



The Carlton  
Academy

## THE CURRICULUM

- The Curriculum
- The Wider Curriculum
- Homework
- Special Educational Needs
- Literacy
- Information Technology
- The Library
- Monitoring Progress
- Assessment and Reporting
- Instrumental Music Tuition
- Philosophy and Religious Education
- Relationships and RSE
- Examination Entry Policy

# CURRICULUM



## The Curriculum

Our 'core purpose' is to maximise the progress of all students, enabling them to do as well as possible in their exams and improve their life chances. Aligned to this, we want all students to be inspired and motivated by their teachers and to enjoy their academy life to its fullest opportunity.

Our curriculum enables students to gain qualifications and skills that allow them to both make and take choices about their next steps, whether it be about choosing subjects for GCSE, post 16 or other opportunities open to them in their lives ahead. We work tirelessly to develop students into well-rounded, active and informed citizens, delivered as part of what we do in the academy every day along with the many layers of experience and opportunity open to them in our academy. Curriculum is described, most broadly, as 'a way of life at the school for successful lives ahead'

### **Broad, deep, balanced and planned curriculum, with outstanding teaching and learning at its heart**

Our curriculum helps students achieve high standards and make excellent progress. In Years 7 and 8, students cover the National Curriculum experiencing the broadest range of subjects taught by specialist staff. They develop a deep understanding of their subjects and make rapid progress. All lessons and homework, planned and sequenced carefully, provide opportunities to secure and demonstrate retained knowledge and retrieve previous learning to ensure knowledge and understanding is embedded. Teaching and Learning strategies are geared towards advantaging our disadvantaged learners, through setting of high expectations for outcomes, assessing prior learning, DIRT and low stakes quizzing.

#### Years 7 and 8 subjects and teaching allocation

English	4 hours per week including an hour of Accelerated Reader.
Maths	3 hours per week
Science	3 hours per week
Philosophy, Religion and Ethics (PRE)	1 hour per week
Physical Education	3 hours per week in Year 7 and 2 in Year 8
Geography	3 hours per fortnight in Year 7 and 2 hours per week in Year 8
History	3 hours per fortnight in Year 7 and 2 hours per week in Year 8
Art	1 hour per week
Design Technology -	Taught as a rotation including Resistant Materials, Electronics, Food and Textiles - 2 hours per week
Computing	1 hour per week
Music	1 hour per week
Drama	1 hour per week

**Modern Foreign Languages (MFL)** – The majority of students will study two hours of languages per week in Year 7; either French or Spanish, which is reversed in the following academic year. A selected number of students will study one hour of language per week in order to provide them with targeted additional literacy and reading support, which we believe gives them the greatest opportunity to progress in all of their learning.



Students will receive 3 hours of PE in Year 7 and in 2 hours in Year 8, including working on their own 'My Personal Best' programme. This not only helps develop their physical skills and resilience, it engages a strong ethos of positive mental and physical health through setting targets and celebrating achieving them.

Students in Year 7 and 8 are taught in mixed ability groups for all subjects with the exception of Maths; this is set by ability and based on outcomes at Key Stage 2 and teacher assessments.

### Years 9 to 11

The majority of students have very defined ideas of subjects that they favour most and least by the middle of Year 8. We believe, along with students, teacher and parents, that indicating preferences at this stage develops the most engaged students, acting as a strategic partner in their own success and improving outcomes. Students spend time in Year 9 focusing on four preferred subjects of choice, carefully guided and monitored by specialists. These courses are not externally assessed, they aim to build on strong foundations laid in previous years and develop a mastery of the skills to succeed at Key Stage 4.

In order to provide students with greater choice, we have further expanded the breadth of the curriculum. All students will study GCSE PRE alongside an additional chosen qualification in years 9 and 10. This increases the number of subjects that student's follow, gains formal accreditation and provides additional time for English and Maths in Year 11. The skills and experiences of their two year 9/10 qualification help develop character and maturity that allows them to be more prepared for their final year of GCSE study.

