

Inspiring Minds
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DROYLSDEN
Academy

Inspiring Curriculum

Ethos

The curriculum will be personalised, broad, and meet the needs, aspirations and capabilities of learners, building on prior attainment to maximise potential. It will be underpinned by an enterprise ethos and the specialisms and will be delivered through a vocational skills based approach. Whilst there will be a strong traditional gifted and talented academic pathway, there will be a discrete gifted and talented vocational pathway; all Academy students will obtain a vocational and/or preparation for work/ leadership/ enterprise qualification to reflect the vision and ethos of the Academy.

Arrangements

A Project led curriculum (English, Humanities and Healthy Lifestyles) in KS3 will support the acquisition of skills, literacy intervention and support transferable skills for learning. Project 7 will be structured around 2 days learning, with the same lead teacher and building on the strengths within primary pedagogy. Teaching by Stage, not Age in some subjects will further promote personalised learning. English, Maths and Science will be blocked across three mornings to allow for the seamless delivery of the core to facilitate release for students accessing external vocational training and diplomas, without disadvantaging them in terms of their core GCSE attainment.

Extended and continuous curriculum time will enable deeper learning experiences with minimum disruption. The Arts Award, Extended School provision, designated days and enrichment activities, in line with the skills based ethos will permeate the Academy's vision.

The focus for the Key Stage 3 curriculum is to:

- Ensure students have the necessary literacy and numeracy skills to access the curriculum and succeed
- Ensure students develop the skills for being an effective learner, transferred throughout the curriculum
- Extend learning time to deepen the learning experience
- Develop Project Learning and adapted Opening Minds competencies that will enrich the learning experience
- Ensure Citizenship, Religious Education and Enterprise permeates Project Learning, leading to an integrated approach and understanding
- Ensure intervention strategies are robust, proactive and matched to student need
- Set students in Maths and Science by Stage, not Age



The focus for the Key Stage 4 curriculum is to:

- Achieve 5 A*-C—including English and Maths
- Ease the stress on students in terms of exams
- Maximise potential and reduce disaffection
- Allow students to progress by stage, not age
- Free up time for enrichment and work related/enterprise accreditation
- Combine vocational and academic courses
- Ensure progression to KS5

By the end of year 9, all students will have achieved GCSE accreditation through the Arts Award and in ICT. Minimum accreditation at the end of Year 9 for most students will be 1.5 GCSEs with others gaining more. There will be the opportunity for most students to complete a level two vocational/enterprise related certificate, with key skills accreditation for those students requiring a more personalised package. Students will be entered for examinations throughout KS4, whilst some students will commence AS units in Year 11.

The Academy Specialisms

The Academy will specialise in the two areas of Mathematics and Technology, with Technology focusing on programmes in Engineering and Hospitality, Management and Catering. The Academy intends to involve students fully in the running of its own catering facilities. There will be a strong commitment to high standards in English and ICT. The close links with Tameside College will support and encourage participation within the Tameside 14-19 Campus framework; the opportunities provided by the College's outstanding vocational courses and close links with local employers will accelerate the creation of a business enterprise culture within the Academy - a distinctive culture that will promote creativity and build self-confidence in all learners.

Extended provision

The long-term goal for the Academy is to provide full service extended provision at the heart of a multi-agency campus which may include the local Children's Centre and is home to a range of community services, in effect constituting a "one-stop shop" for local people. The Academy envisages full use of its facilities by the local community and will welcome involvement of local groups, societies and voluntary organisations.

Learning & Teaching

Transforming the way students learn requires that we are innovative and creative in the way we teach.

At the heart of the Sponsor's vision is the creation of a culture of aspiration, achievement, collaboration, opportunity and choice that will make a positive and sustained difference to young people's lives.

AN ACHIEVEMENT CULTURE



The Academy will provide the necessary learning pathways, educational "scaffolding" and opportunities to enable all to achieve success within a culture which will demand high standards from students and staff alike.

How do we create a Climate for Learning?

Droylsden Academy believes that students learn best when the learning climate and opportunities offered are personalised. This means that the curriculum and the way that it is delivered offer students chances to enjoy and achieve at their own level.

There are many specialist facilities in areas and provision for all subject areas is excellent. Many parts of the Academy have been upgraded and refurbished in recent

years. We have a well equipped library that is easily accessible to students to use if they wish to complete Home Learning or study independently. Classrooms are well maintained, brightly decorated with students' work to support learning. In addition to high quality lessons, the Academy is constantly striving to provide extra support during and outside of school hours to ensure that students achieve their best.

How do we know how our students are progressing?

Our whole approach is based on partnership. In order for the Academy to have an effective partnership, it is vital to have regular communication. We will be phasing in an online reporting service to parents. This will enable parents to see at any point of the day 365 days a year how well their child is progressing at school.

