



Dixons City Academy

Policy Documentation

Policy: Curriculum

Responsibility for Review:
Vice Principal – Student Engagement & Progress
Date of Last Review: November 2014

Curriculum

Statement of policy:

The Academy is committed to providing a curriculum that will prepare students for the opportunities, responsibilities and experiences of adult life and meet the aims of the Academy Mission Statement and Goals and fulfils The Dixons Difference.

The aims are:

- to maximise student achievement in all areas, regardless of ability, disability, gender or race;
- to foster successful learners who enjoy learning, make progress and achieve;
- to encourage confidence in our students so that they are able to live safe, healthy and fulfilling lives
- to ensure that our students become responsible citizens who make a positive contribution to society.
- to equip students with the skills (identified as Dixons skills) needed to participate in the technological, economic, social and cultural life of the country;
- to ensure that students develop the essential skills for learning, life and employment by incorporating personal, learning and thinking and functional skills into their curriculum offer;
- to encourage students to develop the skills needed for employment by including opportunities for business challenges and applied learning in real contexts;
- to ensure students have high aspirations and self-esteem and accept responsibility for their learning;
- to offer students the opportunity for moral and spiritual reflection in order to promote positive emotional health and confidence;
- to offer a curriculum that reflects our specialisms of Product Design, Applied Learning and Performing Arts;
- to develop a personalised curriculum which is broad, balanced and coherent, which has a content appropriate for students' needs, interest and abilities and which meets legal requirements;
- to ensure the curriculum is innovative and is enhanced throughout by technology;
- to establish appropriate and coherent links across the whole curriculum by highlighting key concepts, skills and processes and drawing together cross curricular dimensions such as enterprise, creativity, global and cultural awareness;
- to prepare students effectively for their role as citizens;
- to ensure a range of opportunities for physical activities;
- to ensure that students have the information to make informed life-style choices and can express themselves without cultural bias and prejudice.
- to ensure the quality of Academy teaching and learning is continually being evaluated and improved.

Procedures:

- development of a curriculum offering that offers personalisation, guided choice and opportunities for acceleration or support where appropriate;
- development of a curriculum that meets the entitlement of those students on the foundation learning tier;
- development of schemes of work in each subject which engage, motivate and challenge all students, enabling them to progress at a suitable pace while being aware of their achievements and progress;
- development of innovation days as a focus for Dixons skills achievement;
- implementation of policies for individual needs, for equal opportunities and for cross-curricular dimensions;
- encouraging and supporting the ethos of research and development, particularly in the use of technology; and
- implementation of business/industry links, careers and citizenship policies.

Academy Ethos

- Create an environment in which students are enabled to become mature and industrious, accepting responsibility for their own actions, with an ethos of positive behaviour, support and caring.

Means:

- Development of high expectations and
- Implementation of Academy and area policies on pastoral care, positive behaviour, individual needs and equality of opportunity.

Partnership with Parents

- Form active partnerships with parents to support the learning of their children.

Means:

Parent-student-Academy contract

- Implementation of Academy and area policies on Home-Academy links and on homework.
- Introduction of Parents information evenings for years 10 and 12.
- Introduction and training on learning gateway for parents.

Attendance at Academy

- Ensure attendance rates are as high as possible.

Means:

- Implementation of Academy Attendance Policy.

Staffing, Accommodation and Learning and Resources

- Recruit and retain high calibre staff (except where staff leave for promotion);
- Develop and support all Academy personnel to achieve their full potential; and
- ensure accommodation and learning resources of the Academy are of a high standard, with particular emphasis on technological, scientific, business and mathematical resources.

Means:

- Effective and efficient use of human, physical and financial resources;
- implementation of policies on human resources and appraisal; and
- continuing to follow criteria of 'Investors in People' standard.

Management

- Maintain and develop management structures and approaches directed towards giving staff responsibility and accountability for making decisions within a clear policy framework.

Means:

- Principal, SMT and Leadership Team to provide strong leadership while ensuring consultation, openness, empowerment and effectiveness.

Development Planning

- Ensure the Academy Development Plan reflects the Academy Mission Statement and Goals.

Means:

- Academy Development planning procedures.

How will we ensure it happens?

- Emphasise quality and continuous improvement in all that we do; and
- Ensure the work of the Academy is reviewed regularly and effectively.

Means:

- Development of 'quality' ethos;
- Use of the Academy review system;
- Obtaining opinion via PASS and other surveys and
- Implementation of a policy on assessment for learning.

Our Early Entry Policy is included as Appendix 1 of the Exams Policy