Every student will study the following subjects in Years 9 to 11:

In Years 9 and 10:

GCSE Philosophy Religion and Ethics  
ONE two year GCSE or equivalent course – as outlined in our [options booklet](#)

To the end of Year 11:

GCSE Mathematics  
GCSE English Language  
GCSE English Literature  
GCSE Science (with the option to choose Triple Science as part of the options process)

THREE option subjects from the following list (subject to change)

GCSE Art Graphics	GCSE Fine Art	BTEC Sport
GCSE Business Studies	GCSE Food Preparation & Nutrition	GCSE Triple Science
Child Development & Care	GCSE Music	GCSE Computer Science
Creative Media Production	GCSE Media	GCSE French
GCSE Design and Technology	GCSE PE	GCSE Spanish
Digital IT	GCSE Photography	GCSE History
GCSE Drama	GCSE Psychology	
Engineering	GCSE Sociology	GCSE Geography



## Post 16 (Years 12 & 13)

Students have the choice to continue to study:

**Advanced Level Courses** (based on our latest set of options which are subject to change):

Art	History
Biology	IT
Business Studies	Mathematics
Chemistry	Media Studies
Computer Science	Music
Drama & Theatre Studies	Philosophy and Ethics
English Language	Photography
English Literature	Physical Education
French	Physics
Further Mathematics	Product Design
Geography	Psychology
Graphics	Sociology
Government & Politics	Spanish

## Level 3 BTEC Courses:

Applied Science  
Health & Social Care  
Business Studies  
Sport

**GCSE Re-sits** (for any student that has not achieved a GCSE grade 4 in English or maths)

## The Wider Curriculum

Our curriculum ensures that we develop the students' awareness of the best that has been done and achieved. Alongside this, students gather knowledge to help them become successful and ready to take steps into becoming independent young people, who can cope with the challenges they may face in their future. This includes, how to be safe and healthy, increase awareness of self and others and embedding British values through PSHE, DRIVE, RSE and our Enriching Curriculum Opportunities (ECO) days. All of these programmes add significant value to the education and experiences of young people and allow adults to work with them in a variety of activities and experiences which foster strong relationships of trust.

Extra-curricular provision is a strong feature of the academy and our Opportunities Programme is extensive and offers 'something for everyone'. A wide range of opportunities including Music, Drama, Dance, sports and other clubs are offered every day. Students take part in performances, local visits, and can also access our team of specialist peripatetic teachers. The PE Department run school teams in several sports and we have a record of success over many years. Inter-Form and Inter-House activities are enthusiastically



pursued. There are also a large number of subject specific opportunities that run at lunch time and after school which also provide additional assistance to support students in their learning. Our annual calendar lists many trips and visits which are organised to complement classroom activities and provide opportunities to widen students' experiences.

We aim to ensure that each of our students gets a rounded educational experience, as such the wider curriculum plays a vital role in the education of our students. The wider curriculum involves activities and learning activities that take place outside the classroom and beyond the school. This is an essential part of each students learning and is deeper and broader than just that delivered in the classroom as part of the taught curriculum. Students have access to a wide range of enrichment and extra-curricular offer. To encourage independence as well as participation, students have a 'Pledge Passport' which they use to record their wider participation over their time in Years 7 to 11, for which they are recognised as part of the rewards system. We provide a number of vehicles to enable our students to gain the broadest number of experiences possible. These include our Enriching Curriculum Opportunities (ECO) Days, visits to and from external providers as well as other organisations working with students in school on these days. A broad range of trips and visits, both in the UK and abroad take place each year, and as part of our Extensions and Achievement programme provide opportunities for active participation in residential trips that include outward bound and overseas visits. We have also developed and run trips and visits in partnership with other Trust academies; allowing students and staff to develop new friendship and partnerships.

Affiliations to nationally approved schemes such as the Duke of Edinburgh Programme (including the Gold Award Scheme). Additionally, we have numerous partnerships with local clubs and societies that we signpost students to, for example in sport and the performing arts.

Each year there are a whole school performing arts, musical and other performances that compliment a wide range of Inter-House events also include talent events and performance and sports activities for which points are awarded as part of The Carlton Cup.

### **Opportunities in Post 16**

Students also have the opportunity to broaden their curriculum through the enrichment programme. Our past offer has included the following opportunities:

- Duke of Edinburgh
- Extended Project Qualification
- Food
- In Class Support and Mentoring
- Reading Mentors
- Sports Leader's Award
- Young Enterprise



## Tutor and Assembly Programme

All students have an assembly each week, which is delivered as part of a formal programme and is linked to themes within D.R.I.V.E. The tutorial programme has been redeveloped in line with new guidelines and also developed to encompass our trust themes of D.R.I.V.E. – Democracy, Responsibility, Independence, Tolerance and Equality. These support the delivery of Fundamental British Values as shown below, and is delivered in tutor groups once per week with follow-up materials for discussion at home published via Student SharePoint. A session for DEAR time and Oracy activities is also built into the weekly programme. In addition, this programme includes PSHE and RSE (see later in this booklet for details).

