

Haven High Academy Curriculum Statement

INTENT

Our vision is to provide a world class education for all students to enable them to reach their true potential in a safe and supported environment. They will graduate from Haven High Academy with the skills required to ensure they are successful citizens of the future. Our curriculum is designed to provide all our students with the core knowledge that is the foundation of this success. We aim to maximise their cognitive development, to develop the whole person and the talents of the individual so that Haven High Academy students become active and valued members of the community.

At the heart of our curriculum lies a passion for the subjects we teach. We feel it is important that our students feel they can ask questions to help them find answers, encourage them to be inquisitive and most importantly learn how to learn. This is done through the knowledge provided in all the subjects they partake in and also how subjects do interact with each other. We are particularly conscious of the role that literacy and vocabulary plays in unlocking the whole curriculum. Our teachers explicitly teach the meaning of subject-specific language, and we expect lessons to contain challenging reading and writing when applicable. By encouraging a thirst for knowledge in our students, we know they can then use this as they continue to develop throughout their adult life.

Our curriculum has been developed to meet the needs of Haven High Academy students and has been designed with them specifically in mind. The curriculum in all areas is constantly refined, reviewed and improved, staff are actively encouraged to share subject knowledge and best practice both within and between faculties, to enable meeting the needs of our students. Haven High curriculum is founded on five core values, and they are also the values that guide us at Haven High:

Progress – To develop improve and advance.

Resilience – The capacity to recover quickly from difficulties; toughness

Integrity – The quality of being honest and having strong moral principles.

Disciplined – Showing a controlled form of behaviour or way of working.

Excellence – The quality of being outstanding or extremely good.

ENTITLEMENT

Students at Haven High Academy are entitled to a broad, balanced, challenging, differentiated and relevant curriculum which promotes their intellectual, physical, personal, social and emotional development.

- The curriculum will be supported by a system of pastoral care and makes use of Information & Communication Technology (ICT).
- A broad curriculum introduces students to a wide range of knowledge, understanding and skills.
- A balanced curriculum allows each part to be allotted sufficient time to make its special contribution, but not so much that it squeezes out other essential parts.
- A challenging curriculum stretches our students according to their individual abilities and in turn improves their knowledge.
- A differentiated curriculum matches what is taught and how it is taught to students' abilities and aptitudes.
- Haven High also offers its students a range of specialist learning days/weeks that are designed to develop essential skills they will need throughout their lifetime.
- A relevant curriculum ensures that subjects are taught so as to bring out their applications to students' own experience and to adult life, and to give due emphasis to practical aspects.

IMPLEMENTATION

At Key Stage 3 all students are taught a range of subjects including Social Studies (to include Religious Education (RE), Citizenship, Careers Education, Information and Guidance (CEIAG) and Personal, Social, Health and Economic Education (PSHEE), Drama and the National Curriculum subjects; Art, English,

Geography, History, Information Communications Technology (ICT), Maths, Spanish, Music, Physical Education (PE), Science and Technology. For Year 7 (Class of 2023) the curriculum is expeditionary in format covering the subjects above. This is delivered on our Tollfield Campus with a mixture of staff who are based there and those who travel. All are subject specialists.

Key Stage 3 students have access to a suitable programme of Literacy and Numeracy Skills.

The Academy's policy on Sex Education is delivered through Social Studies (PSHEE and RE) and Science. Parents/carers are offered the opportunity to discuss any concerns about the sex education programme, and if, following the discussion, students are subsequently withdrawn from any lessons, and they will be set work on an individual basis relating to the subject from which they have been withdrawn.

In Years 9, 10 and 11, all students follow a core of subjects comprising: English, Maths, Social Studies (RE and Citizenship) PE and Trilogy Science to double award. All students have access to the Options system which provides the following range of subjects: Art, Child Development, Geography, Food and Nutrition, History, Spanish, Music, Product Design and Triple Science. In addition, a range of vocational subjects are offered at the Academy, including Cambridge Nationals ICT, BTEC Sport, BTEC Performing Arts, BTEC Health and

Social Care, BTEC Music, City and Guilds Construction, ABC Motor Vehicles, City and Guilds Salon Services and BTEC Uniformed Public Services.

At Key Stage 4 Personal, Social, Health and Economic Education is delivered through the Social Studies programme and form time and incorporates Careers Education and Guidance. In Years 9, 10 and 11 RE, PSHEE, Citizenship, Work-related Learning and Enterprise Education are supported also by external visitors, suspended lessons/days and trips each year.

