

# Curriculum Policy

Date Implemented: July 2017

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Digitech offers a personalised educational experience that equips students with a comprehensive set of skills. We offer a curriculum that focuses on preparing students to succeed both academically, and in preparation for employment. We offer a set of qualifications, and a learning experience that integrates broader employability skills into the curriculum. Students will succeed in both these areas, and this will serve as a strong foundation for a successful career.

Aims: This policy supports our achievement of the following aims

- To ensure that all Digitech students will undergo a course of study that adequately prepares them to excel in their chosen area.
- To implement a core of English, maths, and science with further choices in relevant creative, digital and high tech subject areas. We do not aim to be Progress 8 or Ebacc compliant.
- To respond appropriately to the wide diversity in prior attainment amongst students in entering the school, challenging all students to progress and improve their attainment and ensuring that new learning is available to all.
- To support all Digitech students to have a clear contextualised understanding of their skills and how they can be applied in an academic and professional context.
- To have a curriculum that ensures that Digitech students have the opportunity to achieve a set of national qualifications that demonstrates their success and facilitates progression and positive destinations.
- To offer a balance of curriculum with quality experiences of work, which ensures that students have the skills and qualifications to choose the correct next step for them.
- To engage and motivate students by offering high-quality, relevant, and challenging project briefs and tasks where appropriate.
- To stretch and challenge Students through high quality teaching supported by careful course selection.
- To engage motivate and challenge students through regular assessment and accurate feedback at regular and timely assessment processes.

In order to achieve these aims, the curriculum is designed around key priorities, which are closely related to the Teaching and Learning priorities.

The key principles for curriculum provision are:

- The highest quality teaching in all subject areas.
- High quality impressive outcomes.
- A focus on creative, digital and high-tech pathways underpinned by core subjects.
- A curriculum and relentless focus on teaching and learning that meets student needs.
- The opportunity to work closely with employers.
- A programme of careers education and work related personal coaching in addition to tutoring.
- Progression Pathways facilitate 14-19 learning.

**Students will progress from Digitech Studio School into further education employment or training with:**

- Good qualifications.
- Sector specific learning.
- Relevant sector specific skills and experience in an industry of individual interest.
- Confidence to apply their learning in a work place setting.
- Ambition to be successful in their chosen career field.
- Clear direction on how to fulfil their career ambition.

Curriculum details are up to date on the website for all year groups and all courses:

1) Basic Curriculum Structure

The curriculum is delivered via a one week, 30 period timetables (5X 50 minutes), with daily registration periods (x 20 minutes). All students will follow a full course of study where appropriate. There will be a minimum of termly personal coaching time allocated to all students, and regular assemblies.

The school day is published on the website. Any change to the school day will be implemented in accordance with the guidance in “A Guide to the Law for School Governors”.

2) The KS4 curriculum for current year 10 and moving forward is outlined below. All students study the Digitech Core and a further 4 Digitech Guided Options.

<b>Digitech Core</b>	<b>Digitech Guided Options</b>
English Language	Art and Design
English Literature	Photography
Maths	Graphics
Science (Combined)	Product Design
Digitech Plus	Creative Digital Media
Core PE	Computer Science
	IT Cambridge National
	Business Cambridge National
	Conversion to separate sciences
	Physical Education

Digitech offers creative, digital and high-tech courses at Post 16. These include Subsidiary Diploma pathways as well as High Tech ‘A’ levels.

#### 4) Developing employability skills

- Students will develop employability skills through Personal Coaching, Digitech Plus lessons, assemblies and academic mentoring.
- All students in Key Stage 4 and 5 will work towards securing a journey to employment.

#### 5) Working with Employers – Projects

- The Principal and subject leads will coordinate with employers to ensure that the projects are appropriate and develop employability skills
- Projects are co designed with employers to ensure the real-world relevance of the work undertaken.
- We will review each project and identify the quality of student performance and engagement.

#### 6) Provisions for Academic progress

- The Teaching and Learning policy and Assessment policy make clear Digitech's commitment to adapt classroom teaching to the individual needs of the students within the classroom.
- Curriculum choices are made to ensure that teachers make full use of the CLF support for curriculum delivery and quality assurance through ongoing CPD.
- Exam boards and courses of study selected to offer the best possible outcome for students.
- Skill and knowledge gaps will be identified through regular assessment and review against progress targets.
- The assessment policy details the diagnostic approach to assessment that will inform the curriculum provision.

#### Roles and responsibilities

The principal will ensure that:

- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- The governing body is advised on statutory targets in order to make informed decisions.
- They have an oversight of curriculum structure for both key stages.
- They have an oversight of project structure.

The governing body will ensure that:

- It considers the advice of the Principal when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.
- It contributes to decision making about the curriculum.

Subject Line Management will ensure that:

- Up-to-date mid-term plans are in place for the delivery of courses.
- Mid-term plans are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed on a regular basis and that the detailed actions are taken where necessary to improve these.
- Long term planning mapped to specifications is in place for all courses.
- Schemes of learning encourage progression that matches Digitech's targets.
- There is consistency in terms of curriculum delivery in line with the key Teaching and Learning Priorities.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Assessment is appropriate to the course and the students following particular courses, and in line with CLF processes.
- The keep the Principal informed of proposed changes to curriculum delivery.
- All relevant information/data is shared within sims.
- Student performance data is reviewed on a regular basis in line with the Assessment and reporting policy to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Contribute to CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- Ensure that the academy curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- Share and exchange information about best practice amongst their colleagues through the CLF network, and where possible through wider networks, resulting in a dynamic and relevant curriculum.
- Engage with project plans and employability skills desired by industry partners resulting in a dynamic and relevant curriculum in preparation for projects.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.

Students will:

- Be treated as partners in their learning, fully aware of the relevance of their studies, and their own personalised targets.
- Regularly have their individual needs addressed, through personalised teaching and through personal coaching.
- Be aware of their progress and supported to address their targets through curriculum and project sessions.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at key stage 4, 5 and beyond.

Parents and carers will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high-quality education that is designed to meet their learning needs and equip them with a set of employability skills that will support them to excel in their future.
- Be informed about the curriculum on offer and understand the rationale behind it.
- Be informed about the projects and work experience placements and understand how these elements contribute to their student's development.