

FORTIS Senior Academy

ENRICHING LIVES

Curriculum Policy

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Version 2.1

THE FORTIS ACADEMY CURRICULUM

This policy seeks to provide a vision for The Fortis Academy, and the Senior Academy in particular, whilst ensuring it meets the expectations of national policy objectives. It also provides guidance for Senior Leaders, Directors of Subject, Heads of Department and their teams, in alignment with this policy, on how to shape and plan whole-school, subject and other curricula.

ENRICHING LIVES

It is our ambition that the Academy curriculum across the Fortis campus is an enriching and compelling one. To inspire our students to succeed our curriculum will be knowledge-rich, experience-rich and culturally rich.

Infused with a sense of hope, courage and confidence in the future, and their role in it, our students will thrive on activities that stimulate them, experiences that engage them and in relationships that affirm and nurture them.

All students can reach their maximum potential and discover their talents but in order to do this, resounding teaching and learning will be at the heart of the classroom experience.

Regardless of ability, background or circumstance all students will have access to a well-resourced, challenging and rigorous curriculum, be it academic, technical or vocational. They will have regular contact with the best that has been thought, spoken, written and created.

We will support students to aspire to an ultimate life aim of *“personal fulfilment, economic independence and well-being”*, which will be achieved through three broad aims:

- a) knowledge and understanding of the world to successfully navigate it
- b) knowing how people make choices (personal development)
- c) acquiring skills and mindsets they will be able to apply as adults and citizens

Teamwork, leadership, problem-solving, aiming high, staying positive, speaking and listening and community service will permeate the Fortis Curriculum.

Community Service will be seen as developmental, confidence-building and an opportunity also to market our students and change perceptions. In giving something back, they will develop gratitude, empathy and kindness.

Our curriculum will ensure that Creativity, Enterprise, the Arts, PE and Sport have pride of place. Partnerships will be forged with great organisations to enrich these, and other areas of the curriculum, as well as extra-curricular opportunities.

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.

THE SENIOR ACADEMY CURRICULUM

Fortis Senior Academy students will have the opportunity to build a rich and broad cultural capital through learning experiences both in and outside the classroom, ensuring **students are able to become engaged 21st century citizens.**

The policy encompasses:

- **Intent** – the rationale, purpose and design of the curriculum as a whole.
- **Implementation** – how the curriculum is organised and delivered in our specific context.
- **Impact** – how improvements in pupil knowledge, skills and understanding are measured.

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

The school curriculum seeks to provide outstanding personal development by supporting, promoting and instilling the values of The Fortis Academy, which are :

