



The Northumberland Church of England Academy

Curriculum Policy

1.0 Links to Mission, Aims and Values

Inspiring Achievement – Encouraging Compassion

The Northumberland Church of England Academy seeks to inculcate a culture of learning, success, high expectations, aspiration, challenge and inclusion in all aspects of Academy life and through that to encourage life-long aspiration. This is reflected through the curriculum, the leadership and daily practices of pupils and staff, aspiring to be compassionate global citizens with a sense of community and social responsibility.

The Northumberland Church of England Academy strives to:

- Provide a distinctively Christian inclusive and diverse learning environment which honours God. Every learner, adult and child, is enabled, nurtured and challenged to be the best they can be.
- Encourage staff and pupils to aspire to fullness of life [John 10:10] that they may achieve their full potential.
- Promote the spiritual, moral, social, cultural, personal and physical development of individuals within a Christian framework.
- Sustain a community in which everyone is respected and valued.

In so doing we hope to enable all within our extended community to *let their LIGHT shine* and to ensure that the NCEA's values of LOVE, INCLUSIVITY, GOODNESS, HOPE and TRUTH are well served by all the work we do.

This policy, and its associated procedures and protocols, is based on these key principles.

The Northumberland Church of England Academy strives to encourage staff and learners to aspire to fullness of life that they may achieve their potential.

The Northumberland Church of England Academy seeks to encourage staff and learners to aspire to fullness of life that they may achieve their potential. The Academy curriculum policy plays a central role in this by:

- Nurturing learners; providing opportunities for everyone to reach their potential;
- Empowering learners to become independent and responsible learners;
- Developing the creative potential for learners especially through the creative, performing and design arts; and,
- Providing a flexible framework for learner achievement aiming at all times to meet the needs of each individual

2.0 Statutory Framework

The curriculum comprises all learning and other experiences that each school provides for its learners. The National Curriculum has been made more flexible to accommodate the kind of

innovation that Academies have enjoyed. Since the summer of 2007, all newly signed Academy funding agreements require Academies to follow the National Curriculum programmes of study in the core subjects of English, maths, science and ICT. They will retain flexibility beyond this, for example, to address the needs of particularly low achieving learners. As Academies drive up performance, the expectation is that they will offer the full national curriculum to the large majority of learners.

Governors and senior managers of Academies have the opportunity to develop a curriculum to meet the needs of the individual learners in their school. The outcomes expected are not simply good examination results but also young people superbly equipped for active citizenship; committed to lifelong learning; and, ready for progression into further and higher education and work.

Under the National Curriculum learners in Key Stage 4 must study a core of compulsory subjects consisting of English, ICT, mathematics, science, citizenship, physical education and religious education. Learners in Key Stage 4 also have an entitlement to study an arts, humanities, technology subject and/or a Modern Language.

3.0 Purpose

This curriculum policy determines the principles by which subject-based learning is developed throughout the Academy. It impacts on schemes of work, the construction of the timetable, how learners are organised into groups for learning and how learning is organised. It is rooted in the principles and practice outlined in the Teaching and Learning and Inclusion Policies and also has a major impact on all other teaching and learning policies particularly Assessment and SEN.

The curriculum at Northumberland Church of England Academy consists of significantly more than a range of subjects. It is the total planned learning experience for our learners. As a result this curriculum policy impacts on every aspect of what we do and how we do it.

The curriculum at Northumberland Church of England Academy will enable learners to maximise their potential and contribute positively to society by:

- Learners will be encouraged through the curriculum to be ambitious and aspirational;
- Providing a range of learning experiences which are rich, varied, challenging, inspirational and motivating;
- Responding to individual needs and addressing personal learning objectives and unequal starting points, through differentiated programmes of study in each subject;
- Equipping learners with the skills, knowledge, sense of responsibility and experiences to prepare them for life after school including the key skills of literacy, numeracy, communication and IT;
- Promoting their spiritual, moral, social and cultural development;
- Providing a range of opportunities to expand their personal interests and experience, as well as their social and cultural awareness;
- Providing opportunities to develop links with their local and global communities;
- Enabling them to develop self esteem, self discipline and self motivation;
- Ensuring continuity and progression, and
- Meeting the educational aspirations of those with additional educational needs.

