



SIR ROBERT PATTINSON ACADEMY

CURRICULUM POLICY

Date Reviewed in School: March 2016
Date Approved by Governors: 18 April 2016
Review Date: March 2019

CURRICULUM POLICY

The Curriculum at Sir Robert Pattinson Academy adopts the vision, purpose and aims of the school.

Purpose

The essential purpose of the Academy is to enable students to fulfill their potential, not merely as independent personalities, but also as responsible contributory members of the community.

Aims

1. Building and Developing – to promote in all our young people, positive personal character traits and to develop well-rounded individuals.
2. Engaging and Enthusing – to engage, interest and excite our student body, not only to learn, but to continue to learn beyond the school perimeter and to develop a lifelong love of learning.
3. Educating and Preparing – to ensure all our students are well-educated by a curriculum that encompasses a broad and balanced mix of knowledge, skills and understanding.
4. Qualifying and Accrediting – to provide suitable courses for our students and to ensure that they progress, so that they move on to positive destinations after their time with us.

The curriculum is designed to enable all young people to become successful learners who:

- have the essential learning skills of literacy, numeracy and information and communication technology;
- are creative, resourceful and able to identify and solve problems;
- have enquiring minds and think for themselves;
- communicate in a range of ways;
- understand how they learn and learn from their mistakes;
- can learn independently and with others, and
- enjoy learning and are motivated to achieve.

The curriculum is designed to enable all young people to become confident individuals who:

- have a sense of self worth and personal identity;
- relate well to others and form good relationships;
- are self aware and deal with their emotions;

- are physically competent and confident;
- manage risk and stay safe, and
- are willing to try new things and make the most of opportunities.

The curriculum is designed to enable all young people to become responsible citizens who:

- have well-honed skills for life and work;
- are enterprising;
- are able to work with, and respect, others;
- have an understanding of the significance of British values alongside the ability to appreciate the benefits of diversity, and
- sustain and improve the environment, locally and globally.

The curriculum aims are reflected in the life of the students through their engagement with Academy as well as community initiatives. Student Leadership within the Academy highlights the many areas in which students excel, including their many sporting achievements, involvement with fund-raising for national and local charities, publicising information about disadvantaged students, electing their own Student Leadership Team and promoting independent learning. Within the wider community our students help lead and support sports clubs and young people's uniformed groups including RAF, Army and Sea Cadets, scouts and guides, working with younger members of the community to great effect.

Concerns and Complaints (see also the general Complaints Procedure)

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|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Stage 1 | Parents who have concerns about any aspect of the curriculum should discuss these with the student's tutor. |
| Stage 2 | If the issue needs further clarification then parents should contact the relevant. Key Stage Leader who will forward it to the Head of Department concerned. |
| Stage 3 | They may contact the Headteacher in writing. |
| Stage 4 | They may write to the Chairman of Governors, using the Academy address. |

Monitoring and Review

This policy will be monitored by the Assistant Head (Curriculum), who will report to the Headteacher on its implementation on a regular basis. The Assistant Head (Curriculum) will report to the Governing Body's Student Achievement Committee on the progress of the policy and will recommend any changes.

This policy will be reviewed by the Personnel and Curriculum Committee of Governors as part of the review of policies.

See also:

- Complaints Procedure
- Equality Policy
- Sex and Relationships Policy
- SEND Inclusion 2014
- Relationships _ Sex Education

Timings of the School Day

08.45 - 09.05	Registration
09.00 - 10.00	Period 1
10.05 - 11.05	Period 2
11.05 - 11.25	Break
11.25 - 12.25	Period 3
12.25 - 13.05	Lunch
13.10 - 14.10	Period 4
14.15 - 15.15	Period 5

SRPA Curriculum Allocations September 2016

Subject	KS3			KS4	
	Y7	Y8	Y9	Y10	Yr11
English	8	7	7	9	9
Mathematics	7	7	7	8	8
Science	7	7	6	9	9
Languages	6	6	4		
Physical Education	4	4	4	2	2
Technology	5	5	5		
History	2	2	3		
Geography	2	2	3		
Humanities		1			
RE	2	2	2	1	1
ICT	1	1	2		
Music	2	2	2		
Art	2	2	2		
PSHE	1	1	2	1	1
Drama	1	1	1		
Option A				5	5
Option B				5	5
Option C				5	5
Option D				5	5
Total Hours	50	50	50	50	50

KS5

KS5 subjects are allocated 10 lessons per option block A-D and 8 lessons for Block E. * In addition they have 1 lesson of ASPIRE.

*It should be noted that there are a number of subjects within the option blocks that have been reduced from 10 to 8 lessons on a case by case basis, usually dependant on the numbers in the class.



