

CURRICULUM POLICY

Version	Date
Last reviewed	September 2016
Date of next review	May 2018

Airedale Academy has at its heart a firm commitment to ensuring that students respect themselves, each other and the opportunities given to them.

We believe that all students have a right to a broad, balanced and relevant education which provides continuity and progression, takes individual differences into account and ensures that students leave well prepared for success in all aspects of their future lives.

The curriculum and its delivery also reflect our ethos and values. Our values of respect, ambition and bravery permeate all we do both in and outside the classroom.

We have high expectations of our students and seek to develop skills, attitudes and abilities in them which will enable them to achieve their life goals.

The school offers guided student choice at KS4 and encourages students to pursue courses that develop their particular strengths and interests whilst maintaining breadth and balance.

High quality teaching enables students to enjoy their learning, be ambitious for their futures, achieve their potential and develop as individuals. Students are encouraged to make the most of the opportunities being offered throughout the curriculum to enable them to be enquiring, inquisitive and a life-long learner.

We are committed to developing a learning community which is safe, purposeful, challenging and fosters mutual respect.

Opportunities will be provided for all students to receive appropriate levels of challenge and support, to broaden their cultural, social, sporting and technological horizons, to develop independence and to be prepared for living and working in a diverse society.

1. Aims of the Curriculum

The curriculum at Airedale Academy supports the aims, ethos and values of the school by:

- Promoting an environment in which every child and adult will be treated with respect.
- Ensuring that all students are provided with appropriate support and challenge as and when they need it.
- Offering an experience which is personalised to the needs of the individual.
- Providing a curriculum which broadens our students' emotional and multicultural awareness.
- Providing opportunities for all students to learn, achieve and to be brave.
- Equipping students with the essential learning skills of literacy, numeracy and digital literacy.
- Promoting a positive can-do mind-set.
- Developing enquiring, inquisitive life-long learners.

2. Curriculum 2017-18

2.1 Rationale

Student Wellbeing

Student Wellbeing offers the opportunity for students to develop personal skills and prepare for life after Airedale Academy. They will explore different ways of working and learning, and develop their understanding of how others think and what they believe, including an understanding of British Values.

Throughout the year students will look at current events, financial awareness, democracy and voting, rights and responsibilities, relationships, different cultures, different beliefs, health and wellbeing, and personal safety.

Literacy/Numeracy

A period a week of literacy/numeracy will allow early intervention for students in KS3. Students will be offered additional support in literacy or numeracy depending on their need, allowing for accelerated progress as they enter KS4.

Bespoke Curriculum

A small number of students, usually those with a reading age of below 11 years and/or other particular learning needs, will be targeted for the bespoke curriculum. To follow this path they will be withdrawn from Humanities and MFL (which they struggle to access due to low literacy levels). The bespoke curriculum will allow students to develop skills needed for life after Airedale Academy, while also allowing them to develop their literacy and numeracy skills in a more creative way.

Enrichment Curriculum

The enrichment curriculum will allow a select group of students to develop the skills needed for life after Airedale Academy. This will be a project-based curriculum encompassing a wide range of projects which will ensure that students develop skills which will allow them to work more appropriately as a team, develop their communication skills and encourage them to adapt their behaviour.