Staff are expected to develop schemes of work and planning which takes full account of the following guiding principles:

Meaningful, purposeful and relevant

The curriculum must at all times be meaningful, purposeful and relevant to learner needs. School work is linked to learners' own experience with the linkage of what is learnt to the needs of adult life made clear. Opportunities will be sought to develop schemes of work which facilitate this linkage, involving experiences both inside and outside the classroom. A range of teaching and learning styles will be encouraged, to ensure a richness of educational environment that enhances the experience for learners and teachers alike.

Differentiation

Learners should be offered experiences carefully matched to their developing abilities, their aptitude and individual needs; learners will be taught in varying groupings, which reflect their abilities in a range of subject areas, in order to allow sufficient differentiation of the curriculum to meet the individual needs of learners. Where there is likely to be movement by the learner from one teaching group to another within an age cohort in order to facilitate differentiation, due attention will be given to the common experience to ensure continuity.

Progression and Continuity

Effective transition between Key Stages requires careful planning with work undertaken at each stage based on previous achievements. Our policy is therefore, to use assessment as a formative mechanism to ensure progression. Personal target setting by the learner is fundamental to this. Each subject area will operate carefully defined schemes of work which have given due consideration to this issue to ensure that learners are offered material appropriate to their age and ability and gives them an appropriate level of challenge. Courses at Post 16 are offered to ensure progression from GCSE and other courses in a wide range of areas, including 'A' Levels, 'AS' Levels, BTEC and other methods of accreditation.

Coherence

The curriculum is perceived as an entity in which the various elements and experiences have been consciously planned as complementary and interlocking. The curriculum will encourage learners to make links between subjects and topics. In order to assist learners in gaining an overview of their experiences in this way, various strategies are used.

Accreditation of the wider experience available to learners is offered, the pastoral system of the Academy operates in such a way as to support the management of the learners' learning experience; reflection and self-assessment are encouraged through the reporting system and Learner Voice permeates all aspects of Academy life.

Subject leaders are expected to review regularly schemes of work and practice in their subject area against these guiding principles and modify planning as appropriate to ensure continued relevance to the Academy curriculum in its widest sense.

4.0 Foundation to Key Stage 2

The Early Years Foundation Stage

At NCEA we focus on developing the whole child, encouraging them to reach their full potential. Each child is unique, learning in different ways and at different rates; our aim is to nurture resilience, capability and confidence.

At three years old children enter one of the Primary Campuses into Nursery and then the Reception class. This phase is known as the Early Years Foundation Stage (EYFS). It is the foundation of a child's education and encompasses some of the most important child development and early years experiences.

The Early Years Foundation Stage (E.Y.F.S.) is a statutory curriculum framework which starts at birth and continues until the end of the Reception year – from birth to five.

Within the E.Y.F.S. curriculum there are three prime areas and four specific areas of learning and development. All activities are delivered through a play based approach:

Prime Areas:

Communication and Language – this helps children to discover language through talking, thinking and listening to others. The children are given the opportunity and encouragement to use their skills in a variety of situations and for different purposes.

Physical Development - this gives the children the opportunity to develop their skills of co-ordination, control, manipulation and movement. It encourages the development of both gross and fine motor skills through challenging and interesting situations. The children are encouraged to think about the importance of a healthy and active lifestyle.

Personal, Social and Emotional Development – this helps children to feel good about themselves and others so that they are able to develop positive relationships. It supports children to become interested, excited and motivated learners.

Specific Areas:

Literacy

To support children in their early reading and writing they are encouraged to mark make, enjoy stories, rhymes and link sounds and letters. A writing area, a quiet reading area and a role play area are all available to enable the children to develop their sense of imagination.

Mathematics – this area of learning includes counting, matching, sorting, pattern making, making connections and recognising relationships through working with numbers, shape, space and measures. Their mathematical understanding is developed through stories, songs, games and imaginative play.