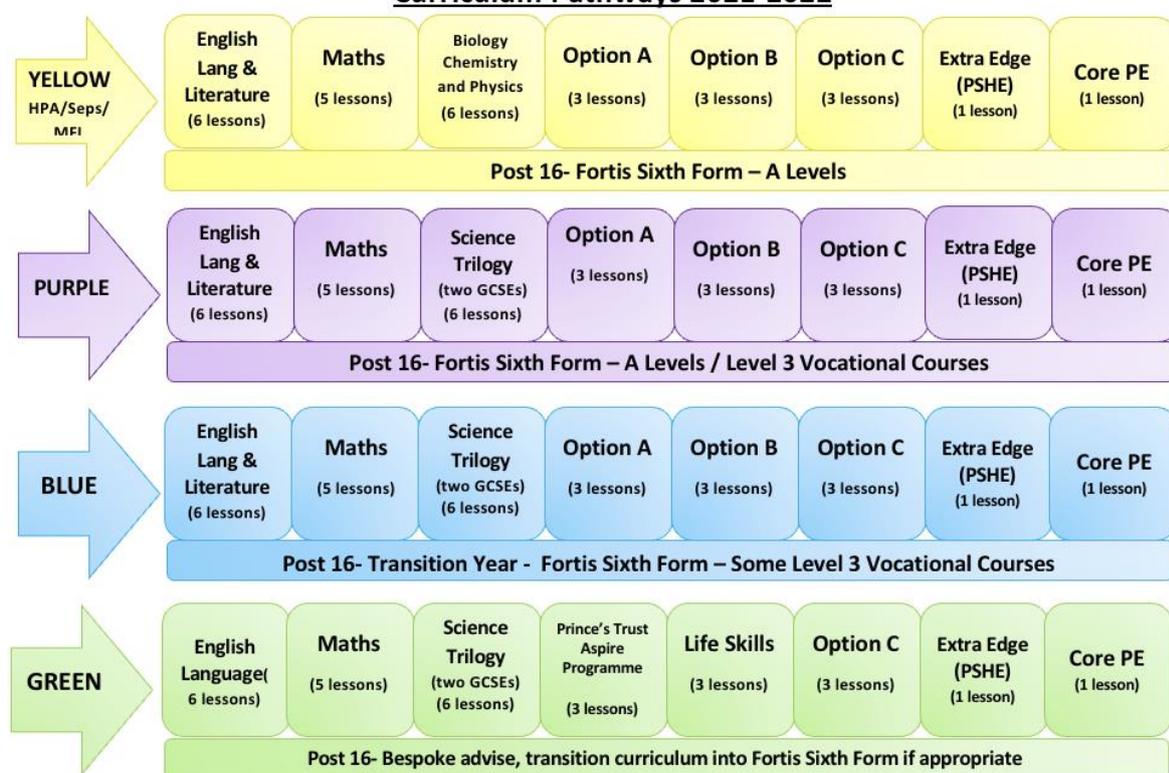
OUR SENIOR ACADEMY CURRICULUM SEEKS TO:

- Motivate students towards achieving ambitious personal and academic targets.
- Challenge students to acquire the key knowledge, skills and understanding required for current and future success, as well as providing the basis for subsequent learning and behaviours to be successful in later life.
- Provide a strong academic core through English Baccalaureate (EBacc) subject areas while giving equal value to Science, Technology, Engineering, the Arts and Mathematics (STEAM).
- Develop ambitious plans for the future through high quality, age-appropriate Careers Education Information Advice and Guidance (CEIAG) to support future choices.
- Provide a range of curricular and extra-curricular opportunities for students to represent and lead their school community.
- Provide an environment where student achievement is rewarded and celebrated.
- Be embedded with opportunities through the Edge curriculum for students to develop cultural capital and ensure students learn how to keep themselves and others healthy and safe, including online, through an/the embedded Personal Development Curriculum (PDC)
- Develop pride in their local and national heritage as well as support and uphold Fundamental British Values.
- Help students develop character, personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- Support the development of student physical and mental well-being.
- Ensure students receive an appropriate curriculum for their needs, including life skills, amended curriculum provision or alternative curriculum provision where appropriate.
- Ensure high levels of student progress and achievement against challenging national benchmarks.
- Enable students to acquire a range of nationally recognised qualifications which hold currency for future career and education pathways.

IMPLEMENTATION

- The KS4 curriculum will ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career.
- All students will receive a broad and balanced curriculum at Key Stage 4 and 5 by offering a wide range of Level 2 and Level 3 subjects and vocational equivalent qualifications.
- All students will receive formal Personal Development Curriculum (PDC) education through Collapsed Learning Days, as well as ongoing EDGE (PDC, RS, Study Skills and Mental Health) education across all subjects where appropriate.
- Science lessons, PE lessons, ICT lessons and Collapsed Learning days will ensure students learn how to keep themselves and each other safe, including - but not limited to - Relationships and Sex (RSE) Education, Health Education and Online Safety.
- A range of assemblies, intended for different audiences, and Collapsed Learning Days will be used to deliver the PDC across both Key Stage 4 and 5
- The curriculum will be delivered through an agreed curriculum model and timetable

Curriculum Pathways 2021-2022



NEW SCHOOL DAY:

Upper School	8.55 – 9.15 (20 Mins)	9.15-10.10	10.10-11.05	11.10-12.05	12.05 12.40	12.40-1.35	1.35 -2.30	2.30-2.45	2.45-3.40
	Edge time	P1	P2	P3	Lunch Break	P4	P5	Break	P6

