CURRICULUM STATEMENT

Approved by Governors: **February 2021**
Review Period: **1 year**
Review by: **February 2022**

Curriculum Statement

Introduction

As part of Penk Valley Academy Trust we will develop a rich, relevant and engaging curriculum that inspires, informs and challenges all our learners and appropriately prepares them for the future.

The Rural Enterprise Academy is a free school with a specialised curriculum focused around the environment and land-based sectors. Our pupils choose us as they have an interest in these areas and potentially want to develop a career from this interest. We offer a broad and ambitious curriculum to all our pupils which is focused on preparing them for their future career choices as well as challenging and informing them about current issues within these sectors.

We are committed to offering a three year KS3 curriculum where pupils will access a broad range of subjects. Our curriculum offers lessons in traditional subjects such as English, maths, science, humanities and PE as well as creative, technological and environmental curriculum arcs which are designed to develop our pupils understanding of the school's specialism in land-based and environment sectors.

At KS4, pupils are able to complete GCSEs in a range of academic and vocational subjects. The KS4 offer includes English, maths, science, geography and business studies as core subjects with options in land-based subjects and more traditional GCSE subjects.

Languages are not part of the GCSE offer at KS4. Although languages make up part of the creative curriculum at KS3 and we continue to offer opportunities to learn languages throughout the school, we have made the decision not to offer a GCSE in language. Our pupils have worked and studied in many countries of the world, including Brazil and Australia, as well as working with other large agriculture producers, such as China. Our curriculum is designed to allow pupils to have a working knowledge of a range of other languages and cultural expectations so that they are able to travel across the world and communicate effectively with others.

Our curriculum is implemented using the Visible Learning approach based on John Hattie's research. We want our pupils to understand how they are learning and take ownership of their journey with us. Our teachers use research-based evidence to plan and deliver effective lessons where learning and feedback are prioritised.

The Academy:

- Offers a whole Academy approach to high levels of numeracy and literacy with a particular emphasis on reading development across the curriculum via the Accelerated Reading Programme.

- Has a positive effect on young people in Staffordshire and the surrounding areas through the development of land-based education and training;

- Serves to develop skills in entrepreneurship within a rural context;

- Develops skills and knowledge in sustainable development and renewable technologies;

- Provides a curriculum which combines key academic learning with land based, environmental sustainability and business enterprise skills;

- Ensures that the needs of pupils with special educational needs are met to ensure maximum progression, achievement and attainment.

The development of The Rural Enterprise Academy provides opportunities for pupils to access high quality learning programmes through the development of a range of contextualised land-based and academic provision, enhanced by close links, including partnerships, with employers and stakeholders within the rural, land based and environmental sustainability communities.

The Rural Enterprise Academy presents a significant opportunity to rebrand and reposition land-based provision across Staffordshire. It also presents the opportunity to develop a joined-up strategy for the development of:

- 11-19 provision, with full progression routes, working in true partnership with key stakeholders, and linking into the strategies developed by Staffordshire County Council in order to minimise the number of pupils classified at NEET;

- Core Skills in English and Mathematics, and the transferable skills sought by employers; and

- Vocational skills for pupils from the age of 11 with a focus towards a contextualised occupational curriculum in the land based, sustainability and environmental sectors.

Previously pupils who wish to access a land-based curriculum have had limited opportunity to do so before the age of 16. South Staffordshire College is the only educational institution within the county which offers a full range of land based learning beyond the age of 16.

The Rural Enterprise Academy provides learning programmes which combine core academic subjects with vocational learning, linked to progression and real employment opportunities, in a learning environment which fosters and supports aspiration and entrepreneurial attitudes and behaviours.

The Academy delivers a curriculum which is contextualised to provide both academic and land-based foci, providing employment experience to ensure that the learning programmes address effectively the needs of key employment sectors.

A comprehensive career progression map will enable all pupils to choose appropriate routes to higher qualifications, apprenticeships and employment.

Curriculum and Academy Organisation

Overview of Curriculum Design

The principles which underpin the approach to curriculum design are:

- The provision of curriculum which develops pupils' skills and knowledge within the context of entrepreneurship in rural economies and sustainable development, together with a clear focus on academic learning, the development of essential skills and dispositions, particularly in literacy and numeracy, and high standards

- A high quality curriculum with an appropriate range of academic and vocational learning pathways which are aligned to the vision and ethos of the Academy

- The centrality of rural and environmental enterprise as foci for the context and approach to the curriculum

- The curriculum prepares pupils effectively for further study and equips them with the skills, knowledge, experience and behaviours to meet the needs of employers

- A clear focus upon the individual pupil through the setting of challenging targets and the effective monitoring of every individual's progress. supported by meaningful liaison with parents/guardians to support achievement and progression into further study and/or employment; and

- A consistent and effective approach to the planning of teaching and learning to ensure the highest standards are met

Learning areas include generic teaching areas and specialist facilities, including well-resourced areas for practical learning shared with South Staffordshire College.

