



# **FORTIS**

Foundation Academy

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**ENRICHING LIVES**

## Curriculum Policy

Review Date June 2022

**June 2020**

Version 2.1

**Rationale**

The Fortis Academy as a whole will have substantial, meaningful curricular concepts threaded throughout its curriculum. There will be a focus on “Big Ideas” and “Big Questions” with each subject increasingly developing a compelling vision for their local curriculum, whilst ensuring coherence in how long-term planning is sequenced to ensure learning is both enjoyable and retained by students in the long-term.

This policy seeks to provide a vision for The Fortis Foundation Academy and communicate the links between the transitions from KS2 to KS3 and the strong foundations that will be built within the curriculum at KS3 and the advancement into the KS4/5 curriculum in the Senior Academy.

This policy is a statement of the aims, principles and strategies for the curriculum intent and implementation at Fortis Academy. The aim of this policy is to ensure that all students, regardless of starting point or barriers, excel academically and their lives are enriched by being a student at Fortis Academy due to our outstanding curriculum.

<p><b>Staff Responsibility:</b></p>	<ul style="list-style-type: none"> <li>• Contribute to the reflective development of a knowledge rich curriculum</li> <li>• Ensure there are clear objectives and success criteria in lessons which the students understand</li> <li>• Provide regular feedback which informs the next steps in students learning</li> <li>• Give students opportunities to reflect on their learning through target setting</li> <li>• Plan lessons which have pace and structure</li> <li>• Provide a working environment where expectations are high</li> <li>• Provide appropriate resources and support materials</li> <li>• Continue to widen their subject knowledge and developments in education</li> <li>• Use differentiation and groupings to enable all pupils to learn effectively</li> <li>• Provide effective assessments and keep accurate records which inform planning</li> <li>• Communicate effectively with parents, keeping them informed on student progress</li> </ul>
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<b>Student Responsibility:</b>	<ul style="list-style-type: none"> <li>• Respect other students and all adults; be considerate and thoughtful</li> <li>• Respect the school environment and equipment</li> <li>• Be punctual and organised with appropriate materials/kit</li> <li>• Be ready to learn and engage in the learning experience</li> <li>• Be positive and eager to make use of all opportunities</li> <li>• Have pride in their work, their peers and Great Barr Academy</li> <li>• Take responsibility for their learning, work hard and do their best at all times</li> </ul>
<b>Parents' Responsibility: (Home School Agreement)</b>	<ul style="list-style-type: none"> <li>• Ensure their children attend regularly and punctually</li> <li>• Support the ethos of the academy</li> <li>• Share responsibility for their children's learning, be realistic and offer encouragement and praise</li> <li>• Attend curriculum review meetings</li> <li>• Support the children in the completion of all home learning</li> <li>• Encourage independence in their children</li> <li>• Communicate with staff any concerns about their children</li> <li>• Respect all members of the school community</li> </ul>
<b>Review Date:</b>	June 2022

## 1. Key Principles

### ENRICHING LIVES

Our Academy Vision is “Enriching Lives”, this is underpinned by 4 core principles: Engage, Enquire, Explore and Excel. We believe that students’ lives will be enriched, and be better, in every way because they came to Fortis Academy. The unique structure of our campus means that effectively students attend 2 academies, Foundation Academy where they develop **Character, Resilience** and **Aspiration** and then move onto the Senior Academy where the impact of the work done in Foundation Academy comes to fruition as they strive for excellence in their outcomes. We want our staff and students to be highly successful and proud of our academy and the key driver for this ambition is our curriculum.

*It is not the beauty of a building you should look at; it's the construction of the foundation that will stand the test of time. David Allan Coe*

	NATIONAL	SCHOOL	CLASSROOM
INTENT	To what extent has the government made the objectives clear?	To what extent has the school made the objectives clear?  To what extent do the objectives align with the national policy objectives?	What do teachers think their objective is in teaching this subject?  To what extent do the objectives align with the school's objectives?
IMPLEMENTATION	How effectively are the objectives of the curriculum translated into policy levers?	How effectively are the objectives of the school translated into processes and policies?	How likely is it that the teaching methods used will deliver the teachers objectives for that subject?
IMPACT	What is the potential impact of the policy objectives on pupils nationally?	What is the potential impact of the school's objectives on its pupils?	What is the potential impact of the course of study on the pupils?