## DRIVE and Carlton Values

The school is committed to supporting the key values of:

- Democracy
- The rule of law = Responsibility
- Individual liberty = Independence
- Tolerance for those with different faiths and beliefs = Value
- Equality

British Values	Carlton Value	At Carlton, we believe...
Democracy	Democracy	everybody has a role to play and people should be able to voice their opinions about the issues that matter to them in a <b>DEMOCRATIC</b> way.
The rule of law	Responsibility	laws and rules are there to keep us safe. Everyone needs to respect them and take <b>RESPONSIBILITY</b> for their actions.
Individual liberty	Independence	in the importance of individuals developing self-esteem, confidence and initiative necessary to think <b>INDEPENDENTLY</b> .
Tolerance for those with different faiths and beliefs	Value	everyone's beliefs, religious or otherwise, should be <b>VALUED</b> and respected unless they encourage hatred or harm towards others.
Equality	Equality	people should be treated <b>EQUALLY</b> regardless of their race, gender, sexuality, religion or background.

These themes are covered through our assembly, tutor, oracy and wider enrichment programmes including ECO days.



## ECO Days

The wider curriculum is an essential part of each students learning and it offers our students the opportunity to learn about life in its broadest context. We continue to place importance on personal development activities and our opportunities offer within the ethos of our school. Furthermore, our Enriching Curriculum Opportunity (ECO) days allows us to achieve the right balance between academic focus and the development of the whole person. These are opportunities for students to take part in learning activities that compliment, extend and further the learning that takes place every day in school. The three days during the year, one per term, also provide us with opportunities for events such as trips and visits to take place linked to curriculum themes, as well as giving longer periods of time for special activities to take place. Examples of activities include:

- Visits to locations identified as providing experiences which support learning which has, or is about to take place in the curriculum.
- External speakers to present to and work with groups of students on particular themes, for example within the Personal, Social and Health related Education (PSHE) and Relationship and Sex Education (RSE) curriculum; cultural awareness and tolerance, eSafety and healthy lifestyles.
- Opportunities for industry experts and partners to deliver information and guidance about making future career choices; such as interview skills, CV writing, applying for Sixth Form within the school, as well as providing opportunities for public speaking, linked to our Oracy Programme and involvement in other national projects such as Young Enterprise.

## Homework

At The Carlton Academy we believe that completion of meaningful homework is vital to the success of our students. We also support our students to become independent learners. At the Carlton Academy we use homework as an opportunity for students to spend time independently honing the knowledge and skills required for success. The benefits of learning to study independently stretch beyond just academic success. Our students will develop skills of self-motivation, organisation and time management that will benefit them in many walks of life in their future. We also offer an afterschool homework club each day. Students who do not complete homework are usually issued with a detention from their class teacher.

Students in Years 7 and 8 receive a half-termly homework booklet which outlines the tasks to be completed during that half term. The learning from these activities is tested in lessons through quizzing. These tasks should take 30 minutes for each subject and be completed weekly for English, Maths and Science and fortnightly for all other subjects.

Completion of homework is checked by teachers in lessons and learning from homework is checked through quizzing. By using the learning from homework tasks in lessons this way we can build a culture of success where students feel that their homework is meaningful and recognised as well as building important retrieval skills.



Students in Years 9 and 10 also receive a homework booklet containing information that will support their independent study. Teachers may set homework from this booklet but may also set different tasks in response to the needs of the students. Students in Years 9 to 11 are expected to do at least one hour of homework per night (on average) and this will increase as they work through any coursework or exam preparation. In addition, students in Year 11 are set homework tasks to help students to prepare for their exams.

At Post 16, we expect the level of homework and private study to be approximately 5 hours per subject per week and students are given study periods during the school day to undertake some of this work as well as being expected to work at home.

### **Satchel One (previously Show My Homework) – online monitoring and help with homework**

Staff provide resources and information, along with publishing information about all homework set through the online Satchel One. Students and parents are given a log in for this site and this allows them to track all homework set for them. It is also possible to access and check homework without a log in but this will not be personal to you. There is an App for Satchel One that can be downloaded from the Google Play or the Apple App.

