

# THE RIPLEY ACADEMY

A member of the East Midlands Education Trust



## Curriculum Policy

2025-26



**#nothingshortofremarkable**

Policy reviewed:	January 2025
Reviewed by:	Head of School
Next review due:	Autumn 2026

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# Curriculum Policy

## Aims of the Curriculum

The Ripley Academy Curriculum aims to:

- Provide every student with the skills knowledge and qualifications to enable them to access the next stage of their education/career
- Inspire, challenge, stretch and support students to achieve their potential
- Give students the experiences and opportunities to develop as caring, healthy and informed young people in the 21<sup>st</sup> century
- Develop in students the resilience and flexibility to be able to adapt to the changing world they will meet
- Foster an enjoyment in learning and a commitment to lifelong learning
- Promote learning in its broadest sense, across and beyond the taught curriculum

## Outcomes of the Curriculum

The Ripley Academy Curriculum will:

- Lead to qualifications that our students need in order to pursue their chosen path
- Lead to qualifications that are of worth to employers and for entry into Further and/or Higher Education
- Meet the needs of students of all abilities at The Ripley Academy
- Prepare students to make informed and appropriate choices at the end of Key Stages 3, 4 and 5
- Help students develop lively, enquiring minds, an ability to question and argue rationally and to apply themselves to tasks and physical skills
- Be broad, balanced, relevant, differentiated and include personalisation
- Adapt to changing requirements and expectations from Government and Higher Education providers
- Fulfil the statutory requirements of the Academy's funding agreement and meet the expectations of regulatory bodies
- Meet or exceed national standards in achievement, attainment and progress
- Promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance to those with different faiths or without faith

## Roles & Responsibilities

The Headteacher will:

- Ensure that the curriculum policy is implemented and regularly reviewed to ensure it remains relevant, fit for purpose and up to date with national and local initiatives.
- Make recommendations to Governors when changes to the curriculum policy are required
- Monitor the implementation of the curriculum policy within the academy and to ensure the policy contributes to high standards, ensuring pupils leave well qualified with qualifications which are relevant to their next stage of their education

The Governing Body will:

- Hold the Headteacher to account in the successful implementation of the curriculum policy
- Challenge the Headteacher where necessary to ensure the curriculum policy enables the pupils to achieve high outcomes in qualifications which are relevant to their next stage of their education

The Deputy Headteacher will:

- Monitor National developments
- Update the curriculum model to meet national requirements and the needs of the students
- Have an oversight of the curriculum structure across the Academy
- Ensure the school timetable delivers the curriculum
- Manage the Key Stage 4 and Key Stage 5 Option Processes
- Advise the Headteacher on staffing requirements to deliver the curriculum
- Manage Interventions to support the Year 11 Curriculum
- Manage Key Stage 4 students with a personalised curriculum

Senior Leadership Team will:

- Monitor standards within the departments that they line manage
- Monitor curriculum delivery within the departments that they line manage
- Monitor the progress of individual students
- Liaise with the SENCO/SEN Lead regarding students requiring personalisation

Heads of Department will:

- Plan the delivery of the curriculum within their department
- Provide teaching staff with appropriate schemes of work
- Monitor standards of teaching and learning
- Ensure appropriate assessment is carried out and recorded
- Regularly review performance data
- Manage interventions to support students within their subjects and liaise with relevant staff where appropriate
- Keep up to date with developments within their subject
- Work with the curriculum manager in timetabling their subjects
- Select courses and qualifications to best meet the learning needs of the students
- Liaise with their line manager and the Deputy Headteacher over proposed changes to curriculum delivery
- Work with the Exams Officer and meet deadlines over examination entries

The SENCO/SEN Lead will:

- Monitor the progress of students on the Special Educational Needs Register
- Manage interventions/personalisations to support these students

Teaching and Support Staff will:

- Implement the Academy and Department Policy in their teaching.
- Use student data, both external and from their own lessons, to inform their teaching in order to meet the students' needs
- Adapt and differentiate teaching to respond to the strengths and needs of all students

### **Monitoring, Evaluation & Review**

The Governing Body will receive an annual report from the Headteacher on the standards achieved by the Academy. The Governing Body will review this policy annually and assess its implementation and effectiveness.

## Teaching Groups, Class sizes and Grouping by Ability

In Year 7, 8 and 9 students are placed in mixed ability groups for most subjects of approximately 30 and work in these groups through to the end of Year 9; students are grouped into smaller classes for the practical subjects.

Students are set by ability within Maths and English from Year 7 onwards following a baseline assessment at the start of Year 7. Students are also set by ability in Science from Year 9 onwards.

A small number of students are identified on transition from Key Stage 2 as having particular needs with literacy. These students follow a literacy programme. Depending on progress, they may return to study modern foreign languages or continue with literacy.

Where students are taught in ability groups, class sizes will vary, but are usually smaller for the students requiring additional support.

At Key Stage 4, students are taught in ability groups for English, Mathematics, Science and in mixed ability groups defined by their option choices for other subjects.

## The School Day and Year

The school day runs from 8:40 to 15:00 and consists of five 60-minute lessons. There is a morning break of 20 minutes and a lunch break of 40 minutes.

## Years 7, 8 and 9 Curriculum

The Year 7, 8 and 9 curriculum focuses on embedding and developing basic skills, knowledge and understanding. All students study the same subjects. The current allocation of periods per fortnight is:

Subject	Year 7 Number of lessons	Year 8 Number of lessons	Year 9 Number of lessons
English	8	8	8
Mathematics	8	8	8
Science	8	7	8
Art	1	1	2
Computer Science	1	2	2
Drama	2	2	2
Geography	2	2	2
History	2	2	2
Music	2	2	1
Personal Social Health Education (PSHE)	1	1	1
Religious Education	2	2	2
Modern Foreign Languages	5	5	4
Physical Education	4	4	4
Food Technology	2	2	2
Design & Technology	2	2	2

## Year 10 and 11 Curriculum

The Year 10 and 11 curriculum provides students with both the core and optional subjects they need for a broad and balanced curriculum. All Key Stage 4 students are able to choose four options subjects.

All students study English Language and English Literature, and all three sciences – resulting in either two or three Science GCSEs.

<b>Subject</b>	<b>Year 10 Number of lessons</b>	<b>Subject</b>	<b>Year 11 Number of lessons</b>
English	8	English	8
Mathematics	8	Mathematics	8
Science	10	Science	10
Options A, B, C, D	5 (each option)	Option A, B, C, D	5 (each option)
Physical Education	3	Physical Education	3
Personal Social Health Education (PSHE)	1	Personal Social Health Education (PSHE)	1

## Year 12 and 13 Curriculum

The Year 12 and 13 Curriculum (or equivalent) combines vocational BTEC qualifications with A Level Qualifications. Students study 3 or 4 A level subjects in Years 12 and 13. The majority of students also take the Extended Project Qualification (EPQ) in Year 13.

A personalised Year 12 programme of study will be implemented on an individual basis for students who do not meet the entry requirements of a level 3 programme of study.

All students who enter the Sixth Form without a GCSE grade 4 in English Language/Literature and/or Mathematics will continue to study until they have achieved a grade 4.

Policy reviewed by: Head of School

Review date: January 2025

Next review due: Autumn 2026