Understanding the World – in this area of learning, children are developing the knowledge, skills and understanding that help them to make sense of the world. Activities based on first hand experiences encourage exploration, experimentation, observation, problem solving, prediction and discussion. The children find out about information and communication technology.

Expressive Arts and Design - this area of learning provides the opportunity for children to explore and share their thoughts, ideas and feelings through music, movement, dance, imaginative and role play activities, design and technology.

Key Stages 1 and 2

The year groups from 1 to 6 are divided into two key stages. The key stage 1 curriculum caters for pupils in years 1 and 2. Pupils in Year one undertake the national phonics tests which checks pupil's ability to read. All pupils in Year 2 take the End of Key Stage 1 SATs (statutory assessment tests) The Key stage 2 curriculum encompasses years 3 to 6 and culminates in the end of Key Stage 2 SATs in the Summer term of Year 6.

The Primary Curriculum is divided into core subjects and foundation subjects. Literacy, Numeracy and Science are core curriculum areas. As we are a church school religious education is treated as a core curriculum area. The foundation subjects comprise of Art and Design, Computing, Design and Technology, Geography, History, Languages, Music and PE.

Literacy

Literacy underpins the Academy Curriculum by developing pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. Read Write Inc. Phonics is an inclusive literacy programme used by all children learning to read in primary. The Academy has a literature spine which identifies a number of core texts to be read by each year group.

Numeracy

The Academy believes that numeracy and mathematical reasoning is essential to pupils for the achievement of their maximum potential. Pupils need to have the skills to solve numerical problems by any suitable means, with full understanding, and interpret the answers they obtain. Pupils should be able to apply their skills both inside and outside Academy.

Children from Reception to Year 5 are developing their understanding of Mathematics using Maths Makes Sense.

The Academy Literacy and Numeracy curricula follow the new National Curriculum in all year groups. In order for our pupils to apply these skills in a meaningful way, literacy and numeracy skills are also developed through application in topic.

Science

Science is a core curriculum area and is taught in all year groups. The curriculum fully complies with the new National Curriculum. The primary phase has a specialist science teacher who oversees the planning of all topics and teaches in Key Stage 2.

In Science our aims are to:

- develop scientific knowledge and understanding.
- plan and carry out scientific enquiries to answer questions.
- take measurements using a range of equipment with increasing precision and accuracy.
- record data and results in different ways.
- report and present findings in discussion and in writing.

Religious Education

The Religious Education curriculum is developed from the Newcastle and Durham Diocese Agreed Syllabus. Children learn about and from four major religions that make our world so diverse, Christianity, Judaism, Islam and Hinduism. Christianity forms the centre of all RE and is the foundation of the classroom and each campus environment.

Children use a wide range of learning styles from team research to drama to visual and creative responses. Links between all areas of learning and RE are encouraged and promoted. Experiences include visits, meeting members of religious communities, use of artefacts and a range of digital media opportunities. Religious Education is the curriculum area that is the cornerstone of all Academy values.

Modern Foreign Languages

All pupils in Key Stage 2 are taught French by a specialist teacher.

STEM

Children in year 4,5 and 6 have the opportunity to be taught technology in specialist facilities by a subject specialist on their own campus or in the purpose built facilities at the Robert Stephenson campus.

Foundation Subjects

The new primary curriculum for the Academy is bespoke for each year group and each campus. It is organised into cross curricular topics and themes. The curriculum comprises skills and knowledge. It has been developed to reflect the individual campus communities, but includes all the essential content of the National Curriculum. For further information about the curriculum please see the individual campus pages.

5.0 Key Stage 3

The Key Stage 3 curriculum provides a core subject entitlement to all learners which ensures clear progression routes into Key Stage 4. The curriculum followed by all students in Years 7, 8 and 9. For all learners at the Academy experience of the following subjects is compulsory: English, Maths, Science, Design, ICT, Geography, History, PE, a Modern Foreign Language, Music, Dance, Drama, Food Technology and RE.

As part of a differentiated curriculum, and also based on the principle of readiness, some learners are able to access specific elements of the Key Stage 4 curriculum when appropriate to their needs.

