



A C A D E M I E S

Curriculum Intent

2018-19

Policy Owner:	Caroline Badyal
Ratified by:	Draft (QAT Board)
Date:	May 2019
Next review date:	July 2019

Introduction

Q3 Academies Trust is committed to providing an engaging and knowledge rich curriculum so that students experience wide and varied opportunities, both inside and out of the Learning Room. This will support their prior learning and help them to develop Cultural Capital in all its forms. The engagement of our parents/carers is a fundamental part of our curriculum offer and supports increased collaboration and understanding.

A broad, balanced, and personalised experience is provided for all students, allowing access to the Ebacc. subjects along with a wide selection of Foundation subjects. It is expected that 75% of students taking their examinations in 2022 and 90% of students taking their examinations in 2025 will be studying the Ebacc. Curriculum. However, each Academy will identify the needs of its individual cohort to assess the suitability for this as part of the Key Stage 4 Pathways process at the end of Key Stage 3.

We recognise the importance of good literacy and numeracy and the impact this has on our students' opportunities for the future. Reading programmes are in place for all students at Key Stage 3 to develop literacy skills and further enhance literacy at Key Stage 4.

The well-being of all our students is a key priority and this is embedded throughout the Trust including during SRE, PSHE, and SMSC.

All Academies within the Q3 Academies Trust have a degree of autonomy in order to meet local staffing, facilities and student needs.

Curriculum Staff

Location	Staff
QAT Wide Overview	Mr Adam Slack (Vice Principal)
Great Barr	Mr Adam Slack (Vice Principal)
Langley	Mr Christopher Mills (Assistant Vice Principal)
Tipton	Ms Harprit Rhode (Deputy Headteacher)

Curriculum Structure

Subject	Approx. Percentage of Time				
	GB & TN	LY	Great Barr (GB)	Langley (LY)	Tipton (TN)
	Key Stage 3		Key Stage 4		
English	16%	13%	20%	13%	20%
Mathematics	16%	13%	16%	13%	16%
Science	16%	13%	16%	18%	16%
French or Spanish	8%	13%			
Humanities	16%	13%			
Wellbeing (incl. PE)	12%	13%	12%	6.5%	12%
Creative Curriculum*	16%	20%			
Ebacc. Option (All Students)			8%	13%	13%
Foundation Option			8%	10%	8%
Foundation Option			8%	10%	8%

*The Creative Curriculum at Year 7 is known as 'Hori7on' and at Year 8 is known as 'Innov8' (Cre8 at Great Barr).

At Key Stage 5 (Great Barr and Tipton), students study three subjects which following a period of suitability testing by October half term. Students then study these subjects for the remainder of Key Stage 5. Some students may be identified as better suited for AS level study which will be identified on a case-by-case basis.

Subject	Percentage of Time	
	Year 12	Year 13
Option A	16%	20%
Option B	16%	20%
Option C	16%	20%
Wellbeing	4%	4%
ASPIRE	4%	
Core P.E.	4%	
Private Study	40%	

Inclusion

Across all of the Academies, there is opportunity within the curriculum to support students of varying needs including those who are identified as High Potential, Lower Prior Attaining or those at risk of falling from mainstream education. This takes different forms at each Academy.

High Potential Students:

Great Barr: Students are grouped together throughout Key Stages 3 and 4 as 'G1'. These students are taught together to focus on their specific needs and drive for challenge. It is expected that specific interventions are put in place to support students in maintaining positions in this group. A second group may be created if there are sufficient numbers.

Langley: Students are taught amongst middle ability students through Key Stage 3 and 4 with the exception of a top Maths group in Key Stage 4.

Tipton: Students are grouped together throughout Key Stages 3 and 4. These students are taught together to focus on their specific needs and drive for challenge. It is expected that specific interventions are put in place to support students in maintaining positions in this group. A second group may be created if there are sufficient numbers.

Lower Prior Attaining Students:

Great Barr: Students are grouped together at Key Stage 3 within 'Provision 3' where they remain in a primary environment for all core lessons in Year 7 and begin to move around the building in Year 8; both years are taught by subject specialists. These students do not study MFL in Years 7 and 8 in favour of additional English. At Key Stage 4, additional options are made available to support progress at Post-16 by providing facilitating subjects.

Langley: Students are grouped together at Key Stage 3 within the 'ACE' group where they remain in a primary environment for all core lessons taught by one primary specialist Learning Consultant. These students do not study MFL in Years 7 and 8 in favour of additional English. At Key Stage 4, additional options are made available to support progress at Post-16 by providing facilitating subjects.

Tipton: Students are grouped together at Key Stage 3 within the 'Nurture Group' where they remain in a primary environment for all core lessons in Years 7 and 8, taught by a consistent member of staff. These students do not study MFL in Years 7 and 8 in favour of additional English. At Key Stage 4, additional options are made available to support progress at Post-16 by providing facilitating subjects.

It is expected that the progress of these students is reviewed regularly in order to place students in mixed ability groups when appropriate and ensure that there is significant progress made in their attainment. Planning for these groups is largely based on the Question Level Analysis available from Key Stage 2.

Students at risk

Students who are at risk of significant underachievement due to Behaviour Social, Emotional, Mental Health or Physical Health issues have been catered for at each Academy through the support groups in place. These are utilised on a case-by-case basis and provide opportunity for mentoring and support along with teaching.

Grouping of Students

Students are in mixed ability groups at Key Stage 3 and set as they enter Key Stage 4. There is variation on the mixed ability at each Academy but it is largely based around the same structure of: One highest prior attaining group; One lowest prior attaining group; 6-8 mixed middle prior attaining groups. At Langley, all groups are of mixed ability with the exception of the 'ACE Group' who are taught in a primary environment. At Great Barr this is known as 'Provision 3' and at Tipton the 'Nurture Group'.

At Key Stage 4, students are set for English, Mathematics and Science based on their expected Key Stage 4 targets. Students may not move down into groups of lower targeted students unless there are special circumstances. However, students may move up into groups of higher target students if they prove capable during interim assessment. Students should only move at the end of an Assessment Cycle. Option subjects at Key Stage 4 are largely mixed ability with the exception of subjects, such as History and Geography who are able to apply an element of setting due to the number of groups taught. At Langley the exception is one top Maths set in each of Year 10 and Year 11.

Key Stage 5 is mixed ability.

Quality Assurance of Curriculum

It is expected that regular Quality Assurance of the curriculum takes place in all Academies. This includes, but is not limited to:

- ✓ Student/Parent Voice;
- ✓ Staff Voice;
- ✓ Learning Walks;
- ✓ Data Review (interims or suitability assessment).

The following points should be addressed through Quality Assurance and recorded by the appropriate member of staff at each Academy:

- ✓ Suitability of subject uptake at Key Stage 4;
- ✓ Suitability of subject uptake at Key Stage 5;

- ✓ Difference between Pupil Premium and Non-Pupil Premium and Gender uptake at Key Stage 4, particularly in Ebacc., Separate Sciences and those with 8 Qualifying Subjects;
- ✓ Provision at Key Stage 3, particularly through Hori7on and Innov8/Cre8;
- ✓ Attendance to Showcase events, including Pupil Premium vs. Non Pupil Premium;
- ✓ Placement in groups at Key Stage 4 (English, Mathematics and Science);
- ✓ Appropriateness of Curriculum provision within subject areas.