Key Stage 3

At key stage 3 pupils study a broad curriculum which builds on previous learning to develop the skills necessary for success at the end of KS4. As well as following core subjects, all pupils follow a themed environmental programme, including land based subjects, where they are given the opportunity to taste each discipline before making a final decision at the end of Year 9.

All learning routes offer learning contextualised to the Rural Enterprise and Environmental sustainability sectors of employment, whilst developing essential skills, and affording clear progression routes.

Key Stage 4

At key stage 4 pupils have some flexibility and are offered options to provide some element of choice.

All pupils undertake relevant vocational study relating to land based industries. This facilitates progression at age 16 to choice of a programme of A Levels, or a programme of A levels combined with appropriate vocational study at level 3, or entry into apprenticeship or full time vocational study according to the needs of the individual pupils.

All learning routes offer learning contextualised to the land based, environmental and sustainability sectors of employment, whilst developing essential skills, and affording clear progression routes.

Approach to Learning and Teaching

The development of outstanding learning and teaching is a key priority for the Academy. The Academy ensures that all pupils benefit from excellent learning opportunities and facilities and prioritises effective behaviour management to ensure the maintenance of an environment conducive to learning at all times and the making of good progress. To enable this priority, the Academy provides:

- A clear recognition by all of the importance of developing learning skills and a learning culture within the Academy;

- Opportunities for all pupils to develop the skills and dispositions coveted by employers, especially those within rural enterprise

- A consistent approach to high quality learning and teaching across the whole curriculum that will, wherever possible and appropriate, provide opportunities for pupils to apply their learning and skill development to real life rural enterprises;

- A highly effective programme of continuing professional development and quality assurance to ensure that all staff provide the highest quality of learning experiences and are appropriately supported to continuously improve their practice;

- Highly effective practices in the Assessment for Learning to improve both learning and achievement;

- Robust data monitoring systems to track and monitor learner progress, set targets based on prior attainment data in order to inform quality improvement

- The development of the strong use of technology to facilitate learning both within the learning spaces and to provide opportunity for remote access to further study, revision and extension activity; and

- Clear channels of communication for pupils and parents/guardians and other stakeholders to provide feedback to facilitate continuous improvements in learning and teaching, and in the wider learning experience.

- Every learner will be aware of where they are currently working at and have personalised strategies to achieve their challenging targets

The Rural Enterprise Academy Curriculum

All pupils will undertake relevant vocational study around the core themes of the rural environment sustainability and enterprise. This will facilitate ease of progression at age 16.

KS3 Courses	Lessons per week
English and English Literature	4
Maths	4
Science	5
Geography	3
Environmental studies	4
Technological studies	3
Creative studies	3
CPSHE/RE	2
PE	2
Total hours	30

Core/ Option Pupils select 1 from each option	KS4 Courses	Lessons per week
Core	English and English Literature	5
Core	Maths	5

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Core	Combined Science	6
Core	Geography	3
Option 2	Animal Care; Agriculture or Construction	2
Option 3	PE, IT or Triple Science	3
Core	Business	3
Core	CPSHE/RE	2
Core	PE	1
	Total hours	30

Academy Organisation

Pupils are divided into tutor groups and teaching groups. There are two teaching groups per year group and two tutor groups. Pupils are banded depending on a range of prior attainment data for most subjects. Pupils are screened using appropriate diagnostic testing on entry.

Day	Times of TREA day	Latest time buses leave College site
Monday	9.00 – 15.30	15.50
Tuesday	9.00 – 15.30	15.50
Wednesday	9.00 – 15.30	15.50
Thursday	9.00 – 15.30	15.50
Friday	9.00 – 15.30	15.50

The academy day is organised so as to be compatible with transport run by Penk Valley Academy Trust.

Tutorial

Each tutor group is made up of pupils from the same year group. Wherever possible they keep the same tutor for the time they remain at TREA.

