



Curriculum Policy

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This Policy should be read in conjunction with:

- [SEN Policy](#)
- [EYFS Policy](#)
- [EAL Policy](#)

INTRODUCTION

The Axis Academy stands apart from existing local provision by delivering a highly-specialised curriculum supporting students' specific needs, particularly focused towards students with Mental Health difficulties with the aim to inspire learning for any ability. Staff are supported by an effective Senior Leadership Team (SLT) working collaboratively to develop high-level plans, resources, and strategies for teaching. The Axis staff team draw on the experience of other SEMH schools, personal expertise, external support agencies, and recent academic research. The Axis curriculum incorporates focused programmes of study using a multi-functional approach. Axis students have challenging yet achievable student targets supported by well-informed student profiles and one-page profiles. Staff at Axis focus on developing aspirational personal growth with each student, no matter of their age or ability finding an optimal framework to excel, achieve and become a lifelong learner, contributing to the community and modern Britain.

The curriculum is delivered flexibly, showing consideration for each student's learning profile. Subject Leaders develop overarching schemes of work that encourage learning outcomes over the entire course through each key stage. Staff follow well sequenced curriculum with clear learning intentions which through the use of high quality activities, resources, and assessment criteria the work is scaffolded to match students' individual abilities, needs, learning style's and developmental stages. Each member of staff will spend a proportion of their time sharing and shadowing good practice both within and outside the Academy. This will enable them to plan, prepare and differentiate materials, and will ensure all students have constant access to the highest-quality learning, so achieving excellent, and accelerated, progress.

Assessment occurs continually throughout the curriculum, at key points within the academic cycle students progress will be reported by staff and this will reflect both formative and summative assessments the student has completed.

Curriculum development and review is a vital part of our whole school strategy for improvement. A core focus of the Axis curriculum is the personal development of each student. We are committed to providing of a rich, deep, broad and balanced education for all of our students.

CURRICULUM INTENT: AIMS AND OBJECTIVES

At the Axis Academy we have designed a curriculum to **excite, inspire** and **engage** our students to become lifelong learners ready to take on the next phase in life equipped with the attributes, skills, knowledge, understanding and qualifications they need to be successful in their futures. Our rich and deep curriculum covers a wide spectrum of opportunities both academic and non-academic to ensure our young people enjoy and engage in their learning.

Our vision is that when a student leaves The Axis Academy we want them to:

- have plans in place for their future
- enjoy learning and see the value of lifelong learning
- have respect and understanding for themselves and others, regardless of differences
- have productive roles as a contributing member of society
- know how to maintain a healthy body and mind
- have achieved their best academic outcomes

We believe our curriculum allows all pupils to achieve these outcomes.

The Axis Academy sees the importance of developing all aspects of a student's character and so offers a holistic education promoting progress in all areas – socially, intellectually, creatively and culturally. Fundamental to this is equipping students with the tools to support their mental health now and in the future.

The delivery of the curriculum ensures pupils learn and remember more, extend their knowledge and are given opportunities to make concrete links between topics and subjects. At the heart of the Axis curriculum is the development of students' interests and talents with a rich, deep and ambitious diet. Using an enquiry-based learning approach we promote creativity and leadership within our students to support them becoming lifelong learners with the skills and attributes they need to succeed in careers that we don't yet know due to the rapidly changing world we live in. Therefore, the enquiry-based curriculum needs to be rich, deep, aspirational, creative, relevant and meet the needs of our students, following a comprehensive programme of subjects with a strong focus on reading and literacy. Pupils will hone their leadership skills through a range of activities including The John Muir Award, Duke of Edinburgh Award, and many sporting opportunities and extracurricular activities.

Formative assessment is planned to ensure learning is broad and effective. The Axis curriculum is carefully sequenced with timely support and intervention to fill gaps in learning allowing students to make accelerated progress. Our curriculum allows for individual personalised pathways to support individual needs and build upon students' prior knowledge whilst providing appropriate challenge.

At the Axis Academy it is important that we recognise students' personal starting points, we acknowledge some may have not had a positive experience of education and it is our job to change this. We believe in learning for enjoyment and equipping our pupils for the world beyond school.

