



HARMONIZE ACADEMY

CURRICULUM POLICY

POLICY WRITTEN BY:	PRINCIPAL
DATE POLICY PREPARED:	MARCH 2013
DATE FIRST RATIFIED BY GOVERNING BODY:	APRIL 2013
DATE REVIEWED:	SEPTEMBER 2024
DATE FOR NEXT REVIEW:	SEPTEMBER 2025

Trust, Respect, Compassion, Forgiveness

Harmonize Academy Curriculum Policy

Rationale:

Harmonize Academy seeks to provide an appropriate curriculum for all its students in order to maximise learning and achievement. It also seeks to provide students with the means to make the most appropriate choices post-16 whether in continuing full time education, training or employment. Harmonize Academy will work with partner schools and other providers to offer the broadest and most appropriate curriculum offer.

Purposes

- Ensure the curriculum meets all the legal requirements of the national curriculum while providing breadth and balance
- Ensure that the overall teaching time is in line with national guidelines
- Ensure that the curriculum is planned in a way which enables departments to group students in the most effective ways to maximise their potential
- Enable subject areas to work collectively on project based approaches to learning which facilitates the development of personalised learning and thinking skills
- Ensure that the curriculum is personalised to meet the needs of individual students, achieved through
- flexible use of the KS3 programme where KS4 elements can be introduced as appropriate;
- comprehensive optional package at KS4 which reflects the interest and abilities of the students;
- a range of vocational courses offered on and off-site, tailored to meet the needs of individual students;
- a wide ranging offer of GCSEs, L1 and L2 qualifications which can be accessed by all students;
- an early entry policy in Maths and English at KS4 with additional in-built support;
- the effective use of teaching assistants to support the needs of SEN students;
- effective targeted support for individual students based on effective use of data;
- effective use of Connexions support for students when making course or career choices;
- the use of teachers and other senior staff to monitor progress set and review targets with individual students;
- Ensure the effective deployment of staff within the timetable.
- Ensure students who have literacy or numeracy issues are supported and progress is monitored.
- Support the overall development of students through the PSHE programme and community based time as well as through the main curriculum.
- Ensure students enjoy their studies by providing a range of activities, teaching styles, clubs, trips and other educational opportunities.
- Ensure students are able to learn independently and provide opportunity for students to develop these skills.
- Provide work experience opportunities for all students at KS4.
- Develop as a specialist school in the performing arts.
- Enrich the depth and growth of the Curriculum and links across all areas.

Guidelines

- Staff, governors and parents will be consulted about changes to the curriculum through relevant meetings or via other correspondence.
- The curriculum and its delivery will be reviewed regularly by SLT and by governors mainly through the relevant sub-committee structure.
- The Principal, Vice Principal, SENCo and other SLT members with curriculum responsibilities will work closely with named governors who have responsibility for areas of the learning work e.g. SEN, numeracy/literacy etc.
- Harmonize Academy will continue to work effectively with its partners, particularly to:
 - develop effective links with partners schools and LAs;
 - develop community links and a programme of community based activity especially within the specialist Performing Arts remit;
 - develop vocational on and off-site programmes which students can access on an individual basis which in all cases will lead to recognised national qualifications;

Monitoring and Evaluation

The curriculum will be monitored and evaluated via:

- Principal and SLT with responsibility for target setting and intervention strategies. They will monitor students' progress against targets and will provide reports to parents, students, staff and governors;
- the use of KS3 and KS4 outcomes to highlight areas of success/concern;
- curriculum leaders and faculty meetings;
- SLT meetings;
- Governors and in particular the Governors' Quality of Education and Arts and Community Committees.

