



**The Khalsa Academy Wolverhampton – A Khalsa Academies Trust School**

# Curriculum Policy

**This policy is applicable to The Khalsa Academy Wolverhampton**

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## 1. Rationale and Vision

The Khalsa Academy Wolverhampton (TKAW) has developed an innovative and aspirational curriculum vision. The overall priorities are to provide an outstanding curriculum:

- Which delivers excellence and raises aspiration, for both progress and attainment for all
- As far as practically possible delivers personalised pathways that meet the needs of our students, including High Attainers and SEND pupils
- Gives opportunities for pupils to explore their spirituality and draw upon the Sikh values to become reflective, caring and tolerant young people
- Nurtures intellectual curiosity, creativity, independence, resilience and healthy life-styles;
- Is stimulating and entuses learners to achieve and develop holistically
- Develops the key knowledge and skills for future employability and confidence using a range of IT, Scientific and Technological resources
- Prepares students well for all forms of external national tests including GCSE, A' Level and equivalent

## 2. Subject Curriculum Design and Assessment

As a school, we are moving towards embedding a knowledge rich curriculum and this contains four key components:

### Knowledge as a driving philosophy:

Content and what is taught has been given a higher status. We want our students to acquire a body of knowledge in order to empower them.

### Knowledge and content being specified and planned:

Students are to gain amass a planned body of knowledge over time. Knowledge is not seen as topic that is 'covered' or 'done'; students need to gain specific knowledge as well as a broad overview. Consequently, we have insisted on precise curriculum mapping that is regularly revisited and reviewed. .

### Knowledge is taught to be remembered:

Our curriculum aim is for knowledge to be stored in our students' long term memory, allowing them to build on it and form wider and deeper schemas. We aim to develop our use of spaced retrieval practice and homework revisiting older content to aid memorisation and mastery of previous content, formative low stakes testing and repeated/ purposeful practice.

### Knowledge is sequenced and mapped deliberately and coherently:

We use deliberate interleaving and reteach in our curriculum to ensure that our knowledge sequences build secure schemas.

At The Khalsa Academy Wolverhampton, the curriculum in each subject area has been designed backwards from university study, through A-Level, GCSE and down to KS3. Our curriculum is a broad and balanced offer, with a range of subjects offered.

There will be three key summative assessment points for each year group (four for Year 11) during the course of the academic year. All departments have planned their summative assessments and ensure that they pinpoint the nature and validity of the assessment, how the assessment will be marked and the knowledge/skills being assessed.

The key summative assessment will be cumulative in nature – not just assessing a set amount of content or a topic but where possible, it should assess all coverage to that point. Where this is not possible, class based assessment combined with interleaving will be used. This ties in with our curriculum design, in which interleaving, recall and retrieval are key cornerstones.

### 3. Key Stage 3 (Year 7, 8 & 9) Lesson Allocation Model

English	Maths	Science	Computer Science	Geography	History	French	Punjabi
8	8	8	3	3	3	3	2
RE	Art	PE	DT	Food	Textiles	Drama	LLL
2	2	2	2	1	1	1	1
<b>Total Lessons Per Fortnight</b>							<b>50</b>

### 4. Key Stage 4 (Year 10 & 11) Lesson Allocation Model

#### Aspire and Advance Pathway

Core			Options 1 and 2		Options 3 and 4		
English	Maths	Science	Humanities	Language	Option 3	Option 4	PE
9	9	9	5	5	5	5	2
<b>Total Lessons Per Fortnight</b>							<b>50</b>

#### Achieve Pathway

Core			Options				
English	Maths	Science	Option 1	Option 2	Option 3	Option 4	PE
9	9	9	5	5	5	5	2
<b>Total Lessons Per Fortnight</b>							<b>50</b>