THE CURRICULUM IN KEY STAGE 2- LESSONS PER WEEK:

Literacy	4
Numeracy	4
Science	4
Topic	4
Outdoor Education / PE	3
Art/DT	2
Food	2
ICT	1
PSHCE	1 on rolling TT

THE CURRICULUM IN KEY STAGE 3 - LESSONS PER WEEK

English	3
Mathematics	3
Science	3
ICT	1
History	2
Geography	1
Art	2
DT	2
Drama	1
Food Technology	2
Outdoor Education	2
Physical Education	2
Careers	1 x Personalised learning
PHSRE	1 on rolling TT
Enrichment	1

KEY STAGE 4 CURRICULUM - LESSONS PER WEEK

English Language and Literature	4
Mathematics	4
Science	4
Food	1 + PL
PE	2
PHSRE	1 on rolling TT
Careers	1 x PL
Option 1	3
Option 2	3
Option 3	3
Enrichment/D of E	1

KS 4 Options

At the end of year 9 students chose three options. These options include but are not limited to:

- History
- Geography
- ICT
- ART
- Child Development
- PE
- DT
- Food
- Triple science
- Animal Management (@Reaseheath College)
- Drama

The qualification will be decided by the subject teacher and will be appropriate to the students' academic ability. These will include GCSE, Functional Skills Levels 1 and 2, Entry Level Certificate.

PSHCE

PHSRE will be delivered once a week on a rolling timetable by form tutors. Lessons will be based on the three areas: health and wellbeing, relationships and the wider world. A range of topics will be covered over the year within the three areas including British values, RSE, life skills, mental health and the law. The PHRSE curriculum has been designed to give pupils the age relevant information they need to become well-rounded individuals, prepared the world after they leave the Axis Academy.

CURRICULUM ENRICHMENT

As we are passionate about educating the whole child at The Axis Academy, as part of the curriculum students take part in enrichment activities each Friday afternoon. Students benefit from an extensive range of extracurricular activities after school giving them every opportunity to participate in a wide range of pursuits to develop their skill and personalities such as:

- Cooking
- Various sporting activities
- Gardening
- ICT
- Board Games/Lego
- Card games
- Gaming
- Duke of Edinburgh
- Debating/Ethics club
- Gym
- Hair and beauty
- Walking
- Art
- Drama

ASSESSMENT

Teacher Assessments

It is absolutely key that all stakeholders (students, staff, parents/carers) understand **current** academic performance across subject areas, how this relates to **previous** assessments of their knowledge, skills and understanding, and also indications of **future** achievements.

The forensic tracking of assessment data allows us as a school to deploy the necessary and specific interventions to ensure that students make **at least** expected progress, if not accelerated progress.

In order for this to be accurate and effective, a **uniform system** and method must be implemented for comparison, as a student navigates from **Key stage 2 into Key Stage 3 and then onto Key Stage 4**

Current performance data is mapped against **targets**, which are derived from **entry point** information, whenever that may be at Axis.

The points and associated circumstances at which students transition to Axis are diverse and transition data is variable (if available) meaning this is often not truly reflective of potential due to external factors.

It is therefore imperative that we make a **holistic judgement** and create an **appropriate profile** from information available or by conducting selected transition assessments.

From a variety of sources students will then be **banded** on **current academic potential** which will be reviewed annually based on in-year performance data.

CAT4 Mean SAS	KS2 Av. Scaled Score	GL Assessment Stanine	Reading Age	CAT4 GCSE Maths Indicator	CAT4 GCSE English Indicator	BAND
110+	110+	7 – 9	2 years + above chronological age	7 - 9	7 - 9	EXTENDING LEARNER
75 - 110	75 - 110	4 – 6	+/- 2 years of chronological age	4 - 6	4 - 6	SECURE LEARNER
75 or below	75 or below	1 - 3	2 year + below chronological age	3 or below	3 or below	DEVELOPING LEARNER

KS 2

Students current attainment level is judged at the start of the year/term. Each term their progress is measured against the age-related expectations for the level they are working at. When these expectations are met students would progress to the next level. KS 2 progress uses teacher assessment looking at a broad range of evidence to award level.

KS 3

Half-termly Schemes of Work for each subject will identify the **intended concepts and skills**, against which the degree of student ability and understanding will be measured. This will be simply broken down into **just five grades**:

Excelling, Extending, Secure, Developing, Emerging

The curriculum content will be derived back from **intended Key Stage 4 knowledge, skills and understanding** that will be required to allow students to be **“GCSE ready” at the end of Year 9**, therefore SoWs will be progressively more challenging each term, revisiting and compounding topics and skills, however **building in terms of complexity towards KS3 exit points**.

Band	Target	Grades	GCSE Target (based on KS3 exit)
		EXCELLING Demonstrated a comprehensive understanding of all concepts and skills in a unit of work	8 – 9
EXTENDING LEARNER	EXT	EXTENDING Grasped the main concepts and skills in a unit of work and can apply to new contexts	6 – 7
SECURE LEARNER	SEC	SECURE Has a secure understanding of the main concepts and skills when applied to familiar contexts	4 – 5
DEVELOPING LEARNER	DEV	DEVELOPING Grasped some of the main ideas and skills in a unit of work, others require development	2 – 3
		EMERGING Beginning to grasp some of the main ideas and skills in a unit of work	1

The curriculum map **from Key Stage 3 entry to exit** should navigate through **three distinct levels of challenge** and progress will be **reported on at three points** during each yearly cycle – Autumn 2, Spring 2 & Summer 2.

