

Curriculum Statements 2022 - 2024

Key Stage 4



English Language

The aim of the English Language programme at The Whitley AP Academy is to equip all pupils with an understanding of the English language to ensure they can communicate their needs, ideas, and emotions clearly and coherently to others. Pupils are given the opportunity to explore a wide range of texts which promote equality, cohesion, political awareness, and British values.

Through regular writing, pupils are given the opportunity to become expressive, creative, and precise in the written word. We are committed to developing pupils' oracy skills through discussion, debate, and presentations. Speaking and listening is a focus throughout the course and pupils are encouraged to engage in debate and discussion while developing speaking techniques which will enable them to access opportunities once they leave the Academy. Pupils acquire a wide range of vocabulary and are supported to use standard English confidently through their writing and speech.

The English Language programme is delivered through a variety of sources including whole texts, extracts, articles, and videos. Content is as varied as possible with both fiction and non-fiction texts challenging not only reading and understanding but also opinions and ideas. Pupils are encouraged to take ownership of their learning and to develop an understanding of how they learn effectively. All pupils are encouraged to explore the English language and to demonstrate their expertise creatively to communicate in different ways.

All pupils work towards English Language qualifications at both Entry Level and GCSE. Examination materials are used throughout the course to ensure pupils are given opportunities to become familiar with exam expectations and to build confidence when completing written exams. All pupils are invited to complete the endorsed speaking and listening assessment.

English Literature

The aim of the English Literature programme at the Academy is to inspire, motivate and challenge pupils whilst studying a range of written work which gives pupils a grounding in literature which will stay with them for life. The texts have not only been chosen to inspire our young readers but also to allow pupils to transition to further education with a knowledge of a range of texts. Texts such as A Christmas Carol, An Inspector Calls and Romeo and Juliet have been chosen to promote social awareness, British values and to develop confidence when reading, writing, and speaking. Within each text, pupils are able to investigate characters, settings, and plot as well as themes such as gender, ambition, and social equality.

Pupils are also given the opportunity to explore conflict poetry. Within this unit, pupils not only look at the language each poet uses but also the context of the conflict. We look in detail at the effects of conflict and how communities have been affected by past wars.

Pupils access two English literature lessons per week. These lessons run in conjunction with English language lessons and writing techniques are shared across the two subjects. This ensures pupils have greater opportunities to consolidate and reflect on their extended writing techniques. It also allows for pupils to increase their resilience when reading.

We aim to improve social mobility for all pupils; to equip pupils with essential life-skills and the best progression to future employment. This includes understanding and demonstrating an awareness of and personal response to their literary heritage. Examination materials are used throughout the course to ensure pupils are given opportunities to become familiar with exam expectations and to build confidence when completing written exams.

Maths

The aim of the Maths programme of study at Key Stage 4 is to equip pupils with the essential mathematical knowledge to enable them to be successful in their GCSE examinations and be confident in using mathematics outside of the classroom environment. The programme of study will act as a starting point for some pupils but for others it will provide a continuation of learning from mainstream education or from our own KS3 curriculum. The programme is flexible, and teaching may deviate based on a pupil's individual learning needs in a bid to address gaps and ensure progress. Methods such as Direct Instruction and overall, Adaptive Teaching, will ensure that pupils receive a personalised learning experience which will enable them to make substantial progress.

Pupils will be encouraged to challenge their thinking, learn how to create mental models that provide a framework for future learning and engage in learning experiences outside of the classroom to create a love of maths and an understanding of its implications in the real world.

Through the use of mathematics, the programme of study will also tackle wider societal issues as it looks to embed the use of mathematics organically while also helping pupils understand the area in which they live. This will be done through various means but predominately by analysing statistics. We pride ourselves on ensuring children can access maths in a safe, positive learning environment without fear of failure.

Science

The main aim of the Science programme of study at the Academy, is to develop secure scientific knowledge and understanding through practical experience, as well as using real and accessible examples. The pupils will learn a variety of different scientific concepts designed to intrigue, challenge, and engage. The learning is put into a real-world context; developed to raise the cultural capital of our pupils using local, as well as world examples. This programme will teach pupils to challenge their own ideas about science and to reflect on learning. The programme seeks to raise the profile of science for the pupils and to help pupils understand the value of science in their lives and the lives of others.

Flexibility is key to the implementation of the science programme of study; pupils are accepted by the provision throughout the year with significant gaps in their knowledge, often having missed years of education. The programme can be individualised with every lesson having achievable objectives, varying in complexity to accommodate all learners. The curriculum has been tailored to consider the backgrounds of pupils, previous attitudes towards science and the varying stages of scientific knowledge. Pupils will understand that science is relevant to them and that a greater understanding of the scientific method will benefit them in their adult lives.

Pupils at TWAPA are studying for a BTEC Level 1 Introductory Certificate in Applied Science.