Target Setting

At the beginning of each half term, each student is set a target. For Key Stage 3 students this is a National Curriculum level and for Key Stage 4 students a GCSE grade. Students are expected to achieve these targets at the end of the respective Key Stages. Teachers assess progress towards these targets at the end of each half term and the results are reported to parents/carers. Parents/Carers are informed whether the student is above, on or below the target.

External Assessment

Students in Year 7 who achieved Level 3 in the Key Stage 2 SATS are externally assessed in the Year 7 progress tests in Maths and English. Students at the end of Year 9 sit their Statutory Assessment Tests (SATS) in Maths, English and Science in May. Year 9 students are also entered for a GCSE in ICT. In Year 10 students are entered for GCSE English and some students complete GCSE Mathematics. In Year 11 students are entered for GCSE and other vocational qualifications.

Reporting and Review days

Review days take place throughout the year where parents/carers are given the opportunity to discuss their child's progress in relation to the targets set at the beginning of the school year. In addition each student is issued with an annual report.

How do we celebrate students' achievements?

We believe that it is vital that students' efforts and achievements are recognised and celebrated. The most valuable and immediate reward is appropriate praise. Therefore we endeavour to respond to students in a positive manner and expect that they do the same.

In addition, students are rewarded for good attendance and punctuality. At the end of each term each year group has a Rewards assembly during which prizes and certificates are awarded to students. There are also House rewards assemblies.

Students can also collect 'House Points' after each lesson for meeting the lesson objective. This contributes to the Academy House rewards system and are eagerly sought by students!

At the end of each school year there is a final major Achievement assembly to which parents and carers are invited. There are a whole range of presentations given to recognise individual achievement in subjects, attendance, sport and the Arts and also the Head Teacher's award for Excellence.



Gifted & Talented

The term 'Gifted' will refer to those students who are capable of excelling in academic subjects and 'Talented' those students who may excel in areas requiring visio-spatial skills or practical abilities.

It is fully recognised that provision for Gifted and Talented students can act to counteract disadvantage. Direct intervention is particularly critical for students from disadvantaged backgrounds to enable them to reach their

potential and raise their aspirations. The principles of the Aim High programme will underpin the strategy to target the provision for these students.

The Academy will develop an agreed process for identifying Gifted and Talented students and then regularly review those identified so that identification and review becomes an ongoing process.

Information Communication Technology

We see ICT to be at the heart of transforming learning in the Academy. These technologies will enhance and enrich the curriculum, they will also encourage and motivate students, developing their confidence self-belief and in so doing help the Academy realise its vision. We will ensure that each student's ICT capability is assessed at the point of transfer to the Academy and that individual support is provided where necessary. We will develop individual learning plans for learners, which will contain information and evidence of their studies and prior attainment.

ICT will be used for students to participate in self and peer assessment, which will help them to take ownership of and have an understanding of what they have achieved in their learning. ICT tools will also provide them with direct information on what they need to do next to progress their learning.

Through the use of communication tools, we will raise the aspirations and extend the horizons of our students. For example, we will create links to companies nationally and will access information about career opportunities and on-line courses available to students, so that learning opportunities are not restricted by geographical location. This will help raise awareness of the potential career opportunities for our students.

The Academy will provide stimulating and targeted learning opportunities for each student so as to maximise the learning achievement and motivation of all our students.



Special Educational Needs

The main objectives are:

Early intervention
to ensure that students who have difficulties learning receive the help they need as soon as possible.

Removing barriers to learning
by embedding inclusive practice within the Academy.

Raising expectations and achievement
by developing teachers' skills and strategies for meeting the needs of children with SEN and focus on progress.

An improved partnership approach
services working together to meet the needs of children and families.

Within each curriculum area there will be a member of teaching staff with the responsibility for Inclusion. Likewise each of the core curriculum areas will have a dedicated Teaching Assistant.

Further information on the following can be obtained from the Academy or via its web site:

- OfSTED reports, Academy policies.
- Arrangements for dealing with formal complaints.
- A statement on the school's arts policy and provision.
- Details of career education and guidance and work experience provided.
- Further information about admissions.

All SEN provision and additional learning provision will be led by the Director of Inclusion, supported by the Ast Director who also has responsibility for Looked After Children and will be the designated Child Protection Officer. Along with the SENCO, they are responsible for coordinating the services of the Learning Support Assistants, Learning Managers and EAL support. They will form a cohesive team responsible for ensuring that the needs of students are identified, addressed and met.



Manor Road Droylsden Manchester M43 6QD
Tel: 0161 301 7600 Fax: 0161 301 7601
Email: admin@droylsdenacademy.com
Website: www.droylsdenacademy.com



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