



never give up.



## ACE Tiverton

*Part of the ACE Schools Multi Academy Trust*

# Curriculum Statement

Issue	Date	Author/Reviewer Job Role	Comments	Signed by ACE MAT Executives
1	18 <sup>th</sup> June 2019	Hannah Smart Head Teacher ACE School Tiverton	Policy adopted for opening September 2019	

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## 1. Principles

1. Provide a structure that enables students to achieve appropriate qualifications that open doors to future earning and learning opportunities.
2. Create a robust curriculum that empowers staff to be consistently excellent practitioners and ensures exceptional student progress in all areas of their development.
3. Meet the needs of the students by establishing secure routines that empower them to develop superb personal, social and emotional skills.
4. Deliver excellent support that ensures all students access appropriately challenging academic learning to achieve mastery of subject knowledge and be proficient in a wide range of skills that can be applied across the curriculum.

## 2. Curriculum

- i At ACE Tiverton, we offer a broad and balanced curriculum which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum, within a three-year key stage three programme before moving to a two-year Key Stage Four curriculum that is framed by the requirements of external examination bodies. In all years and at all stages of learning, we provide a rich variety of other experiences which best meet the learning and developmental needs of the students in our school. The aim of our curriculum is for students to achieve mastery of the knowledge, skills and independence required for their next stage of learning as well as a strong foundation of lifelong learning, employment and success as a member of society.
- ii We determine mastery as the ability of students to:

Be independent	Apply the skill or knowledge without reliance on an adult or peer.
Be resilient	Apply the skill or knowledge with confidence and show resilience when challenged.
To apply	Apply the skill or knowledge to a range of different contexts including other areas of the curriculum.
Be consistent	Apply the skill or knowledge consistently.
To synthesise	To organise ideas, making connections with other areas of learning.
To re-visit	To return to the skill or knowledge after a break and show that they can still use it without difficulty.
To explain	To explain their skill or knowledge to another person and participate in conversation about it.

- iii Our philosophy is to provide a holistic and individualised approach designed and tailored to support students to fulfil their potential. We have a shared vision to embed a nurturing strategy throughout the school as we realise that effective learning will take place when lessons are outstanding, staff are confident practitioners and students feel safe in their learning environment. The spiritual, moral, social and cultural development of our students and their understanding of the core values of our society are woven through the curriculum.
- iv We deliver our responsibilities in PSHE, Careers and Citizenship through cross curricular thematic learning. At the heart of Project Based Learning is teaching that gives students with the support to become independent learners and to explore their curiosity of the world. This doesn't happen immediately, we need to establish routines about learning that we are consistent with, this allows them to increase their confidence in their own ability as well as in the support you will provide. PBL enables us to focus on the needs of the students in each lesson rather than focusing on the content. Through planning and personalising the resources used each lesson we can stretch, challenge and most crucially support students to make more rapid progress as learners and members of their group.
- v Students are assessed using a range of qualification frameworks in cross year groups. We recognise that our students have varying experiences of education prior to arriving at ACE Tiverton and we meet each student at the level that provides them with support and challenge to fulfil their potential. Specialist teachers and instructors deliver in all subject areas. All classroom staff are given training and opportunity to further develop their own subject knowledge, specialist skills and understanding so they can support curriculum development and their colleagues throughout the school. Theme days, whole school activities and opportunities within and outside school all enrich and develop students learning. Additional whole school programmes and approaches support quality first teaching and learning and the school is well resourced in terms of learning materials, books and technology.
- vi The outdoor environment and the local community are an opportunity for active learning for all our students and the school grounds have been developed so they can enrich different curriculum areas. Students have opportunities to share their learning with each other, their parents and carers and other learners regularly through the year. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

### 3. Curriculum Strands

- i Our curriculum is constructed to enable immersive learning and practical application in the form of project-based learning which allows us to meet the specific learning needs of our students. We have created four curriculum strands which encompass complimentary subjects however each strand is built around the knowledge that repeated and regular exposure to literacy and numeracy skills is vital to secure student's knowledge and understanding at a level that is appropriate for GCSE level learning.

- Understand PSHE/SMSC/Humanities/Science
- Investigate Enterprise/Maths/IT & Computing
- Create Art/English/DT/Food
- Explore Outdoor Education/PE

ii As a team, our class-based staff design each project to ensure full coverage of the national curriculum and preparation for GCSE studies in the full range of subjects offered. Our subject offer and time allocation is as follows:

Subject Group	Subjects Included	Average Weekly Teaching Time	
		KS3	KS4
Core Subjects	English Mathematics Science	3 hours per week per subject. (9 hrs in total)	The curriculum in KS4 follows a similar time allocation as KS3 however as preparation for KS5 study, this may be supplemented by college or other vocational provision.
Foundation Subjects	PSHE & Life Skills Art Humanities Design Technology IT & Computing	1.5 hours per week per subject (7hrs 30mins in total)	
	PE & Outdoor Education	4 hours per week in total	
Specialist Support	Intervention and Mentoring Therapeutic Support	30 minutes a day (2hrs 30mins in total)	