Pupil development, progression and achievement

The academy uses a range of data to track progress. All pupils, with the support of their teachers, determine a self-reported target grade for each subject. This is designed to ensure that pupils have clear expectations of their anticipated achievements and progress based on their starting point at the time of joining the Academy. These targets are monitored closely by the Vice-Principal and those pupils not making expected

progress will be supported through a rigorous programme of mentoring, support and interventions to enable them to get back on track.

The teacher targets set a specific attainment level for each pupil in each curriculum area. These targets will be defined by their baseline assessments and KS2 data and are designed to ensure that:

- All pupils will have a stretching, yet achievable, target based on their prior attainment. Targets will be reassessed with each learner in light of their individual progress;

- Y7 – 11 pupils will be challenged to make outstanding progress between key stage 2 and 4.

Behaviour and attendance

Overview

- "Respect for all" is one of the key objectives of the Academy where integrity will be non-negotiable. Pupils are supported to exceed expectations and to maximise their life chances. The Academy provides inspiration, captures aspiration and consistently encourages ambition whilst ensuring that pupils are supported appropriately in achieving and surpassing their aims;

- The Academy sets clear expectations of behaviour and has a clear framework to manage and support these expectations;

- The development of the self-esteem and self-confidence of pupils is built into the curriculum in order to support aspirational behaviour;

- Good attendance and punctuality is a clear expectation. Both are closely monitored, targets are set and monitored, and there are clear communications with parents/guardians; and

- The Academy has a reward system, led by the Pastoral Lead to encourage hard work, support good behaviour and celebrate success.

The Pupil Voice

The Academy has a pupil engagement strategy which recognises the role of pupils in a partnership for learning with teachers, parents/carers/guardians and others in the wider community. The Academy has developed mechanisms to seek and respond to feedback from pupils. This includes a representative pupil body and both formal and informal pupil feedback mechanisms relating to all aspects of Academy life. Fortnightly

Pupil Focus groups meet with three members of the leadership team so that pupil views and perceptions can be regularly gathered.

Pupil Behaviour

The Academy maintains high standards for behaviour which are based on the values of the Academy. These are articulated clearly through a pupil behaviour policy.

Special Educational Needs

The Rural Enterprise Academy's vision is to develop high aspirations, high motivation and high achievement for all its pupils, irrespective of their start in life. This vision applies equally to pupils with any kind of special educational need or disability.

Our philosophy is to provide an inclusive learning environment which includes a strong teaching model and early intervention, embedding additional support and individual attention for pupils who are having difficulty reaching their targets. Support is put in place as soon as it is identified that there is a need. All teachers are supported to teach pupils with special needs.

Inevitably, there will be pupils who have needs requiring additional or special provision of various kinds, in class or in other academy-related activities. For these pupils the Academy will have regard to the SEND Code of Practice (2015) and any guidance issued by the Secretary of State within the Education and Adoption Act (2016).

Definition

For the purposes of the policy, a child is deemed to have special educational needs or a disability if he/she:

- Has significantly greater difficulty in learning than the majority of pupils of the same age, either temporarily because of medical or social or emotional difficulties, or permanently; and/or

- has a disability which either prevents or hinders her/him from making use of the educational facilities of a kind usually provided for pupils of the same age.

Purpose

The purpose of the policy is to ensure that:

- The needs of those pupils with SEND are identified early through rigorous assessment and appropriate provision made to meet their needs;

- Those pupils with SEND receive their full entitlement to a broad and balanced curriculum and appropriate inclusion in all academy activities;

- Pupils with SEND are valued equally with all other pupils and are enabled and encouraged to develop their potential to the full; and

- The organisation of the Academy ensures an appropriate support framework to respond to pupils' identified needs.

Principles

All teachers will be responsible for identifying and meeting the needs of pupils with SEND and all curriculum areas and all aspects of learning and teaching will take account of pupils' SEND. However, the Academy also recognises the need for specialist support and teaching to address the often substantial additional learning needs of a significant minority of pupils.

In common with its approach to monitoring pupil attainment and progress through the curriculum as well as pastoral structures, the special needs policy is committed to the early identification of pupils with special educational needs in order that immediate intervention can take place including working with other academies/schools and external agencies to support early identification. The views of pupils, parents and carers will be considered when seeking to meet the needs of pupils with SEND.

All pupils are valued equally and are entitled to full access to a broad, balanced and relevant curriculum, including the Academy's specialism. Therefore, all pupils with SEND will be taught together with their peers for as much time as possible. Pupils will sometimes be withdrawn from the mainstream curriculum to be given special and separate support but more normally will be given the support they require alongside the usual learning activities.

