Curriculum Policy

Date Reviewed: June 2021
Review Date: June 2022

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Aims: This policy supports our achievement of the following curriculum aims

Curriculum Intent at Digitech:

- To have a curriculum that ensures that Digitech students achieve a set of national qualifications that demonstrates their success and facilitates progression and positive destinations.
- To implement a core of English, English Literature, mathematics, and combined science with further choices in relevant creative, digital and high-tech subject areas.
- To respond appropriately to the wide diversity in prior attainment, challenging all students to make progress and secure qualifications.
- To make clear Digitech's commitment to adapt classroom teaching to the individual needs of the students within the classroom. (Teaching and Learning policy and Assessment policy)
- 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 engage motivate and challenge students through regular assessment and accurate feedback at regular and timely assessment processes.
- To select courses that offer the best experiences of learning and outcomes for students.
- Curriculum choices are made to ensure that teachers make full use of the CLF support for curriculum delivery.

1. The key principles for curriculum provision are:
- A focus on creative, digital and high-tech pathways underpinned by core subjects.
- The highest quality teaching in all subject areas.
- High quality impressive outcomes in specialist subject areas.
- A curriculum and relentless focus on teaching and learning that meets student needs.
- The opportunity to work closely with employers.
- A programme of personal development that includes careers education and RHSE.
- Local Progression Pathways that facilitate 14-19 learning and beyond.

2. Students will progress from Digitech Studio School into further education employment or training with:
- Good qualifications.
- Sector specific learning.
- 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 timetable with daily registration/ tutor periods. 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".

The School Day	Monday	Tuesday	Wednesday	Thursday	Friday
8.30am	Students arrive				
8.40am-9.00am	Tutor	Tutor	Tutor	Tutor	Tutor
9.00am-9.50am	Period 1	Period 1	Period 1	Period 1	Period 1
9.50am-10.40am	Period 2	Period 2	Period 2	Period 2	Period 2
10.40am-11.10am	Break	Break	Break	Break	Break
11.10am-12.00pm	Period 3	Period 3	Period 3	Period 3	Period 3
12.00pm-12.50pm	Period 4	Period 4	Period 4	Period 4	Period 4
12.50pm-1.20pm	Break	Break	Break	Break	Break
1.20pm-2.10pm	Period 5	Period 5	Period 5	Period 5	Period 5
2.10pm-3.00pm	Period 6	Period 6	Period 6	Period 6	Period 6
3.10pm-4.00pm	Independent Study	Independent Study		Independent Study	Independent Study

2) All students will follow a full course of study where appropriate.
3) Some students study 3 options subjects instead of 4.
4) The KS4 curriculum is outlined below.

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All students study the Digitech Core and a further 4 Digitech Guided Options.

Digitech Core	Number of periods	Digitech Options include:	Each option is 3 periods a week
English Language & Literature	5	Art and Design	
		Business and Enterprise	
Maths	5	Computer Science	
Combined Science	5	Creative Digital Media	
		Games Design	
		Graphics	
Digitech Plus	1	IT	
Core PE	2	Photography	
		3D Design	
		Sport	

4) Digitech offers creative, digital and high-tech courses at Post 16 in the form of Diploma Pathways.

Post 16 Programme of Study

Subsidiary Diplomas equivalent to 3 A Levels :	Additional offer:
Art and Design Camb Tech Diploma 2012	Academic Tutoring, RHSE, CEIAG
RSL Creative Digital Media	Supported Study, WEX
IT Camb Tech Diploma 2016 (Year 13 only)	Level 2 English and maths

Developing employability skills
- Students will develop employability skills through Digitech Plus, small group and 1-1 sessions with the employability coach, assemblies and tutoring
- All students in Key Stage 4 and 5 will work towards securing a journey to employment.
- Working with Employers – e.g. Projects are co designed with employers to ensure the real-world relevance of the work undertaken.

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- 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.

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.

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 facilitates Digitech 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.

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- Assessment is appropriate to the course and the students following particular courses, and in line with CLF processes.
- 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.
- Best practice is shared with other colleagues in terms of curriculum design and delivery.
- Subject Leaders take ownership of curriculum planning and delivery within their area of responsibility. Intent; Implementation; Impact.

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 tutoring
- 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.

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- Be informed about the projects and work experience placements and understand how these elements contribute to their student's development.

Our tutors will:
- Be active in looking after the interests of the "whole child".
- Set the "tone" for the day, by creating a positive ethos, establishing/encouraging good student/teacher, Student/student relationships, and developing both a Tutor Group and a school spirit and identity.
- Encourage high standards of work and behaviour, and liaise with the Head of KS4 over referred behavioural problems; look to reward achievements positively and implement, where necessary, appropriate sanctions.
- Promote, maintain and monitor attendance and punctuality.
- Actively supervise students in Assemblies. Tutors are encouraged to help with the organization and to participate in all aspects of the assembly.
- Be aware of friendship patterns, family structures, leisure interests, contents of student records, social development, problems at home/school and relationships with other students and staff.
- Monitor and review their students' current progress across the curriculum using all the data provided.
- Be aware of social and personal factors relevant to the student within and outside of school.
- Observe members of their Tutor Group in curriculum areas, if and where possible.
- Know all members of the Tutor Group
- Communicate notices and participate in Parents' Evenings and report writing.
- Ensure school policies, Health & Safety and Fire Drill rules are explained and upheld.

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