6.0 Key Stage 4

From 2016 the 5A*-C measure was replaced by a new 'Best 8' measure, in which an average grade of an individual's best 8 grades is reported.

In response to this change, which requires that every student takes at least 6 academic GCSE subjects, we have changed our curriculum model from previous years. All students are now

required to take an enlarged core provision of English Language, English Literature, Mathematics, 'Double Science', and Religious Studies.

Students have three additional subject choices, one of which is required to be History, Geography or a Modern Foreign Language.

This curriculum ensures that all students will gain the required number of GCSE qualifications specified by the Government for the 'Best 8' measure.

Student Option Pathways

We have produced four “Pathways” to ensure every child is on a route where our knowledge of them and the student’s own aspirations for the future suggest that they will be successful, and lead to an appropriate progression route for them.

Blue Pathway

The blue pathway is a route for students who wish to study triple sciences (Physics, Chemistry and Biology). Students study an EBACC route with a science focus. Students on the blue pathway choose which humanity they wish to study (History or Geography) and which language (French or Spanish). They then have a further free option from the list available.

This combination of subjects provides a broad and balanced curriculum. Students who are successful within this combination will ensure that they are competitive in all future education and employment scenarios.

Purple Pathway

The purple pathway is a route for students who wish to follow an academically demanding route, including achieving the full EBACC. Students on the purple pathway choose which humanity they wish to study (History or Geography) and which language (French or Spanish). They also make two further option choices from the appropriate lists. This combination of subjects provides a broad and balanced curriculum and is equally competitive to the blue pathway, but without the focus on separate sciences.

Orange Pathway

The orange pathway is a route for students for whom prior data would suggest that studying both a humanity subject and a language would not be appropriate. Students recommended for the orange pathway can choose from a range of subjects to meet their interests and aspirations. However, we would not want to limit a student’s ambition and should a child recommended for the orange pathway feel that they would like to take the combination of subjects in the purple pathway they should discuss this with a member of staff.

Yellow Pathway

The yellow pathway is for students who will flourish in a more applied setting, and benefit from additional support in achieving their numeracy and literacy goals. Places on the yellow pathway are limited, so only those students informed will be able to choose the yellow pathway.

The Core

Core subjects at KS4 are those that every student must follow. At the Academy our core provision consists of English Language, English Literature, Mathematics, Core Science,

Additional Science and Religious Studies. In addition to the core academic subjects, all students also take Physical Education

Options

Students are also provided with an options form that recommends they choose their subjects in line with the following pathway overview.

All students will follow courses in:

GCSE English Language
 GCSE English Literature
 GCSE Mathematics
 GCSE Core & Additional Science
 Religious Studies
 Physical Education
 Personal, Social, Health and Careers Education

Optional GCSE and vocational subjects are offered as follows:

<i>Blue Pathway</i>	<i>Purple Pathway</i>	<i>Orange Pathway</i>	<i>Yellow Pathway</i>
Triple Science	Choose one of Computer Science Photography Art Food Technology Music Psychology PE Construction Hair	Choose one of Computer Science Photography Art Food Technology Music Psychology PE Construction Hair	Choose one of Art Food Technology
Choose one of History or Geography	Choose one of History or Geography	Choose one of History Geography French Spanish Computer Science	ECDL
Choose one of French or Spanish	Choose one of French or Spanish	Choose one of French Spanish Sport Business Expressive Arts Design ICT (ECDL) Health & Social Care Sociology Media	Business & Enterprise
Choose one of Film Studies Religious Studies Music ICT (ECDL) Art	Choose one of Film Studies Religious Studies Music ICT (ECDL) Art	Choose one of Film Studies Religious Studies Music ICT (ECDL) Art	Numeracy / Literacy Development and Support

The Academy aims to enable as many learners as possible to follow their chosen courses at Key Stage 4.

7.0 Key Stage 5

A similar approach is adopted to the range and implementation of choices available to learners in the sixth form. To ensure continuity and progression the Academy provides a range of Level 3 courses in which learners have shown an interest. The sixth form curriculum is characterised by greater independence of learning, an appropriate range of qualifications, a strong learner voice and a wide range of extra-curricular opportunities to complement the more formal aspects of learning.