### **Special Educational Needs**

At The Carlton Academy we value all students equally. We believe that all our students are entitled to a broad and balanced curriculum and education. We recognise that some students will need additional and alternative support, guidance and encouragement in order to achieve their full potential. All provision for students will be adaptable and constantly reviewed. In our work we have regard to the Code of Practice on the identification and assessment of Special educational needs and disability code of practice: 0 to 25 years. A copy of the Carlton Academy's Special Educational Needs policy is available on request from the school, and is available on our website.

### **Literacy**

As part of our continuing commitment to developing literacy of our students, the whole school takes part in Drop Everything And Read (DEAR) time, supporting our ambitions of raising reading ages and creating active and engaged readers. Alongside this, Year 7 and 8 students have a 15 minute session during one lesson per day on a rotational basis, where they also take part in DEAR time. Year 9 follow a similar programme in their English, Maths and Science lessons.

All students in Year 7 and 8 have an Accelerated Reader lesson during which they read and complete tasks to assess their comprehension.

Targeted support is given to students who have reading and / or literacy levels that require support to successfully access the wider curriculum.



### Information Technology

The academy has a large number of suites of networked PCs, all of which have access to the internet. Students also have access to laptops and tablets in some curriculum areas. Our website ([www.theacademycarlton.org.uk](http://www.theacademycarlton.org.uk)) has a wide range of resources of information for each subject area. Students will also be provided with a school email account.

### The Library

The library is at the heart of the academy and has wider range of books available for students to borrow. The library is a valuable area for research, independent study and homework for all students, with the help of a full-time Resource Centre Manager. This facility is available from 8.00am in the morning before school starts and also available for students to use after school until 4.30pm with staff available to help students with their work. The school also subscribes to an eBook service via The [Sora App](#).

### Monitoring Progress

We aim to encourage every student to be successful in all that they do here. Records of the academic progress of all individuals are kept both by subject teachers and by Heads of House. Parents receive progress reports and a Parents' Evening is held for each year group for consultation with class teachers. In addition, there are review meetings where parents and students discuss progress and targets with form tutors. The Carlton Academy also uses data gathered from students' past performance and diagnostic tests to produce minimum target grades in all subjects. Performance is continually matched against these and parents are informed when concerns over underachievement come to light.

### Assessment in Years 7, 8 and 9

At The Carlton Academy, we have a system of five "Bands" (A – E) which offer an indication of how each student is performing in relation to their Key Stage 3 target for each subject. Each subject has devised sets of "Band Descriptors" which will be used to assess students' work and make a judgement about whether the quality of what is produced suggests they are on-track to achieve their target come the end of KS3.

The Bands that we use at The Carlton Academy have been devised to align with projected GCSE grades, taking into account the difficulty of making such long-range predictions about student performance over a 5 year period. Parents will therefore see their child's work being graded as "Band A", "Band B" etc. to indicate the trajectory they are currently on as outlined in the table below.

Current Band	Explanation
A	On-track to achieve GCSE grades 8 - 9 at the end of Year 11
B	On-track to achieve GCSE grades 6 - 7 at the end of Year 11
C	On-track to achieve GCSE grades 4 - 5 at the end of Year 11



D	On-track to achieve GCSE grades 2 - 3 at the end of Year 11
E	On-track to achieve GCSE grades B - 1 at the end of Year 11

### Target Setting in Years 7, 8 and 9

We use prior attainment data, national data and our own internal testing to set aspirational targets for students joining us from the start of Year 7. We work closely with our colleagues across the Redhill Trust to ensure that the way we set targets gives students the best possible opportunity to excel throughout their time here.

### Reporting Progress in Years 7, 8 and 9

Subject staff will complete a **Progress Report** for each student twice in each academic year, which will be sent home to give you a clear picture of how your son or daughter is progressing which may include a target for how they can improve in that subject. As in the example below, teachers will use the Banding system to indicate current performance. Parents can compare this with their Target Grade for that subject to establish whether they are on, above or below expectations. Progress Reports are colour coded to highlight the link between targets and current Bands. Each department will have its own action plan for supporting students to meet their target grades.

	Working above target
	On target
	Working below target

### Progress Report Example (see explanatory notes below)

Subject	Target Band	Predicted Band	Subject Target
English Mr Smith	B	B	H
Maths Mrs Palmer	B	C	P
Science Mr Taylor	B	B	
Art Mrs Ford	A	A	



### Explanatory Notes

**English:** Green indicates this student is currently on track to achieve their target grade of B. Mr Smith thinks that this could be improved even further with some additional attention to their home learning.