This course was specifically chosen for its range of transferable skills and practical nature. The course is internally assessed and will develop the skills necessary to access jobs in social care, early years' development, coaching, nursing, catering, radiography, mechanical engineering, and many other professions our pupils have expressed an interest in. The course has careers focus and includes units within it that encourage STEM careers and advanced planning and organisation. The programme is complemented by coordinated careers activities and experiences which include careers talks from uniformed services, zoology experiences at Ponderosa Zoo, visits to The Engineering Centre in Brighouse and bespoke tours of colleges and universities.

Culture and Belief

The Culture and Belief curriculum is designed to empower pupils with the insights and knowledge necessary to foster acceptance and respect for belief systems that may differ from their own. This curriculum is characterised by its flexibility and adaptability. Pupils have the opportunity to voice their interests and preferences regarding culture and belief. A key focus of our lessons is to identify, correct, and challenge any potential myths and stereotypes, tracing their origins to better understand their historical context.

In this curriculum, pupils engage in open and safe discussions, and lessons are planned with spontaneity in mind. Our aim is to ensure that pupils not only learn but also enjoy the curriculum, keeping it dynamic, engaging, and meaningful.

Personal Growth and Wellbeing (PGWB)

The Personal Growth and Wellbeing (PGWB) curriculum at the Academy is designed to offer pupils a tangible and enjoyable path towards earning a BTEC qualification. Beyond this achievement, pupils will have the opportunity to develop both new skills and rediscover and enhance skills they acquired earlier in their educational journey. By revisiting elements of the Key Stage 3 Personal, Social, Health and Citizenship Education (PSHCE) curriculum, Key Stage 4 pupils can leverage their prior knowledge and skills, equipping them for success in the broader world and life beyond their educational experience.

PGWB is a vocational curriculum tailored to meet the specific needs of our pupils. It equips them with the practical skills essential for employment in the wider world and fostering independence. The curriculum's primary aim is to boost pupils' self-esteem through achievable steps, tailored to each individual's capabilities. It encourages the development of essential skills such as communication, problem solving, self-management and development.

The PGWB curriculum encourages pupils to draw from their personal experiences, requiring them to offer personal responses to everyday life situations and scenarios, fostering a sense of ownership over their learning journey. It empowers pupils to make informed decisions on various aspects of their daily lives, including career choices. We hope that the discussions and experiences facilitated by this curriculum will leave a lasting impact on our pupils well beyond their time within the classroom. Additionally, the topics covered in PGWB align with the DfE Relationships, Sex, and Health Education (RSHE) statutory guidance, aiming to support our young people in fostering healthy, nurturing relationships of all kinds as they embark on their personal journeys beyond The Whitley AP Academy in Key Stage 4.

Physical Education (PE)

The purpose of Physical Education (PE) at The Whitley AP Academy is to provide pupils with a broad and balanced, inclusive PE curriculum which is national curriculum compatible but personalised to meet the needs of our pupil cohort. This will enable learners to develop their skills in a number of sports and active leisure opportunities. We recognise the importance that PE and sport can have in promoting long-term healthy lifestyles and making a positive impact on physical, mental, and social health for our current pupil cohort.

The way in which the PE curriculum is designed and taught considers the background of the pupils and their attitudes towards sport and PE catering for a range of needs and abilities. The programme aims to engage, or in some cases, re-engage pupils to create a positive attitude and approach to sports and PE. The curriculum strives to build confidence and comprehensive knowledge of sport and PE for each individual pupil through careful planning and delivery of unit content in a range of sports and activities. Within the curriculum, pupils are also provided opportunities to partake in different educational visits to sports facilities and venues as well as opportunities to compete competitively within their cohort, and with other local provisions.

The PE curriculum will aim to develop the transferable skills, attributes and behaviours needed for learners to progress into further study and employment. The curriculum is designed to be delivered in an applied way, delivering appropriate content focussing on practical and technical skills of sports, as well as developing interpersonal and intrapersonal skills that are pivotal to being successful in their future lives and careers. One of the main holistic outcomes for KS4 PE is for pupils to build their confidence and self-esteem, so that pupils can thrive within and outside of the classroom.

Digital Media

The purpose of Digital Media at the Whitley AP Academy is to provide pupils with a broad, balanced in digital media curriculum, however personalised to meet the needs of our pupils. This enables learners to develop and learn different areas of media and ICT which will impact their day-to-day life.

The Digital Media curriculum offers an interactive approach by combining basic skills from Microsoft Office, to creating storyboards, presentations, videos, and photography. This combination enables pupils to develop a range of computing skills and techniques, personal skills, and attributes essential for successful performance in working life. The combination of media and ICT will help with pupil's confidence when using computers and will also help them to develop practical skills like, critical thinking and decision making.

During Digital Media lessons, pupils' communication skills will be improved, they will learn how to work as part of a team and individually, developing problem solving skills. Pupils will improve on skills by being able to ask questions to extend their understanding and knowledge of the digital media industry.

Lessons are designed to ensure that pupils are developing their confidence when using a variety of equipment / software packages. By completing this qualification pupils can start their first steps towards a career within digital media industry.

