

Curriculum

Statement of Practice

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**Our Christian Mission is:**

“I am able to do all things through Christ who strengthens me”

Philippians 4:13

**Our Christian Values are:** Wisdom, Hope, Community and Dignity

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| Document Owner | Assistant Principal Curriculum |
| Date Reviewed | May 2022 |
| Approved by AAB |  |

**Introduction**

Nottingham Emmanuel School is committed to delivering a high quality of education and curriculum for all of its students. This Statement of Practice is linked to our core value of Wisdom and its associated scripture:

**Blessed are those who find wisdom, those who gain understanding (Proverbs 3:13)**

We are passionate about learning new knowledge at Nottingham Emmanuel School in our subject areas. We believe that God wants his people to gain understanding both through the Bible and from the world he created. Wisdom helps us to make good decisions about how we act, how we treat one another and how we look after the world around us.

Our purpose is to challenge and support students to remove barriers to learning, raise achievement, to continuously improve the curriculum and to work with all partners to develop a curriculum that ensures that all our students encounter all the major areas of experience as part of their entitlement. All students are entitled to both ‘academic’ and ‘vocational’ education as part of their schooling within a Christian community. As a Church of England Academy we aim to encourage students in their journey of faith. We deliver a structured programme of Religious Education, worship and religious experiences in order to share the Christian values with students of all faiths.

**Related Policies, Statements of Practice and procedures**

• ALT Assessment Policy

• ALT Careers Policy

• ALT Curriculum Policy

• NES PHSE/RSHE Statement of Practice

• NES Religious Studies Statement of Practice

• NES Teaching & Learning Statement of Practice

**Statement of Practice**

The intent of our curriculum is to enable our pupils to gain wisdom through academic success alongside developing resilient, hardworking, community focused individuals. These aims apply to every child, regardless of background, gender and prior attainment. The curriculum is knowledge-rich and gives students opportunities to apply and transfer this knowledge and communicate with others through strong literacy skills. It strives to equip all students with the tools required to actively develop a love of learning that will endure beyond the school gates. Our values of wisdom, hope, community and dignity provide the framework for our curriculum design.

**The Curriculum for 2021/22**

The shape and content of the curriculum is reviewed annually in order to deliver the most effective provision for students. It is formulated at SLT level and then presented to a number of stakeholders before being ratified by the Governing Body. Please see the appendix for the curriculum entitlement for the academic year 2021/22.

**Monitoring of this Statement of Practice**

The Assistant Principal with responsibility for the Curriculum will be responsible to the AAB for promoting, monitoring and maintaining the implementation of this Statement of Practice. Review of this Statement of Practice will take place on an annual basis as the curriculum needs to reflect both local and national education priorities. Currently, these priorities include:

• The national push to see an improvement in English and Maths results

• Increased numbers of students entered for the Ebacc qualification

• Retaining a broad and balanced curriculum across all key stages

• Retaining a broad range of option choices at KS4 & KS5

• Ensuring that knowledge gaps formed during the pandemic are addressed

Curriculum planning and delivery will include Knowledge Organisers, Literacy, Numeracy, CEAIG and PSHE/RSE.

**Appendix**

Years 7 and 8

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Subject | Maths | English | Science | RS | History | Geography | MFL | Computer Science | Art | Rama | Music | PE |
| Number of lessons | 4 | 4 | 4 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |

Year 9, 10 and 11

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Subject | Maths | English | Science | RS | PE | Option 1 | Option 2 | Option 3 |
| 9 | 4 | 4 | 5 | 2 | 1 | 3 | 3 | 3 |
| 10 | 5 | 5 | 6 | 2 | 1 | 2 | 2 | 2 |
| 11 | 4 | 5 | 5 | 1 | 1 | 3 | 3 | 3 |

Year 12 (Level 2)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject | IT | Business | Resit English\* | Resit Maths\* |
| Number of lessons | 4 | 4 | 5 | 2 |

\*Not all students will study both English and Maths res-sit.

Year 12 and 13 (Level 3)

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| --- | --- | --- | --- | --- |
| Subject | Option 1 | Option 2 | Option 3 | Option 4\*\* |
| 12 | 5 | 5 | 5 | 5 |
| 13 | 4 | 4 | 4 | 4 |

\*\*Most students will study 3 subjects