Wednesdays – to allow for staff CPD and independent enrichment for pupils

Upper School	8.55 – 9.15 (20 Mins)	9.15-10.10	10.10-11.05	11.10-12.05	12.05 12.40	12.40-1.35	1.45-3:45
	Edge time	P1	P2	P3	Lunch Break	P4	Staff Meetings and CPD

REQUIREMENTS OF THE 16-19 STUDY PROGRAMME:

- All ESFA funded education for 16 to 19 year olds must be delivered as a study programme which combines qualifications and other activities, and which is tailored to each student's prior attainment and career goals

Predicted Grades	Fortis Academy Options	Potential Destinations
<ul style="list-style-type: none"> • 7 or more GCSE grades at 9 – 5 (inc Eng Lang & Maths) • Two or more grades at 7,8 or 9 at GCSE (inc Eng Lang & Maths) 	<ul style="list-style-type: none"> • Three A levels and the EPQ (compulsory fourth option) • Ideally two facilitating subjects (see prospectus) • Alternatively, two A levels and one vocational option 	<ul style="list-style-type: none"> • Oxbridge/ Russell Group/ Redbrick Universities • Degree level 6/7 apprenticeships • Employment
<ul style="list-style-type: none"> • 5 or more GCSE grades at 9-5, including some grades 6 or higher (inc Eng Lang & Maths) 	<ul style="list-style-type: none"> • Three A levels (at least a Grade 6 in those chosen if relevant at GCSE) • Alternatively, two A levels • and one vocational option 	<ul style="list-style-type: none"> • University • Higher or degree level apprenticeships • Employment
<ul style="list-style-type: none"> • 5 or more GCSE grades at 9-4, generally grades 4,5 and 6 (inc Eng Lang & Maths) 	<ul style="list-style-type: none"> • One A level (any) and two vocational options • Two A levels (any) and one vocational option 	<ul style="list-style-type: none"> • Higher Apprenticeships • Some university degree courses • Employment
<ul style="list-style-type: none"> • 5 GCSE grades at 9 – 4, all at grades 4 - 5. (inc Eng Lang & Maths) 	<ul style="list-style-type: none"> • One A level and two vocational options 	<ul style="list-style-type: none"> • Level 4 Apprenticeships • Foundation Degrees • Employment

- Every study programme must have a core aim. For the majority of students, this will be either the study of substantial technical, applied or academic qualification(s) or preparation for employment

The Core aim is to prepare students for Higher Education, be that University, Higher or Degree Apprenticeships, or for employment. Students will be given specific advice at the start of year 12 to ensure they are following an appropriate study programme. In order to fulfil the appropriate Guided Learning Hours, students will study 12 hours per fortnight for A level subjects and some Level 3 Vocational Qualifications. Level 3 BTEC Sport and Exercise and Applied science are allocated 14 hours per fortnight. In addition, students will engage in non-qualification activities (see below) In year 12, in addition to guidance in form time, students have a whole day exploring future pathways.

- Young people who do not hold a GCSE grade 4 (reformed grading) or grade C (legacy grading) in maths and/or English are required to continue these subjects as part of their study programme

Students who have not secured a grade 4 on English **OR** maths are given the opportunity to resit. Students have timetabled lessons and support and their Level 3 study programme will take into consideration the requirement to have a GCSE in maths or English

- All study programmes should include work experience and non-qualification activities, which complement the other elements of the programme and support the student to progress to further or higher education or to employment. *(Department for Education, March 2018)*

All students engage with an enrichment programme throughout years 12 and 13. Students have a dedicated form tutor with whom they will meet every day Tuesday – Friday at form time, in addition to Personal Development days and PSHE sessions. They will also attend assembly at least once a week. During this time

they will cover topics such a discrimination, mental health and well being, finances, future planning, social media issues and interacting with others online as well as topical issues in the media. In addition, all year 12 have a mock interview in December with a professional from their chosen career and all students participate in Work Experience in June of year 12. The sixth form has a Junior Leadership Team comprising of elected Head and Deputy Head Boy and Girl, as well as prefects.. Students volunteer as Peer Mentors and Subject Ambassadors.