## INTENT

Our clear intention is to deliver a curriculum that enables every student to pursue and develop their talents, academic interests and skills enabling them to progress onto positive destinations and fulfil their high aspirations. We want our students to develop a 'Love of Learning for Life'. It is our intention to develop enquiring minds that will give our students a wealth of opportunities in their lives, be given the opportunity to explore in depth a wide range of academic and vocational subjects as well as their own interests and talents, and by engaging in this, with the support of Great Barr Academy, they will excel.

## IMPLEMENTATION

To ensure this is the case we provide a broad, balanced, challenging and relevant curriculum across all subjects, as well as appropriate levels of expectation and genuine challenge along with relevance, continuity and progression in learning to ensure every student can aim high and maximise their learning potential. Each department within the Academy has their own specific aims linked to our overall intention and are committed to enabling the greatest of success for all our students. We have a strong personal development programme that helps to give our students the 'Edge'. The programme is designed to develop their personal, social, moral and cultural awareness. The activities undertaken support students by building their independence and developing a sense of responsibility. We provide courses of study and teaching methods that promote engagement and enquiry, are tailored to the wide range of needs, interests and aspirations of our students. No student at Fortis Academy will be denied access to any part of the curriculum on grounds of race, faith, or gender.

## IMPACT

We understand that the quality of our Curriculum will impact on a broad range of student indicators, therefore we monitor achievement data, student behaviour in lessons, attitudes towards learning, social time behaviour/relationships, attendance and destination data. We believe that students, staff and parents all have an important voice in ensuring our Curriculum is high quality and meets the needs of all students.

We believe that children learn best when they:

- Are interested and motivated
- Achieve success and gain approval
- Are clear about expectations in their work
- Develop independence and use initiative
- Participate in enrichment activities and cross curricular learning

Learning will take place in a stimulating learning environment that:

- Is welcoming, happy, inclusive and caring
- Challenges students to achieve the highest standards and supports them to do this
- Celebrates success and encourages children to realise their full potential
- Expects mutual respect
- Is well organised, safe, tidy with well-presented displays
- Has resources that are appropriate, high-quality, attractive, and accessible
- Has an agreed code of behaviour 'owned' by the children: 'Ready, Respectful and Safe'.

We expect our curriculum to:

- Provide a broad and balanced education for all students
- Provide subject choices that support students' learning and progression and enable them to work towards achieving their goals as children and as they become adults
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students' spiritual, moral, social and cultural development alongside developing their personal skills
- Promote a positive attitude to learning and a love of learning for life
- Ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support
- Give the students opportunities to thrive, follow their dreams and develop new talents

This policy reflects the requirements for Academies to provide a broad and balanced curriculum as per the Academies Act 2010. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and

Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

## **Inclusion**

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students and students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Further information can be found in our statement of equality information and objectives, and in our SEND policy. For example, we have an "over and above" approach to Pupil Premium students, this means that staff should be aware of any historical gaps in opportunities or learning PP students may have and where this is the case, staff are expected to make reasonable adjustments to address any issues.

## **Student Organisation**

Students join the foundation academy in Year 7 and are assigned to a one of four house groups: Darwin, Brunel, Franklin or Johnson. We have an outstanding pastoral system to ensure that every student has a nurturing and supported experience throughout their time in Fortis Academy. In year 7 students are initially taught within their assigned tutor groups then, following NGRT testing the students will be streamed in the core subjects.

In Year 8 students are taught in X/Y bands. 2 house groups are placed in either X or Y. Students are then grouped by ability in the Core subjects, MFL and PE. There is common setting in Humanities (Geography, History, Religious Studies) and Art. Mixed ability setting is used in Technology and Performing Arts.

