

PREFACE

Chiltern Hills Academy is a learning environment at the heart of its community. We encourage every person in our community to:

Create, Aspire and Excel to 'Live life in all its fullness' (John 10:10)

We achieve this through our dedication to the seven Christian values of love, hope, self-discipline, compassion, forgiveness, respect and honesty.

We are a community in which staff, students and parents work collaboratively to develop a learning environment and organisation which is spiritual, safe, innovative, creative and exciting. All members of the Academy are motivated and inspired by the vision to give their best and to play a full part in the life of the school and in their own developing lives.

The Governors at Chiltern Hills Academy are committed to achieving the vision and values. They oversee and monitor this policy to ensure that this is being achieved.

At Chiltern Hills Academy the curriculum is designed to provide a broad and balanced, relevant, enriched and flexible curriculum for all students, regardless of gender, cultural background, ability or special educational needs. We aim to create a curriculum that builds on student's achievements in Y6 and meets the needs of every student whilst offering opportunity to experience, enjoy and succeed in a wide range of subjects. We believe strongly in the importance of basic key skills such as literacy and numeracy and that these form the foundation for achieving progress in all subject areas and facilitate social mobility and success in adult life. Our curriculum is designed to ensure students have the necessary skills and understanding useful in work, learning about the skills for work and working practices, this is supported through our careers provision in all year groups.

Chiltern Hills Academy believes in providing inspiration to students through a school curriculum built on high expectations and standards and offering extra-curricular experiences that encourages participation, enjoyment and the opportunity to be the best we can be. The intent for our curriculum is to offer a broad-based mix of academic and vocational subjects which is structured to cater for a wide range of learning styles and abilities. We utilise a combination of setting and mixed-ability groupings to ensure that teaching and learning is closely tailored to the needs of our students. English, Maths, Science, Humanities and Languages set according to ability, whilst Design, Performing arts, PRE (Philosophy, Religion and Ethics), PE and Life Skills (PSCHE) are taught in mixed ability groups. The school is committed to offering a broad and balanced curriculum and follows the guidance offered by the Department for Education.

We offer an academic curriculum that is designed to support a range of abilities and balances this with an appropriate menu of vocational qualifications. We ensure there is a balance between academic and vocational qualifications to match the abilities and aspirations of our students. At Chiltern Hills Academy we agree that adaptive teaching is the key to ensuring all students make or exceed expected progress in each subject area.

AIM

The aim is to provide a broad, balanced, relevant, enriched and flexible curriculum for all students, regardless of gender, cultural background, ability or special educational needs.

OBJECTIVES

This aim will be achieved specifically through:-

1. Ensuring that all students have equal opportunity to reach their full potential.
2. Stimulating the concept of learning as a life-long process.
3. Curriculum areas developing a range of teaching and learning styles, which encourage learning and development.
4. Developing the skills necessary for independent learning.
5. Encouraging co-operation between subject areas to develop cross-curricular links and transferable skills.
6. The provision of appropriate resources to support all areas of the school curriculum.
7. Helping students develop the knowledge, qualities and skills which enable them to adjust and cope with change, e.g. self-reliance, adaptability, flexibility, decision-making and problem solving.
8. Participate in employment engagement at all key stages.

CURRICULUM PROVISION

In line with National Curriculum recommendations (see Appendix 1):

1. All students in Years 7 and 8 (Key Stage 3) follow a common curriculum which embraces the following compulsory National Curriculum subjects - English, Mathematics, Science, French or Spanish, Geography, History, PE, Art, Technology (which includes product design, graphics and textiles), Food & Nutrition, Information Technology, Philosophy, Religion & Ethics (PRE) and Life Skills.
2. All students in KS4 (Y9/10/11) at the Chiltern Hills Academy follow a core programme of mathematics, science, English, English Literature PE, PRE, Work Related Learning (Careers guidance) and Life Skills. In addition, all students can choose up to three Option subjects from a range of courses.
3. Students entering the Sixth Form (Years 12 and 13) have a choice of one, two or three year academic and vocational courses. These include two year A Level courses as well as a range of other one and two year vocational courses. All students will participate in a Life Skills, PRE and WRL (careers) programmes to ensure the development of the whole student.

In each curriculum area curriculum leaders have designed their curriculum with the 3I's in mind, adapting their long and medium term planning as well as looking at sequencing identifying the specific knowledge and skills required in each area. Each curriculum area will look at their **Intent, Implementation** and **Impact** in order provide quality education for all in the taught/wider and extended curriculum, enabling all students to build and develop character no matter what their faith or background.

Intent - what are we trying to achieve with our curriculum?

- Ensuring we have clear objectives for our curriculum.
- Ensuring students are equipped and are KS ready.
- A curriculum that reflects our academies context.
- Enabling our students to extend experiences outside of the classroom.

Implementation - How is our curriculum delivered?

- What do our objectives look like in practice?
- Ensuring meaningful cross-curricular links developing literacy and numeracy in all areas of the curriculum.
- Ensuring our students progress through the Academy with the correct knowledge and skills.
- We enable support for different ability groups.