Construction

The Construction curriculum ensures that the pupils engage in learning which is relevant to them and their interests while providing opportunities to develop a range of skills and techniques, personal skills, and attributes essential for successful performance in working life. Throughout the programme of study, the pupils' communication skills will be improved, and they will learn to work individually and as part as a team. The pupils will learn / improve on skills already gained and be able to ask questions to extend their understanding and knowledge of the construction industry. They will develop support skills and nurturing skills towards their peers and younger pupils and their organisational skills to support their learning.

On gaining this BTEC qualification pupils can progress onto the relevant course in further education or use the qualification as a platform to assist with entry to Sixth Form or College.

Hospitality & Tourism

The Hospitality & Tourism curriculum at the academy is designed to support pupils to develop skills to prepare them for further study, future employment and for independent living. The course is a Level 1 BTEC qualification. The curriculum allows pupils to gain practical skills through preparing and cooking food as well as understanding the theory of health and safety and nutrition. There is a large focus on the hospitality element of the course as we believe that cooking is an essential skill that all pupils should have for their personal and social development.

Pupils have one theory lesson per week, allowing them to gain the knowledge vital to the subject. In a double practical lesson, pupils learn new skills and techniques and can practice following health, safety, and hygiene rules in the kitchen. Pupils are able to build confidence in the kitchen, which will be necessary for life after education. The curriculum aims to teach pupils how to make cost effective and healthy choices in relation to the food they buy and eat. During practical lessons pupils are also able to explore different cultures and their typical dishes and flavours. The tourism aspect of the course allows pupils to research and learn about their local area and the wider country and other countries. Furthermore, it allows pupils to develop customer service focused skills which link to many different careers.

The qualification prepares pupils for further study of Hospitality in further education as well as giving pupils workplace related skills for numerous jobs.

Public Services

The purpose of the Public Services curriculum is for pupils to learn about the different types of public services and adequately prepare them for the skills and knowledge required to progress on to a Level 2 course or a future career within the public services. The qualification gives learners the opportunity to acquire and develop transferable and sector-specific skills in order to complete tasks and demonstrate a level of competence that enables them to progress to further and higher learning.

The programme achieves this through a number of units of learning which look at developing pupils' baseline knowledge of public service sectors. Pupils will also gain an in-depth insight into what is precisely required of them to achieve entry into several job roles. They will not only develop academically but also physically as they aim to meet some of the fitness requirements for entry into a desired public service. Further to this, pupils will have the opportunity to take part in a group expedition using specific sector skills in the planning and partaking of the expedition. All these units of learning have a focus on developing specific sector skills as well as holistic academic outcomes for pupils.

Particularly relevant to Academy, is enabling the most disadvantaged pupils, the opportunity to develop their knowledge and cultural capital they need to succeed in life. The course will also aim to teach them personal skills such as resilience and the ability to reflect on their own learning through regular formative low stakes assessment during the teaching and learning process, in order to respond and modify teaching and learning to improve pupil attainment on the programme.

Sport

The purpose of this BTEC Sport course is to develop pupil confidence in their sporting abilities enabling them to confidently apply skills and qualities which can be attained through sporting participation and coaching to be taken into adult and working life. The course aims to engage, or in some cases, re-engage pupils to create a positive learning environment to participate in sport and active leisure. This qualification will provide pupils with the opportunity to access further and higher educational opportunities in sport and leisure, as well as act as the first step towards a career in the sport and active leisure industry.

The course is facilitated through a number of units of learning which look at developing pupils' baseline knowledge of sport and leisure service sectors. These aim to enable learners to gain a coherent knowledge and understanding of the requirements for sporting participation, sports coaching, identification of personal strengths and areas for improvement, developing work and sector skills that pupils can use to progress to further and higher learning as well as into employment.

Particularly relevant to Academy, is enabling the most disadvantaged pupils, the opportunity to develop their knowledge and cultural capital they need to succeed in life. Alongside the academic progress the pupils will make, the course will also aim to teach them personal skills such as resilience and the ability to reflect on their own learning through regular formative low stakes assessment during the teaching and learning process, in order to respond and modify teaching and learning to improve pupil attainment on the programme.

Vocational Studies

The purpose this BTEC Vocational Studies course is to provide pupils with a broad, balanced inclusive vocational studies qualification. During this course pupils will develop and learn about different areas of vocational subjects including, media, ICT, business, health and social care and other areas which will impact their day-to-day life. Particularly relevant to the Academy is enabling the most pupils the opportunity to develop their knowledge and exploring what they need they need to succeed.

The course will provide a solid foundation for further academic, vocational study and for employment in life. The course will give pupils full access to a range of skills including self-assessment, career progression, communication, presenting themselves in the workplace, how to care for others. Pupils will also learn how to stay safe online and the issues involving social media.

Another key factor considered within this qualification is instilling a positive attitude to our pupils in relation to work life, removing any preconception and anxiety and strive to build confidence and comprehensive knowledge of vocational subjects for each individual pupil through careful planning and delivery of unit content to address areas for development and advance pupils' subject strengths.