



**Seahaven Academy**

The best in everyone™

Part of United Learning

# Curriculum Policy 2025/2026

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## 1. Rationale

At Seahaven Academy, our aim is to provide an ambitious and knowledge-rich education for all our students. We want every student to flourish, developing both academically and personally so that they leave us equipped for further study, employment, and adult life.

Our curriculum:

- Provides access to core powerful knowledge that enables all students to participate fully in society (Young, 2014; Hirsch, 1987).
- Is broad, balanced, and inclusive, ensuring equity of access for students irrespective of background, need, or prior attainment (DfE, 2019).
- Promotes character, cultural capital, and values that prepare young people for life in modern Britain (Biesta, 2009; Ofsted, 2019).
- Is sequenced to maximise cognitive development, supporting secure knowledge and long-term learning (Rosenshine, 2012).

By drawing on the best that's been thought, said and done in each subject, we hope that our curriculum will enable our students 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, Coherence, Mastery, Adaptability, Representation and Education with Character."

## 2. Approach

**Key Stage 3 (Years 7–9):** Students study a three-year curriculum across a wide range of subjects, including English, mathematics, science, humanities, languages, arts, design technology, religious education, PE and PSHE. Learning is carefully sequenced and adapted to ensure progression and depth of understanding.

**Key Stage 4 (Years 10–11):** The English Baccalaureate (EBacc) sits at the core of our curriculum. Students study English, mathematics, science, and are encouraged to take both a humanity (history or geography) and a language. Option pathways (EBacc, Progress) provide flexibility to meet different learner needs. Every student also studies religious education, PSHE, and PE.

**Adaptive Teaching:** Teaching practice is guided by research-informed strategies, including modelling, scaffolding, retrieval practice, and live feedback (Rosenshine, 2012; Sweller et al., 2011). Support is in place for students with SEND, EAL and other academically vulnerable students to ensure full access to the curriculum.



**Education with Character:** A broad enrichment programme supports personal development. Opportunities in sport, arts, STEM, and leadership enable students to develop resilience, confidence, and character (DfE, 2019).

Our **character curriculum** is designed to develop the whole child through three key elements: *taught, caught, and sought*. Within our tutor time programme, students experience bespoke sessions that reflect our core values of **kindness, confidence, and ambition**. Each week, this includes two dedicated reading sessions, one focused character session, and one careers session. The *taught* element is delivered through these structured sessions, giving students direct opportunities to explore and grow in line with our values.

The *caught* element is embedded in our rewards system, which recognises and celebrates behaviour that demonstrates kindness, confidence, and ambition.

Finally, the *sought* element comes through the wider opportunities we provide, such as our **Values Days** and a wide range of extracurricular clubs, where students actively choose to extend their character development beyond the classroom.

Our aim is to allow students the opportunity to develop their character holistically and equips students with the skills, talents and experiences to be good citizen with high moral character once they leave Seahaven Academy.

### Grouping for Support and Challenge

At Seahaven Academy, we employ two models of grouping students. We use a setting model for our core subjects, ensuring that students are taught at a level appropriate to their ability in English, maths, and science. For all other subjects, we adopt a streaming model, which allows teachers to plan effectively and deliver lessons that are appropriately challenging for all learners.

Students' sets in the core subjects are calculated using their assessment data, with the Heads of English, maths, and science working together to ensure each student is placed in the most suitable group.

Streams for other subjects are determined using a combination of data from the Mid-Year Assessments (January) and End-of-Year Assessments (July), which is carefully reviewed to form an average before decisions are made. We have found that this approach creates classrooms where every student can thrive, benefiting from both the right level of challenge and the support they need to succeed.

### Teacher Development

Staff receive regular professional learning to ensure they deliver high-quality, evidence-based teaching, underpinned by 'The Seahaven Way' teaching and learning policy. This supports consistency and equity across the curriculum. Teaching practice is consistently reviewed and developed through a coaching approach using the Steplab platform.

### The Options Process

There are two 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** – 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.

The options process is guided by the options booklet, which is located on the school's website and provided as a hard copy for all parents and students.

### 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

- **Governing Body:** Reviews the curriculum to ensure that it meets statutory and local requirements and that it is ambitious for all pupils. Governors monitor the impact of the curriculum on achievement, progress, staffing, and resources.
- **Principal and Senior Leadership Team:** Annually review and adapt the curriculum to ensure that it meets the needs of students, supports progression between key stages, and maximises opportunities for achievement and personal development.
- **Heads of Faculty and Subject Leaders:** Ensure subject-level curricula are coherent, current, and relevant. They monitor the quality of implementation and review subject offers annually.
- **Teachers and Support Staff:** Deliver the curriculum in line with research-informed pedagogy and The Seahaven Way Teaching and Learning Policy, ensuring equity amongst all pupils.

### 4. Review

- Enrichment opportunities are reviewed each term
- Subject options and pathways are reviewed annually in the Spring term.
- The overall curriculum policy will be reviewed annually to ensure it remains aligned with statutory requirements and the latest educational research.

## References

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