school prospectus materials and options interviews

Summary of KS4 options guidance:

To ensure breadth and balance students are currently required to include History or Geography or French or Spanish as one of their 3 option subjects and are encouraged to choose an expressive/creative subject as another (the options process allows for flexibility for individual students).

Full details of the KS4 options process can be found within the year 9 options booklet 2020.

Summary of KS5 options guidance:

Students meeting the entry requirements for level 3 courses select 3 option subjects from a list of ~20 subjects. Students are guided towards subjects with further education, training and employment in mind.

Full details of the KS5 options process can be found within the post-16 options booklet 2020.

SPECIAL EDUCATIONAL NEEDS / ABLE STUDENTS

In consultation with primary colleagues and parents, we identify students we feel may need additional support as well as students that are particularly able.

- The school has a dedicated team of learning support staff based in high quality, purpose built accommodation (The Learning Support Unit – LSU). ‘Support’ takes the form of classroom based teaching assistants, targeted extraction from lessons and alternative curriculum provision. With few exceptions alternative curriculum provision involves the extraction of students from modern foreign language lessons (3hpw). From September 2018 ‘Study Support’ has been included as a key stage 4 option (2hpw). This provision supports a small number of select students with their examination preparation and coursework development across their timetabled lessons. Further detail relating to the schools SEND provision can be found within the Ilfracombe Academy SEND policy.
- Able students are supported through high expectations and a focus on the inclusion of stretch and challenge opportunities within lessons. University visits and careers/enrichment events are also used to raise aspirations amongst students.

- The Academy is reviewing its SEND Provision Map in consultation with an Educational Psychologist to ensure our SEND curriculum offer is allowing our students to fulfil their full potential.

MONITORING & REVIEW

The Governors will seek to provide a curriculum which enables the college to fulfil its key purposes. This Curriculum Statement will be reviewed annually by curriculum and Christian distinctiveness portfolio group. Ongoing monitoring will also take place through processes that include an analysis of public examination results, discussions with the Headteacher, consultations with staff, students and parents, and presentations by Middle Leaders to SLT and Governors.

POLICY HISTORY

Policy / Version Date	Summary of change	Contact	Implementation Date	Review Date
Jan 2011	Pat Glover proof read and made amendments	L Nias	Jan 2011	
Sep 2011	Tony Tucker updated in light of changes in some curriculum content. Section on Literacy/Numeracy amended by P. Roberts	T Tucker	September 2011	July 2012
June 2011	Tony Tucker updated regarding changes for next academic year.	T Tucker	September 2012	July 2013
July 2013-Sept 2013	Full update and subsequent minor adjustments	T Tucker	November 2013	November 2014
Sept 2014	Full update- Summary of changes 2013-14 replaced with 2014-15 at beginning of document And subsequent minor adjustments	T Tucker	September 2014	September 2015
Sept 2015	Full update- Summary of changes 2014-15 replaced with 2015-16 at beginning of document And subsequent minor adjustments	T Tucker	September 2015	September 2016
October 2017	Full update- Summary of changes to curriculum 2017-18 at beginning of document and subsequent minor adjustments	J Twomey	October 2017	September 2018
September 2018	Full update- Summary of changes to curriculum 2018-19 at beginning of document and subsequent minor adjustments – option subjects, lesson allocation, careers, STEM etc TLR3 positions added	J Twomey	September 2018	September 2019
September 2019	Curriculum statement re-written to focus on the guiding principles of curriculum review and development at The Ilfracombe Academy. Information updated to reflect changes for 19-20	J Twomey	September 2019	September 2020
September 2020	Preface written to outline how the ongoing Covid-19 pandemic impacts on the curriculum. Information updated to reflect changes for 20-21	J Twomey	September 2020	September 2021

APPENDIX 1 – changes to curriculum for 2020-2021:

- **KS5:** A level French is removed from the curriculum offer in year 12.
(A level French continues to be studied by students in year 13)
- **KS5:** A level Philosophy and Ethics is removed from the curriculum offer in year 12.
(A level Philosophy and Ethics continues to be studied by students in year 13)
- reintroduced into the curriculum offer in year 12.

- **KS4:** Edexcel BTEC L2 Sport (First Award) reintroduced into the curriculum offer in year 10 during 2019-20 continues into year 11 (first assessment 2021).

APPENDIX 2 – CEIAG events 2020-2021:

*Delivery of extracurricular and CEIAG activities temporarily suspended (Covid-19)

Careers and Work Related Learning Programme The Pupils Journey

The Ilfracombe Academy has maintained the Quality in Careers Standard for over 15 years. We are committed to providing high quality impartial careers advice and guidance to all pupils.

Your Entitlement – By Year 11, what Careers Support will you receive?		
1	Understanding a clear plan for Careers at The Ilfracombe Academy	Careers and WRL overview shared with pupils and parents – Ongoing feedback is appreciated.
2	Access to good quality information about future study options - Labour Market Information	Career Pilot and CSW Sessions in Year 9 LMI assembly for Year 10
3	Your Individual Needs Met	Thorough Options process in Year 9 A wide range of diverse Careers activities
4	Curriculum Learning linked with Careers	Year 9 'Options Week' lessons including the STEM subjects
5	Encounters with Employers – At least 5	Next Steps Day You're Hired Year 8 Enterprise Day
6	At least one experience of a workplace	Work Experience Week in Year 10 Opportunity for a placement in the sixth form
7	Visited at least one university	Opportunities for university visits in every year and an opportunity to visit PETROC for the vocational taster in Year 10
8	At least two careers interviews with a senior member of staff or CSW advisor.	Sixth form guidance interviews CSW guidance interviews for Year 11 Year 9 Options interview for selected pupils

Pupils at The Ilfracombe Academy experience a range of Careers and Work Related Learning activities. Key events in KS4 form a big part of that experience such as You're Hired and Next Steps day. These events have been running for over ten years and are a brilliant opportunity to engage with local employers and providers. During PCRE lessons in KS3, pupils take part in a series of taught lessons covering employability skills enabling pupils to reflect on their own destination plans. Tutorial time also provides pupils with knowledge on career pathways, apprenticeships and support with the Work Experience Programme.