Impact - what difference is our curriculum having on our students?

Ensuring meaningful assessments (formative and summative) that test past, present and future knowledge and gaps in knowledge do not build. Through our WRL programme students know what it means to be successful in the Academy and in the wider world of work.

Cultural Capital

'Cultural Capital is defined as the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.' (*Ofsted Handbook*).

At Chiltern Hills Academy we work to build our student aspirations and expose them to a range of experiences to help them achieve goals and become successful.

We recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. We do this in many ways, for example, through our curriculum, extra-curricular activities, trips and visits and careers activities. All curriculum areas have their own cultural capital Intent that exposes students to cultural capital relevance to that subject including the world of work, social development and subject specific awareness of topical issues.

We recognise that there are six key areas of development that are interrelated and contribute to building a student's cultural capital:

1. Personal Development
2. Social Development, including political and current affairs awareness
3. Physical Development
4. Spiritual Development
5. Moral Development
6. Cultural development

CAREERS EDUCATION

All students in Years 7-13 have careers education. It is an integral element of the curriculum. The programme includes visits to exhibitions, visits by guest speakers, Business Enterprise Days and work experience. Students in Year 12 will participate in work experience after their examinations in June. There are some subjects such as Child Development, Business and Enterprise where students will undertake specific study in a working environment.

EXTRA-CURRICULAR ACTIVITIES

All students have the opportunity to take part in a wide variety of extra-curricular activities such as inter-school productions, choir, bands, drama, Great British Dance Off, Open Mic Night, sporting competitions and fixtures, skiing, visits to France, New York, Poland, bi-annual World Challenge trip and trips to other countries.

PHILOSOPHY, RELIGION & ETHICS (PRE)

Religious Education is taught to Years 7-13. The course followed is concerned with promoting understanding of religious ideas through the study of different faiths, although Christianity is the main religion considered.

HOMEWORK CLUB

This takes place every break time and lunch time in the Learning Hub and also after school on a Monday, Wednesday and Thursday.

Help support and guidance is offered to those who wish to have help in completing their homework.

STUDENT SUPPORT

We recognise that students do not always learn to the best of their abilities due to varying factors. We aim to support students within the curriculum who face challenges such as a bereavement and illness. The Academy will ensure that there is contact between home and Academy and that work is made available for them to succeed during these circumstances. Student services can organise work to be delivered either by email or post.

PERSONAL AND SOCIAL EDUCATION (LIFE SKILLS)

All students in Years 7 – 13 follow a course on Life Skills. This includes careers work, health, sex and drugs education and a broad programme looking at moral, social and emotional issues. We have increased the time within the curriculum that life skills is taught from one lesson over two weeks to two lessons.

STUDENTS TAKING APPLIED COURSES

At Chiltern Hills Academy we offer some applied general qualifications - BTEC courses which may be appropriate for some learners to achieve their career goals. BTECs and BTEC Tech Awards are rigorous advanced qualifications that equip students with transferable knowledge and skills. These qualifications are for learners who want to continue their education through applied learning. These can be taken alongside A Level qualifications.

STUDENTS WITH A SPECIAL EDUCATIONAL NEED OR DISABILITY

Students with special educational needs and/or disabilities will be supported through their choice of post-16 courses to ensure they follow a programme which stretches them, prepares them for adulthood and supports progression into work or further study. We work closely with students who have special educational needs and/or disabilities (and their parents/carers) to ensure their choice of courses is appropriate given their career aspirations.

WORK EXPERIENCE

All Year 8 and 12 students will have the opportunity to take on a work experience placement. This placement will be arranged by the student and should be related to career aspirations or help to inform

career choices. Some students may gain work experience for a longer period which supports university application or employment beyond Sixth Form. This work experience will be planned, taking account of the student's prior attainment, career and learning goals and linked to future aspirations. This work experience is timetabled.

All students get the opportunity to take part in meaningful activity alongside work experience. This currently includes: Buddy students in lower years, Complementary Studies, sporting activities, university open day visits and visits to Parliament.

MONITORING, EVALUATION AND REVIEW

This policy will be promoted and implemented throughout the Academy. Due to the current educational reforms this document will be reviewed annually to reflect the changes in education policy and in order to assess implementation and effectiveness.

APPENDIX 1

ALLOCATION OF LESSONS

Year 7 and 8

	Subject	Number of lessons
KS3	English	7
	Mathematics	7
	Science	7
	PE	3
	Geography, History, PRE	3 each
	Spanish or French	3
	Art, Music, Drama, Dance, IT	2
	Product Design, Food & Nutrition	Carousel 2
	Life skills	2
	Total	50

CURRICULUM

Year 9

	Subject	Number of lessons
KS4 9	English	8
	Mathematics	8
	Science	9
	Option subjects x 3	5 each
	PE	3
	PRE – Core GCSE	5
	Life Skills	2

Year 10/11

	Subject	Number of lessons
KS4 Year 10&11	English	8
	Mathematics	8
	Science	8
	Option subjects x 4	5 each
	PE	2
	PRE – Core GCSE	2
	Life Skills	2