Parents' and students' views will be sought through;

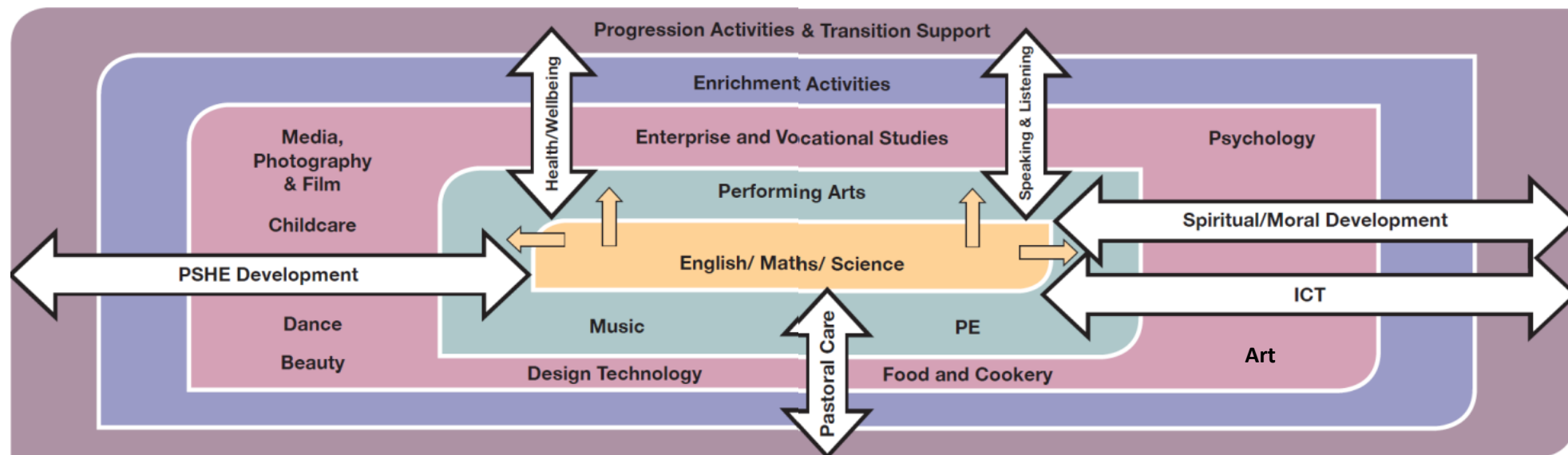
- Parents' review days and open evenings;
- Student and parent questionnaires;
- Response to the annual governors' report to parents;
- Student council.

Harmonize Curriculum Policy Statement

Our curriculum approach will be based on a combination of the expressive and problem centred curriculum models.

Our curriculum is designed to deliver our vision to create an outstanding alternative education school that radically improves the achievement and life chances of our students. We want every student on leaving us to progress to continuing education, training or employment. The curriculum in its depth and breadth reflects our core principles outlined above, and is summarized diagrammatically below.

Curriculum Model



Key:

↔ Cross-cutting strands

(1), (2,5) etc Link to school vision and principles below

School Vision and Principles

- | | |
|------------------------------------|---------------------------|
| 1. High value | 2. More time for learning |
| 3. Board career focused curriculum | 4. World view: |
| 5. Learning in the community | 6. Strong ethos |
| 7. Flexibility to progress | 8. Something new |

Core Skills: at the centre are the core skills of English, Mathematics and Science

Performing Arts: Our model has a 'Performing Arts' specialism which defines our AP school to referral partners and potential students. This does not mean that our curriculum is designed solely for budding performers. Rather, the core will be our main method for engaging and more importantly addressing some of the challenges experienced by our students, in particular low self worth, and lack of confidence, poor communication skills, limited vocabulary and limited conflict resolution skills.

PSHE, Community, World Studies: Another novel approach to our learning will be a strong emphasis on engagement with community and business. Our students will fully engage with our community, participating in learning and performances, planning and running short term projects to impact our community. Students will engage with three chosen industries of arts & entertainment, equestrian and football for which Liverpool is world famous, as a way of envisioning them as to possible future career paths. World Studies will be taught through links with partner schools in different continents. Part of their project work will involve helping to design and set up projects in very poor nations, raising funds to get such running, evaluating its impact. History, Geography, culture and language as appropriate will be learnt in this context.

Enrichment: Enrichment activities will form an essential part of our curriculum for all students. This will range from English Enrichment activities, Equestrian activities, trips and visits to Universities, museums, stately homes, major venues in London including the City of Westminster.

Progression: Progression preparation activities will be an essential activity for every student.

Vocational:

Cross cutting strands: Five cross cutting strands will run throughout the curriculum as shown in the diagram: pastoral support, spiritual & moral development, health & well being, personal development and functional skills.