Our Careers Programme follows the Career Development Institutes (CDI) framework. This has three key elements:

- Developing yourself through careers, employability and enterprise education.
- Learning about careers and the world of work.
- Developing your career management and employability skills.

This document outlines our core offer for Careers and the annual planned activities that take place. There are lots of additional opportunities that come up throughout the year.

Careers and Work Related Learning Programme

Year 7

- Careers Morning with Pall and Atlas Packaging.
- The Ilfracombe Edge Awards – Silver Award
- ‘This is Me’ sessions during PCRE lessons:
 - Reflection on skills.
 - Transferable skills.
 - Personal statement writing practice.
 - Outlining achievements.
- Exeter University Trip

Year 8

- Year 8 Enterprise Day with Atlas Packaging
- ‘The Real Game’ – A series of lessons on employability skills:
 - Aspirations – Dream cloud.
 - Budgeting and payslips
 - Career research activity (LMI).
 - Looking at different career paths
- Careers South West workshop during PCRE lessons – Pathways and Destinations.
- The Ilfracombe Edge Awards – Gold Award
- Falmouth University Trip

Year 9

- Career Pilot Workshops – An online platform to find out key information on Careers.
- Next Steps Day – Large Careers Fair with supporting tutorial lessons. This is at The Ilfracombe Holiday Park and over 40 employers/providers attend.
- ‘The Year 9 Options Week’ – Every subject links curriculum learning to Career pathways and opportunities.
- Options evening for pupils and parents.
- Options guidance interviews – Selected pupils meets with a senior member of staff.
- Bristol University Trip
- During tutorial – A range of 20 minute lessons:

- Organisations
- Skills for work
- Comparing jobs
- University V Apprenticeships
- Competitive Advantage
- Labour Market Information
- CSW Workshops on Labour Market information and direct access during the workshop.
- STEM Day with TDK – An opportunity for all pupils to take part in a practical challenge using STEM Kit from MTA learning. The day is delivered by TDK in the summer term.

Year 10

- Apprenticeship Assembly from PETROC.
- Work Experience Week – Everybody in Year 10 goes on work experience.
- Assembly – Top Jobs and Opportunities, in demand UK jobs.
- PETROC Vocational Taster Day – All pupils are offered a place on the taster for vocational courses offered at PETROC.
- Plymouth University Trip – First come, first serve basis.
- All pupils write a CV during tutorial in preparation for the You're Hired Event.
- You're Hired Careers Event:
 - Pupils receive 5 workshops delivered by local business and employers covering a wide range of topics such as interview techniques and how to write a CV. Pupils wear formal business clothes for the day and it ends with a finale mock interview.
- Labour Market Information Assembly.
- Scheme of work during tutorial – Employability Skills
- Support or group workshops on organising Work Experience – Dependant on pupils needs.

Year 11

- Sixth Form recruitment assembly.
- Sixth Form guidance interviews with a senior member of staff.
- Whole Year study skills day, for example MADE for education.
- Next Steps Day – Large Careers Fair with supporting tutorial lessons. This is at The Ilfracombe Holiday Park and over 40 employers/providers attend. A lot of universities also attend this event.
- Careers South West support – 121 or Group interviews based on need.

Sixth Form

- Several University trips throughout the year, usually:
 - Plymouth University
 - Cardiff University
 - Falmouth University
- Trips to the Apprenticeship Fair and UCAS Exhibition in Exeter.
- Young Enterprise Scheme in Year 12
- Personal Statement Writing Days in house.
- Activities during tutorial such as:
 - Use of Unifrog and Career Pilot online.
 - Passport to Employability
- CSW Guidance interviews for selected pupils.

Where can you find out more information?

If you would like to know more about Careers and work related learning in school please get in touch with Steve Cronin, Head of Careers –

scronin@ilfracombeacademy.org.uk

If you have a question specifically about work experience please get in touch with Julie Mugleston, Work Experience Co-ordinator –

jmugleston@ilfracombeacademy.org.uk

Below are some excellent resources online designed to help young people and their parents to keep options open and make the right choices:

National Careers Service - <https://nationalcareersservice.direct.gov.uk/home>

Career Pilot - <https://www.careerpilot.org.uk/>

Uni Frog - <https://www.unifrog.org/>

LMI - <http://www.lmiforall.org.uk/>

Unistats - <https://unistats.ac.uk/>

Ilfracombe Academy Sixth Form - <https://www.ilfracombeacademy.org.uk/sixth-form/>

UCAS - <https://www.ucas.com/>

Careers & Enterprise Company - <https://www.careersandenterprise.co.uk/>

Apprenticeship Support

Amazing Apprenticeships - <https://amazingapprenticeships.com>

Apprenticeship Champions - <https://amazingapprenticeships.com/champions/>

The Apprenticeship Support and Knowledge for Schools project (ASK) -

<https://resources.amazingapprenticeships.com/about-ask/>

Get My First Job - <https://www.getmyfirstjob.co.uk/>

GOV.UK Become an Apprentice - <https://www.gov.uk/apprenticeships-guide>

Not Going to Uni - <https://www.notgoingtouni.co.uk/>

UCAS - <https://www.ucas.com/further-education/apprenticeships-and-traineeships/post-16-apprenticeships>