Our option blocks for Sixth Form entry in 2014 have been set as shown below. Students entering Year 12 will need to choose an option from each block. Where there are double options (e.g. Art and Design) they need to be chosen in both of the blocks indicated on the separate options form.

All courses will require the students to demonstrate, through their Year 11 results, that they have achieved at a level appropriate to continue their studies in that area. The entry requirements for academic courses are B grades in that subject (or associated subjects if the A level subject was not offered at GCSE, e.g. Business and Economics) or merit grades in vocational subjects.

In addition to the subjects above students will be expected to take part in enrichment activities. These could include NCEAsport, Extended Project, Latin, Arts Award, Spanish or Further Maths.

Overall Option Blocks

Block 1	Block 2	Block 3	Block 4
BTEC Construction		BTEC Sport	
OCR ICT		BTEC Business Studies	
BTEC Applied Science		BTEC Health & Social Care	
BTEC Public Services		BTEC Art & Design	
BTEC Hospitality & Catering	BTEC 3D Design		OCR ICT
C&G Hairdressing	BTEC Performing Arts		
BTEC Photography	BTEC Media Studies		
BTEC Travel & Tourism			
Psychology	Sociology	English Language	Geography
Chemistry	Biology	Physics	Mathematics
English Literature	Music	History	Philosophy & Ethics

Sport	Business & Economics	Computer Science	Spanish
	Art		

Academic Options Only (A levels)

Block 1	Block 2	Block 3	Block 4
Psychology	Sociology	English Language	Geography
Chemistry	Biology	Physics	Mathematics
English Literature	Music	History	Philosophy & Ethics
Sport	Business & Economics	Computer Science	Spanish
	Art		

Vocational Options Only

Block 1	Block 2	Block 3	Block 4
BTEC Construction	BTEC Construction	BTEC Sport	BTEC Sport
OCR ICT	OCR ICT	BTEC Business Studies	BTEC Business Studies
BTEC Applied Science	BTEC Applied Science	BTEC Health & Social Care	BTEC Health & Social Care
BTEC Public Services	BTEC Public Services	BTEC Art & Design	BTEC Art & Design
BTEC Hospitality & Catering	BTEC Hospitality & Catering	BTEC 3D Design	OCR ICT
C&G Hairdressing	C&G Hairdressing	BTEC Performing Arts	
BTEC Photography	BTEC Media Studies		
BTEC Travel & Tourism			

Groupings of learners

In determining the most appropriate groupings of learners priority is given to the needs of the learners and the demands of the curriculum area. The constraints of staffing and space, while real, are minimised as far as possible.

Exam entry policy

It is Academy policy that all learners are entered for public examinations in the subjects which they take at Key Stages 4 and 5. This is outlined in more detail in the Academy Exam Entries Policy.

8.0 The Centre

Teaching approaches

The Centre offers an individualised curriculum for each child. This is set out in each child's Individual Education Plan (IEP). These are updated annually with targets being set and evaluated termly. We offer each child a curriculum drawn from National Curriculum core subjects and an essential curriculum that covers all aspects of Personal and Social Education. Children do not necessarily follow the national Curriculum at the same age as in mainstream provision depending on their individual needs. In addition we offer a sensory curriculum which supports the needs of our children with Profound and Multiple Learning disabilities. We use a 'topic' approach within Key Stages 1, 2 and 3 to deliver the National Curriculum foundation subjects with the themes being differentiated to take account of the range of needs in the Centre. Within Key Stage 4, subjects are taught as separate lessons. Within sixth form the curriculum focuses on personal development, life skills and preparation for life after school.

Teaching objectives are focussed and are based on assessments made by teachers and other professionals. They are presented in small steps so that the learners experience success. Programmes of work are delivered through a range of educational experiences and activities.

Teaching and learning may take place in a range of situations, including;

- 1:1 work
- Small group work
- Whole class work
- Within the Centre
- Within the Centre with mainstream peers
- Within mainstream classes

Learners will be supported as necessary by staff from the Centre.