All pupils are entitled to have their particular needs recognised and met, so that all pupils can achieve success. Given that all teachers are also teachers of special educational needs and that all teaching assistants work within the curriculum framework, each will be given the appropriate training to support them in this role and to develop a high level of expertise. This ensures that:

- Pupils do not suffer the perceived stigma of having their need singled out, which could inhibit their learning;

- Pupils with special needs have the opportunity to achieve success in the context of the mainstream curriculum, which increases motivation and thus enhances their learning; and

- The curriculum which the pupil with special needs follows is appropriate and relevant, which stimulates learning.

Closely targeted additional support is provided, where necessary, as part of the overall programme and during other programmes such as academy journeys and residential visits.

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The provision for pupils with special educational needs at the Academy will be co-ordinated by a Special Educational Needs Co-ordinator (SENCO).

Organisation and facilities

A special Progress room has been created and resourced to support the access and inclusion of pupils with SEN and disabilities. This area provides:

- A base for learning, behaviour, therapy support and case conferences

- Appropriate ICT equipment and programmes

- Office space for staff, administration and records

- Storage space for educational and mobility equipment.

Training

As part of its wider training programme, The Rural Enterprise Academy trains its staff in teaching and meeting other needs of SEN children and children with disabilities. All teachers and teaching assistants will be familiar with the SEND Code of Practice, and provision and multi-agency working. The Academy will also encourage staff to earn further relevant qualifications where appropriate.

High Ability Pupils

The Academy recognises its responsibility for the progress of high ability pupils which includes.

- The identification of high ability pupils

- The oversight/coordination of provision for high ability pupils

- Monitoring and evaluation of their progress

Leadership and Management

The Academy has a structured staffing model with a Principal, Vice Principal, Head of Pupil Development and a Lead Teacher.

Principal – Overall leadership and management including budget, personnel, safeguarding, pupil performance and performance management.

Vice Principal – Teaching and learning, curriculum (including assessment) and data/reporting.

SENCO – Inclusion.

Business Manager – responsible for managing the business functions of the academy

Head of Pupil Development – working across all year groups to ensure pupils make appropriate progress both educationally and emotionally; this includes monitoring attendance and behaviour as these can be barriers to progress.

Governors are clear that in order to deliver the vision and ethos of the Academy:

- Leadership must be genuinely distributed throughout the organisation with strong team work and a sense of cohesion

- The staffing model must be capable of adapting to changes in strategic emphasis over time. Priorities will change as the academy population grows.

The core purpose of the Leadership team and Governors is to:

- Play a significant role in ensuring the performance of the Academy and where possible that it exceeds all its targets for continuous improvement and becomes a model establishment for excellence.
- Inspire, manage and lead staff and pupils to achieve their very best
- Establish a positive identity and ethos for the Academy.
- Establish a culture that celebrates and promotes academic and wider achievement.
- Work to translate the vision into agreed objectives and operational plans which will promote and sustain the Academy's improvement and which inspires challenges and motivates others to carry the Academy's vision forward in the future.
- Secure a collaborative Academy vision of excellence and equality that sets a high standard for every pupil and which takes into account the richness and diversity of the Academy's community.

The Principal, with the Vice Principal, have established a strong strategic direction for the Academy by leading on the creation and development of the most important systems and processes. They have created an ethos and culture of high expectations, which will drive standards forward. The main activities are:

- Engagement with the Partners and the Academy Governors/Trust
- Responsibility for Safeguarding and Health and Safety Issues
- Vision and Ethos and Strategic Planning
- Leadership of the Senior Leadership Team
- Academy Development Plan
- Links with Strategic Partners
- Leadership Group (SLT)
- Government Agendas and the Academy Movement

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- Staffing
- Publications
- Monitoring progress and achievement
- Recruitment

The leadership and management of the Academy is critically important in ensuring that every learner is successful in achieving his/her personal targets, both academic and personal, as described by the Academy in their Ethos and Vision statements. All leaders ensure that everyone in their team clearly understands the expectations and ensures that all systems and processes put in place to achieve this are followed by all staff within their team. Leadership is now distributed throughout the Academy so that everyone knows and understands their role in bringing about maximum pupil achievement. The Principal, with the Vice Principal, lead and manage the work of the Senior Leadership Team (SLT), the SLT lead and manage the staff that form their teams, subject teachers and tutors leading and managing the work of their pupils and pupils learning to manage their own learning.