In Year 9 students are supported in making option choices which reflect their unique talents and abilities. There are 4 options pathways which are preselected for students to guide them towards subjects in which they will be able to gain the most success and which will lead to appropriate destinations. The options pathways are linked closely to labour market information so that students can investigate potential career pathways and choose subjects that enable both that pathway and wider career ambitions. Envision offers separate sciences, a language and at least one humanities subject and one free choice. Inspire encourages 3 free option choices but all students are recommended to consider selecting subjects that form the Ebacc. The Engage pathway is suitable for students who may need Entry Qualifications and includes life skills and a Princes Trust qualification. Students may be chosen to participate in the Aspire curriculum which is separate provision for students who require a learning experience in a specialist environment which also facilitates high quality

work experience placements. In addition to the choices made pupils will continue to participate in Physical Education as a vital aspect of health and well-being.

### **Home Learning**

We recognise the importance and value of home learning. This operates as an extension of classwork and it is a vehicle to practice skills, acquire new skills, develop good study habits and develop more independent learning. At KS3 there is the expectation that students will complete either a Research, Respond or Reflection task as set by their class teacher at least once every 5 lessons and often more.

### **Personal Development Curriculum**

We have a strong personal development programme that helps to give our students the 'Edge'. Developing their personal, social, moral and cultural awareness. Building their independence and sense of responsibility. PDC is promoted through a variety of ways including the tutorial programme "Edge" as well as in many subject areas (e.g History, Geography, RS, English and Business). We seek to promote good relationships throughout the academy community and genuine tolerance and understanding of all cultures. We actively promote opportunities for students to work together, in a variety of situations both within and beyond lessons. Students have extensive opportunities to take responsibility through activities such as the school council, EAL ambassadors, Year 9 prefects, representing the school on interview panels, sports leadership and assisting at parents' evenings. PDC throughout the foundation curriculum contributes to a number of cross-curricular areas, including personal organisation and study skills, health education (including drugs education, relationship and sex education and personal safety), environmental education, economic and industrial awareness, knowledge of key dispositions within religious studies and careers education. The PDC is taught by form tutors within a dedicated 'Edge' session within year groups, supported by specialist staff and outside speakers.

### **Careers Education and Work-Related Learning (The Next Steps Hub)**

Students have access to specific careers advice in every year group. This is delivered through PD days (3 annually) and through the Edge programme. There are opportunities for students to meet with employers and attend careers fayres and University visits. All students in Y9 and then in Senior Academy in years 11 and 13 have 1:1 interview to inform destination planning and applications. We have a dedicated team of Careers and work-related learning specialists who plan organise and facilitate a wide range of experiences for all students in every year group.

### **Curriculum Pledge**

All students will be encouraged to participate in activities within the Curriculum Pledge. These are a range of activities that develop extra-curricular enrichment opportunities such as visiting museums and taking part in charity events. Outward bound accreditations such as the Duke of Edinburgh Award and participation in Performing Arts events or being part of

sports teams, which represent the Academy. Students have the opportunity to apply for key roles such as form captains and prefects and develop their skills in a wider life-long context as rounded individuals with a range of interests and achievements.

### **Curriculum structure 2020/21**

The timetable in operation is based on a 28 period week. There are 6 periods of 55 minutes each day.

### **Foundation - Key Stage 3**

Our personalised KS3 curriculum offers all pupils in Year 7 – 9 the opportunity to experience English, Maths, Science, Art, Drama, Dance, Computer Science, at least one Foreign Language, Religious Studies, Music, Technology, Geography, History and Physical Education. We believe that students need to study a broad range of subjects at this stage so at no point are their opportunities for the future narrowed. During Year 7 careful attention is paid to ensuring challenge in their continued learning from KS2 and in year 9 students are

### **Monitoring and Evaluation**

Our Curriculum is monitored through drawing on information such as achievement data, student behaviour in lessons, learning walk snapshots, review of schemes of work and teacher planning. The quality of the curriculum impacts on all of these areas. In addition, we will take student and staff voice into account to ensure triangulation and accuracy and may include both internal and external personnel for Quality Assurance purposes.