**Maths:** Yellow indicates this student is currently a band below their target grade of B so their teacher must set a target for improvement. In this case the teacher feels that greater participation in lessons is required.

**Science:** Green indicates this student is currently on track to achieve their target grade of B.

**Art:** Blue indicates this student is performing above expectations and is on track to achieve above their target band B should they continue to apply themselves as they currently are.

### Subject Targets

Code	Relates to	Description
B	<b>Behaviour</b>	Increased focus required in lessons and avoid distractions of any kind.
H	<b>Homework</b>	Hand in on time and with the required amount of effort.
P	<b>Participation</b>	More active involvement in lessons.
R	<b>Resilience</b>	Work through challenges and problems without giving up too easily.
W	<b>Work-rate</b>	Increase amount of work produced in the time available.
S	<b>Skills</b>	Continued work and development needed on mastering the subject skills.

### How this links to Key Stage 4

In Year 9, students will have selected the courses they want to take through to GCSE and will be working on building skills in those subject areas. In Year 10, students will switch to the current system of reporting at Key Stage 4 in which teachers make a **single grade** prediction in relation to their GCSE target for each subject. This means that the two-grade banding system is replaced by staff indicating the specific grade the student is on track to achieve at the end of their GCSE course. Consequently, as students move further up the school, both they and yourselves will receive increasingly precise forecasts about what they are likely to achieve on completion of their level 2 qualifications.

### Philosophy and Religious Education

The academy is not affiliated with a particular religious denomination. Religious teaching is based upon the Nottinghamshire Agreed Syllabus of Religious Education, and the



school will make arrangements for parents to exercise their right of withdrawal of their children from religious worship or instruction.

The aim is to instil an awareness of factual information, personal responsibility, and sensitivity to the needs and values of other people.

### **PSHE and RSE (Relationships and Sex Education)**

PSHE education at The Carlton Academy allows our students to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. We believe that our PSHE/RSE programme has a positive impact on both academic and non-academic outcomes of all our students.

Our Programme of Study for PSHE education looks to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking (linked to the Carlton Values) in the context of three core themes:

- Health and wellbeing
- Relationships
- Living in the wider world (including economic wellbeing and aspects of careers education).

Across their five years in the academy as part of our PSHE and RSE coverage and within the taught curriculum, students will be exposed to the following topics, in line with national requirements. The study of different types of relationships, including friendships, family, dealing with strangers, and intimate relationships; This includes the following topic areas delivered through our PSHE, assembly programmes and age-related curriculum:

- How to recognise, understand and build healthy relationships, including; self-respect and respect for others, commitment, tolerance, boundaries and consent, how to manage conflict, and also how to recognise unhealthy relationships.
- How relationships may affect health and wellbeing, including mental health.
- Healthy relationships and safety online.
- Factual knowledge, around sex, sexual health and sexuality, set firmly within the context of relationships.

The relationships and health aspects of RSE education is compulsory in all schools from September 2021. Parents have the right to withdraw their child in particular circumstances, and a copy of the school's RSE Education policy is on the academy website. Throughout, PSHE and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will face during their time at the academy and to prepare them for their later life.

### **Instrumental Music Tuition**

As well as the timetabled Music lessons for all students in Year 7 and 8 and those that opt to study it in Year 9 onwards, the academy also offers music tuition to all students that have a keen interest in music. We have weekly lessons for students in school for woodwind, brass, string, keyboard and percussion instruments as well as vocal lessons. These lessons are taught by a team of peripatetic music specialists and parents are expected to contribute towards the cost of these extra lessons.



### **Examination Entry Policy**

Students opting for examination courses at Key Stages 4 and 5 will be expected to complete all required non-examination elements and will be entered for appropriate examinations. The majority of students will sit GCSE examinations at the end of Year 11 and AS/A2 examinations Post-16. Students in both key stages who have opted for vocational courses will complete elements of the course which could include examinations, throughout the course of their studies.

From 2021, students in Year 10 sit 2 additional examinations: A GCSE in PRE and an option of their choice, at the end of year 10. In the Sixth Form a range of Level 3 courses are available to the students, those who did not pass Maths or English at Level 2 will re-sit that subject alongside their level 3 courses.