Curriculum organisation

Literacy

English and Communication is an essential area of the Academy curriculum. Communication includes several different areas; receptive and expressive communication skills, reading and writing. The Centre is committed to providing an environment which is adapted to the communication needs of all our learners. We use a range of strategies to support communication, including;

- Spoken word
- Signs and symbols - the Makaton signing and symbol system is used throughout the provision to augment verbal communication skills.
- PECS (Picture Exchange Communication System) is also used with some learners.
- Written communication – using words, pictures and symbols and photographs

Numeracy

We aim to develop cognitive and mathematical understanding through experiences that are meaningful to the individual learner. Learners are encouraged to develop skills of problem solving in everyday situations. Functional numeracy such as the use of money and understanding time are important aspects of the curriculum.

In addition to individual targets for literacy and numeracy, learners follow Literacy and Numeracy strategies, suitably differentiated to take account of each child's learning difficulties.

Personal and Social Education

This area includes;

- Developing self-esteem, confidence, positive attitudes to learning
- Fostering social interaction by teaching co-operation, participation, tolerance and acceptable attitudes to others
- Developing independent functioning, supporting learners with basic self-care skills such as personal hygiene, eating and dressing skills. As the learners progress, the emphasis is on social independence – including shopping and cooking skills.

This area is taught through;

- identified targets on IEPs
- topic-based activities
- specialised learning modules for groups or individuals

For some learners an Individual Behaviour Plan will be drawn up to ensure consistency of approach, including sharing with parents. IBPs are monitored regularly and focus on helping learners learn to manage their own behaviour in a positive, supported framework. There is a clear system of rewards and consequences for behaviour and this is communicated to the children in the most appropriate format, e.g. symbols or social stories.

We are committed to providing clear behavioural boundaries and guidelines for learners to operate within. We aim to create a positive and secure learning environment. We expect the highest standard of behaviour possible but have realistic expectations of our learners.

Physical Development

Learners are encouraged to develop confidence in physical skills. They are encouraged to develop skills of co-operation, turn-taking and an understanding of why we need healthy bodies and how to be healthy.

In addition to National Curriculum programmes of study for PE presented through specialised learning modules, the learners also have access to activities such as swimming, trampoline, pony riding and outdoor pursuits.

Hydrotherapy, assisted aerobics, aromatherapy and rebound therapy are also incorporated into the curriculum for children with profound and multiple learning disabilities.

Science

In order to develop knowledge and understanding of the world, learners are encouraged to discover things for themselves by handling materials and equipment. We aim to try and develop learners' curiosity, observation skills and an understanding of themselves and the

world around them. Learners are encouraged to try simple experiments and to try to predict what the outcome might be, encouraging thinking skills.

Learners have a dedicated science lesson each week or science features as an area of focus within some of the half-termly topics.

Information Communication Technology

ICT is used in a range of ways within the Centre, including;

- developing ICT capability, e.g. presenting information in different ways, keyboard skills, using the internet for research.
- using ICT to support other areas of the curriculum, e.g. literacy, numeracy, science
- using ICT to communicate with others, including the use of communication aids

Our learners have access to a range of equipment in the Centre, including;

- Computers in each class base
- Interactive Whiteboards in all class bases
- ICT suite – fully accessible including touch monitors, switch access.
- A range of software
- Internet Access
- Teacher/support staff devised software – developed to meet specific learner needs

In addition for our learners with profound and multiple learning difficulties, to develop skills such as tracking, attention and cause and effect – we have additional resources in the form of;

- the lights and sound system in the multisensory rooms
- the hydro pool

Topic

The National Foundation curriculum foundation subjects – art, history, geography, design & technology, modern foreign languages – are covered through topic cycles in Key Stages 1, 2 and 3. Topics – each lasting for half a term – have a specific subject focus. The topic cycle gives learners the opportunity to revisit topics to develop and extend skills and knowledge during their time in the Academy.