The Sixth form has strong links with Universities who provide Master Classes as well as bespoke mentoring through Aston University's Doug Ellis Pathway to Health care for aspiring medics and allied medicine professions <https://www2.aston.ac.uk/aston-medical-school/pathwaytohealthcare> as well as the Aston Progression Pathways <https://www2.aston.ac.uk/study/undergraduate/sro/outreach/app/index> . The sixth form also has links with Birmingham University through the Routes to Professions Scheme <https://www.birmingham.ac.uk/teachers/pupil-opportunities/post-16/routes-to-professions.aspx> which links in with the A2B scheme.

The Sixth Form is eager to promote Higher and Degree level apprenticeships, with visiting speakers from Eversheds Sutherland Trailblazer Solicitor Apprenticeship Scheme <https://www.eversheds-sutherland.com/global/en/where/europe/uk/overview/careers/legal-apprenticeship.page> as well has having strong business links with PWC <https://www.pwc.co.uk/who-we-are/corporate-sustainability/community-involvement.html> with Fortis Academy being one of twenty five schools across the country to have forged business links with the company.

Students are actively encouraged to widen their horizons through participating in Summer Schools through the Sutton Trust <https://summerschools.suttontrust.com/> and through the Oxford and Cambridge Outreach programme that promotes Widening Participation

Students are encouraged to research careers and log supra-curricular activities through and online platform called Unifrog. This helps them to build a portfolio of enrichment activities that supports them writing their personal statements. www.unifrog.org

For Students:



For Parents/Carers:



THE IMPLEMENTATION OF THE SENIOR ACADEMY CURRICULUM WILL ENSURE THAT:

- Directors of Subject will ensure clear Schemes of Learning which are available and disseminated to all staff delivering their subject areas.
- As far as practicably possible, all subjects will be delivered by subject specialists in rooms that are specialised for the delivery of that subject.
- Schemes of Learning should be the product of clear research and communication of the sequence of content necessary for students to make progress.
- Teachers should make best use of educational research in pedagogy and instructional practice, including cognitive load theory to appropriately chunk learning for students.
- Concepts such as retrieval practice and regular assessment should be applied to ensure students have retained key knowledge, skills and understanding at each phase.
- In addition to the formal subject curriculum, subjects will provide a range of extra-curricular and super-curricular opportunities for students to experience where available.
- Schemes of Learning will ensure differentiation to meet the needs of all students.
- Opportunities for teaching Literacy (including Tier 2 and 3 vocabulary) and use of Mathematics should be integral to all schemes of learning.

- Opportunities to augment the PDC education of students in should be included in curriculum planning wherever appropriate.
- Subject leaders, including Senior Leaders, will monitor the quality of education provided in each subject area through the monitoring schedule.
- Teachers should follow the agreed Scheme of Learning in their subject areas and any deviation or amendment must be communicated with their DoS.
- Teaching should build cumulatively deeper understanding through a well-planned sequence of learning. This should ultimately build the capacity for skilful performance against each Assessment Objective area in each phase of learning.
- Teachers should use Assessment for Learning techniques to identify the needs of students and plan learning.
- Teachers should identify and exploit opportunities to develop student literacy and use of Mathematics wherever possible, also working collaboratively with Teaching Assistants where available to improve rates of progress.
- Teachers should identify and exploit opportunities to develop PD education wherever possible including challenging extreme or anti-social opinions.

IMPACT

- The curriculum should make a significantly positive contribution to the Personal Development of all students.
- The acquisition of knowledge, skills and understanding in each subject will be measured using formative and summative teacher assessment
- In Key Stage 4, attainment and progress in each subject will be measured by GCSE outcomes against FFT KS4 benchmarks.
- In Key Stage 5, attainment and progress in each subject will be measured by A Level outcomes against FFT KS5 benchmarks.
- The overall effectiveness of the implementation of the school curriculum will be measured using the school performance measures outlined in the DfE Statement of Intent.
- The success of careers information, education and guidance will be indicated using post-16 and post 18 destination data.