



**Seahaven Academy**

The best in everyone™

Part of United Learning

# Curriculum Policy 2023/2024

Policy Updated: September 2031

Policy Review: September 2024

Policy Owner: MPC

# Seahaven Academy Curriculum Policy 2023/2024

## 1. Rationale

Our aim is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life. Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens. By drawing on the best that's been thought, said and done in each subject, we hope that our curriculum enables children to appreciate and participate in the full richness of the human experience.

Seahaven Academy offers students a broad and balanced curriculum matched to the needs of the individual student, giving students a wide choice of subjects throughout their time here. All students have access to the full curriculum, irrespective of gender, SEND, ethnicity, academic ability, social or cultural background. The curriculum meets all statutory requirements.

Our curriculum, encapsulating students' whole learning experience during time in school, is underpinned by the United Learning Curriculum principles of "Entitlement, Mastery, Stability and Concepts."

## 2. Approach

The Ebacc is at the core of our curriculum. It is a set of subjects at GCSE that keeps young people's options open for further study and future careers. The EBacc is:

- English language and literature
- maths
- the sciences
- geography or history
- French

At Seahaven we strongly encourage students to take the EBacc qualification and we expect the majority of our students to follow this pathway. All students are expected to choose one EBacc subject within their KS4 options (although individual requests from students and parents may be agreed where particular learning needs suggest this is not beneficial to the student) and all are encouraged to take a language and a humanity in order to complete the EBacc. All students study statutory Religious Education, PSHE and PE.

At KS3, we deliver a traditional 3 year curriculum. If student need is identified then we provide additional opportunities for support in English and maths, including catchup provision. We rotate different Design Technology skills, covering Product Design and Food Technology. All students study statutory RE, PSHE and PE.

At both KS3 and 4, students are offered and encouraged to participate in different enrichment 'subjects/activities' each term from a diverse group of activities.

Students are set within Maths (from Y7), and in Science (from Year 8).

At Seahaven., we use Rosehine Principles as a Foundation for adaptive teaching practises. We ensure teachers received regular training in how to scaffold and support all learners, regardless of their

starting point, including those with identified SEND, EAL and students who may face other barriers to learning. Please take a look at the [SEND Policy](#) for further information.

### **The options process**

There are three main pathways available at Seahaven Academy, designed to meet the academic needs of all students and ensure a broad and balanced curriculum is provided.

EBACC – Students study the core academic subjects plus at least one humanities subject and a language at GCSE. In addition, one other optional subject choice is available to them.

Attainment – Students study the core academic subjects plus at least one humanities subject. Most will study a Modern Foreign Language (French), if appropriate, and one other option subject

Progress – This pathway will only be available to a key group of students. They will still cover the core academic subjects but will have the opportunity for additional core support and one guided option.

The exact curriculum offer is generated from student choices and then students are allocated according to the priority given. Wherever possible within acceptable class sizes, all students will be allocated subjects from their preferred choices and first reserve – if further reserves are needed then the student and parent will receive further contact.

Once allocations are published, we deal with any appeals in order of receipt. Students can ask to change options up to the end of the first half-term after choosing, and beyond that in individual special cases. Any changes still adhere to the principles above.

Link to the options booklet 2023/24: [Year 9 Options Booklet 2023.pdf](#)

### **Alternative curriculum provision**

In some individual cases, student, parents and SLT members agree that a student needs a different curriculum in order to enjoy and achieve. This is organised on an individual basis, so precedent should not be used as an indication of availability.

Alternative curriculums may include extra support within lessons, opting for one less subject and instead receiving supported study time or application to external Alternative Provision.

### **3. Responsibility**

The Governing Body will review the curriculum approach to ensure that it reflects the students' needs primarily and fits with local and national requirements. They will understand the impact that the curriculum has on achievement and progress as well as staffing and the budget.

The Principal and Senior Leadership Team will review the curriculum annually to ensure that it fits with the needs of the students to maximise their opportunity for achievement and happiness. They will ensure that the curriculum allows for clear progression routes between years and Key Stages.

Heads of Faculty and Subject Leaders will review the subject offer each year, considering new courses and ensuring that qualifications are current and relevant. They will monitor the quality of curriculum delivery in line with the Teaching, Learning and Assessment Policy.

Teachers and support staff will deliver the curriculum in line with the Teaching, Learning and Assessment Policy, differentiating work to ensure that all students can access it.

#### **4. Review**

Enrichment opportunities will be reviewed each term.

Subject options and the curriculum offer will be reviewed annually at the beginning of the Spring term. The curriculum policy will be reviewed annually.