REVIEW

This policy is reviewed at regular intervals in line with our approach to refine review and improve our curriculum offering at every opportunity.

YEAR 7 CURRICULUM

<i>Subject</i>	<i>Number of Periods</i>	<i>Subject</i>	<i>Number of Periods</i>
Mathematics	4 (5)*	Music	1
English	5 (6)*	PE	2
Science	4	Social Studies	2
Humanities	3	ICT	1
Drama/Tech	1	(these are done on a termly rotation)	
Art	1		
Spanish	2 (0)*	* indicates provision for students who require additional time on basics	

YEAR 8 CURRICULUM

<i>Subject</i>	<i>Number of Periods</i>	<i>Subject</i>	<i>Number of Periods</i>
Mathematics	4	Geography	2
English	4	History	2
Science	3	Social Studies	2
PE	2	Drama	1
Technology	1	ICT	1
Art	1	Music	1
Spanish	2		

KEY STAGE 4 CURRICULUM

At Haven High Academy we offer a wide choice of subjects in Key Stage 4 but ensure that students retain breadth, balance and relevance. Students are prepared for examinations that match their interests and abilities. The main forms of examination are GCSE, but the BTEC courses have external examinations alongside portfolio work. Other courses are assessed through portfolio and practical work.

Year 8 students and their parents/carers are informed of the options available during Term 4 and, following full consultation with staff, will make their choices from the option subjects listed below. The core subjects of English, English Literature, Mathematics and Trilogy Science double award, lead to full GCSE qualifications

The Academy takes the opportunity to disapply certain aspects of the curriculum for those students more suited to a Work Related Learning programme. This may take the form of a Work Placement or suitable course available in partnership with Boston College, First Steps or other appropriate provider. Students opting for this route gain accreditation such as Key Skills and Skills for Working Life.

<i>Core Subjects</i>	<i>No of Periods</i>	<i>Core Subjects</i>	<i>No of Periods</i>
English	4	Mathematics	4
Science	4	Social Studies	3
PE	2		

Option Subjects No of Periods – 3 in Years 9, 10, and 11

- ABC Motor Vehicles
- Art
- BTEC Health and Social Care
- BTEC Media
- BTEC Music
- BTEC Performing Arts
- BTEC Sport
- Cambridge Nationals ICT
- Childcare Development
- City and Guilds Construction
- City and Guilds Salon Services
- Computer Science
- EAL (ESOL)
- French
- Spanish
- Geography
- History
- Music
- Work skills
- The Technology subjects available are Food and Nutrition and Product Design

- Triple Science
- PDE
- BTEC Uniformed Public Services

Impact

Haven High Academy uses common assessments in most subjects which are taken by students' year on year. These are high quality summative assessments which allow pupils to demonstrate their growing understanding of their subjects and teachers to assess the impact of their teaching. These summative assessments are typically taken two or three times a year. Formative assessment from lesson to lesson is encouraged in all subjects to gauge students understanding.

Our formative assessments are designed to support students in achieving fluency in each subject. This means that in lessons pupils are quizzed on prior knowledge in order to embed this knowledge in their long term memory. This frees up their working memory to attend to current learning. Knowledge organisers provide students with key information in each subject, enabling them to develop their understanding of key concepts outside of their lessons. Students are set homework tasks in each subject based on the content in their knowledge organiser and if applicable are tested on this the next week. We also encourage all pupils to read widely and once a week all members of the Academy partake in our Drop Everything And Read (DEAR) initiative.

Every child has an equal right to a challenging and enlightening curriculum. By teaching this curriculum well, and developing effective habits in our pupils, we bring out the best in everyone.

British Values Statement

The Department for Education has introduced a statutory duty for schools to promote British values more actively and to ensure they are taught in schools.

Haven High Academy is committed to serving its community and recognises the multicultural, multi-faith and ever-changing nature of the United Kingdom. Haven High also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

Haven High follows equal opportunities guidance and will not tolerate discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

We here at Haven High Academy are dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that we promote and reinforce British values to all our students.

The government defined British values in the 2011 Prevent Strategy.

The five key British values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs.

All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our RE, PSHE and Citizenship lessons provide excellent opportunities to deepen and develop understanding.