7.0 Whole Academy

Enabling access for all learners

Enabling access to the full curriculum is a priority for all learners in the Academy. This includes the development of literacy and numeracy skills for all learners, appropriate provision of EAL support and ensuring that learners with Special Educational Needs are able to access the curriculum as far as possible through in class support and specially tailored interventions when required. This is in addition to the differentiated provision that should be made by every teacher with every group of learners.

Literacy

A robust approach to literacy underpins all aspects of the Academy curriculum and is led by the Director of Literacy. The promotion of high standards of literacy is the responsibility of every teacher as well as members of the learning support staff and literacy skills are

explicitly developed within the context of all subject teaching. Appropriate intervention strategies are developed and implemented for individuals and groups of learners both as part of the Academy induction process and on an ongoing basis as and when required.

Literacy underpins the Academy Curriculum by developing learners' abilities to speak, listen, read and write for a wide variety of purposes.

Our aims are to:

- ensure that both staff and learners share a common understanding of the importance of basic skills i.e. an ability to read, write and speak in English at a level which promotes anticipated progress;
- provide learners with the skills to become competent and confident language users, therefore enabling them to experience greater academic and social success;
- raise learners' own expectations of achievement and ensure that progression is in line with the expectations;
- encourage all subject areas to regularly review, modify and develop their teaching approaches, schemes of work and resources to ensure greater accessibility of their subject.

Numeracy

The Academy believes that numeracy is essential to learners for the achievement of their maximum potential and has a Director of Numeracy to lead on this area. Learners need to have the skills to solve numerical problems by any suitable means, with full understanding, and interpret the answers they obtain. Learners should be able to apply their skills both inside and outside the Academy.

Our aims are to:

- ensure that both staff and learners are working towards a common purpose;
- ensure a common understanding of the value of mathematical and numerical skills across all subject areas;
- deliver an education which equips learners with the skills necessary to participate in the technological, economic, social and cultural life of the community; and,
- recognise and realise the potential of all learners.

Gifted and Talented Learners

The Academy is committed to providing learners of all abilities with the best possible learning experiences including those who are gifted and talented. Staff are expected to be alert to learners who are talented or gifted, share this knowledge with others to enable them to meet their learning needs. The Academy aspires, through the curriculum, to inculcate into the G&T cohort a culture of ambition that translates into the highest grades.

Our aims are to:

- ensure Academy and subject procedures are in place to identify Gifted and Talented learners;
- ensure that relevant staff are aware of the Gifted and Talented learners and their individual needs in order that they can plan; and,

- ensure that all teaching staff have suitable training and guidance in order for them to meet the needs of their Gifted and Talented learners.

Careers and work related learning

Learners are entitled to appropriate careers education and advice throughout the secondary years of schooling. Careers education is a core element of the pastoral curriculum in all key stages with a particular emphasis on certain topics at key times, for example making choices in the spring term of year 9. The Academy employs a fulltime careers advisor to assist learners.

In addition the Academy has employed a careers advisor to ensure that learners have access to individual careers advice in years 11 and 13 in particular.

Work experience placements are arranged increasingly in Key Stage 5 as a key element in the Academy's approach to work related learning.

Curriculum enrichment and extra curricular provision

The Academy fully appreciates the value of curriculum enrichment opportunities and extra curricular provision for all learners. All subject areas are actively encouraged to consider the full range of opportunities to make the curriculum meaningful and relevant for all learners. This includes off site learning opportunities.

Extra curricular provision is deemed to be equally important to extend the range of informal learning opportunities available to all learners. The range of provision and take up will be carefully monitored over the period of each Academic year to ascertain whether provision meets the needs of learners and is having a positive impact on their learning.

8.0 Monitoring, Review and Evaluation

The policy will be monitored through seeking the:

- Views of learners
- Views of parents/carers
- Views of staff

This policy and the associated procedures will be kept under review.

9.0 Links with other policy areas

This policy relates directly to other key Academy policies, namely:

Assessment and Marking; Collective Worship; Display; Educational Visits; e-learning and ICT; Homework; Inclusion; Presentation of Class and Homework; Religious Education; Schemes of Work; SEN; Sex and Relationships; Spiritual, Moral, Social and Cultural; Teaching and Learning