Students will continue to be **grouped based on attitude and aptitude** rather than age related.

KS 4

Progress and assessments will be graded to show current attainment against GCSE grades using the Yes Trust Assessment Model. Allowing students to make incremental progress across the GCSE grades and for them to be able to recognise the progress they are making.

At each termly data collection point and during the term, students will be assessed (**both formatively and summatively**) and based on their demonstration of understanding, retention of knowledge and the application of skills be reported as one of the 5 grades.

When **assessed against target**, each learner will have the opportunity to demonstrate they are working:

- **Above Target** – Making accelerated progress
- **On Target** – Making steady progress
- **Below Target** – Requires subject level intervention

Please note: Data will be working at grades, not predictions.

- Each term data is reported to parents in a written progress report and once a year students receive a full written report.
- Termly monitoring meetings between subject teachers and the Senior Leadership Team are held in order to track student progress and identifying groups and individuals above/at or below target. Action plans for individuals and groups below target are drawn up and reviewed during these meetings.

Form Tutor Involvement

- Form tutors monitor students in their form and speak to SLT if they think that a student needs closer monitoring
- Weekly phone calls are made by Form Tutors to all parents and carers of children in their form to include discussion on their child's progress

Assessing Students' Work

- Assessments form the basis of students' progress in each subject.
- Progress is assessed to show attainment against national benchmarks at KS 2 and 4. Progress in KS 3 will be tracked against the Axis KS 3 Assessment model.
- Assessments take the form of continual assessment considering both classwork and formal written assignments or test.
- Students are told in advance the requirements of assessments. They receive a written formative comment on their work which relates to these requirements and which states:
 - what has been done well
 - what needs to be improved

- how this improvement will be made

- The formative comment for each assessment are discussed with the student so they fully understand their level, what they have done well and what they need to do to improve even further.

Frequency of Assessments

- There are 3 assessment weeks per year for all students which are calendared once each term. Key Stage 4 students will carry out Mock exams to help them prepare for formal examinations. Year 10 will sit their mocks at the end of the academic year and Year 11 will sit mock exams in November and again in March.

Grouping of Students

SLT with consultation of subject teachers are responsible for placing students in appropriate groups. All decisions concerning grouping take into account student ability and attitude. Professional judgement is still required to ensure the individual child's needs are accounted for.

FEEDBACK

What is feedback?

Feedback can take different forms: peer, self, teacher marking, or verbal.

The most important reason to check and assess work is that it enables the teacher to give feedback. This then informs the teacher of the progress a student is making in their subject area. This then allows for focused planning which is tailored to the needs of individual students and that leads to further progress. Formative feedback for student – whether this is based on teacher or peer assessment - is much more useful for the student than simply knowing the mark achieved in the assessment.

Aims of feedback

- To help students make progress
- To give students dedicated time to reflect upon their learning and put in effort to make improvements
- To inform our planning and structure the next phase of learning
- To facilitate effective and realistic target setting for student and/or the teacher
- To encourage a dialogue to develop between the student and teacher
- To encourage students to have a sense of pride in their work

- To encourage students to aim for perfect presentation
- To correct mistakes, with a focus on literacy skills

Principles

- Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback.
- A dialogue, both verbal and written, should be created between teacher and student. When marked books or assessments are returned to students it is essential to allow time for students to read the comments and engage with feedback.
- Where appropriate students should be encouraged to assess their own work against the learning objectives and success criteria.
- Peer and self-feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher.

Type and frequency of verbal feedback

- This is the most frequent form of feedback.
- It has immediacy and relevance as it leads to direct student action.
- Verbal feedback may well be directed to individuals or groups or students; these may or may not be formally planned.

Type and frequency of written feedback

- The frequency of each type of written feedback will vary between subjects and key stages; books are marked at least once a week.
- Some departments that are more practical may well not have detailed written feedback, however students will still receive feedback from teachers on their work
- Detailed feedback clearly identifies the strengths and areas for improvement that students will then act upon.
- Maintenance marking may identify specific issues such as key words, literacy and presentation issues and students should act upon these. Staff will follow a whole school literacy marking policy to support students in developing these skills.

Type and frequency of peer feedback

- This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher.
- Students need to be well trained over time to effectively peer assess one another. This process will be clearly led by the subject teacher.

Type and frequency of self-feedback

- Similar to peer feedback, students need an explicit and clear structure to identify their learning needs.
- Teacher share success and/or assessment criteria where appropriate.

MONITORING AND EVALUATION

- The Deputy Head (Curriculum) along with the SLT monitor students' exercise books to review the quality of the curriculum, marking and student progress.
- The Senior Leadership Team monitor the impact of the policy as part of the QA process.