



All Saints'
Academy
Cheltenham

Curriculum Policy



2024-2025

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Vision, Ethos and Mission

Our Vision and Purpose

Where every member of our extended family realise their God-given potential, inspired by John 10:10. Jesus said, 'I have come so you may have life in all its fullness'. All Saints' Academy is to be a beacon of hope founded on Christian values serving Cheltenham and the Diocese of Gloucester where there is excellence in learning, achievement and fulfilment.

Our Ethos

All Saints' Academy is an Anglican Church Academy serving the community of Cheltenham, sponsored by the Diocese of Gloucester. All Saints' Academy is a learning and loving community which seeks to be a sign of reconciliation, living in the hope of the Gospel. The Academy strives to live out the values of the Gospel and bear witness to the teaching of Jesus.

In order to achieve this, the Academy will: recognise that every individual is created in God's image and is worthy of respect; fulfil the potential of all students by providing an excellent holistic education; nurture the spiritual development of all within the Academy community, whilst recognising that faith is a free response to God and cannot be imposed; foster a search for truth; work for the common good, instilling in students a desire to serve others and work for justice and peace. The Academy will uphold the tenets, teachings and practices as governed by the Bishop of Gloucester.

Our Mission

At the heart of All Saints' Academy is the belief that Christ is at the centre of all we do and are. Rooted in His teaching, we seek to fulfil in every member of our community their full potential so they can 'live life to the full' and recognise that they are called to use their gifts and talents for the benefit of all. We seek to do this by:

- providing a safe and secure environment where faith, prayer, compassion and reconciliation are visible in word and in action;
- providing an excellent education with a broad, balanced and creative curriculum which will allow everyone to discover their potential and to develop and share their unique talents;
- providing opportunities for all to be nourished and challenged both academically and spiritually in their respective beliefs;
- respecting and valuing the diversity of all, believing that everyone is created as a unique individual in the image of God;
- building a resilient community able to reach out and support others, both locally and globally;
- modelling through the Academy's policies, practices and values a concern to serve the common good, a heart for justice, a desire for reconciliation and the need to protect and sustain the environment.

Curriculum Overview



All Saints' Academy Curriculum

Intent

Our curriculum is Broad and enriched. Our Christian and British values form the foundations. Teaching plans are adapted and challenging for all abilities and needs. Literacy is taught by all.

Implementation

- High quality teaching · Three learning and assessment cycles per year · Curriculum organisers ·
- Careers advice and guidance · Behaviour for Learning ·

KS3

- Three years (7-9)
- Six mixed ability classes
- One upper ability set
- National Curriculum access for all
- Assessed against curriculum age related expectations building on KS2: developing, achieving, exceeding
- One hour home study per day
- Enrichment opportunities

KS4

- Two years (10-11)
- All foundation subjects mixed ability
- All core subjects ability streamed
- English Baccalaureate access for all
- Assessed with qualification grading (GCSE grades, technical qualification grades)
- Examination preparation development
- Two hours home study per day
- Enrichment opportunities

KS5

- Three subjects (10 hours study each)
- Four bands: A level, vocational, mixed A level / vocational, key skills
- All classes mixed ability
- Inclusive and flexible bands
- Five hours personal study per subject per week
- Assessed with qualification grading
- Five hours enrichment per week

Impact

Key Stage 4 ready ...

Study skills established, values demonstrated, Key Stage 3 knowledge and skills established, identified talents and interests to select best KS4 courses

Key Stage 5 ready ...

Higher level study and examination skills learned; Secured ambitious next stage of learning or training; Outcomes: exam success improving life chances

Destination ready ...

University, apprenticeship, training, employment; Legacy: Academy enriched due to participation; Outcomes: exam success improving life chances

Curriculum Statement

The curriculum aims to provide students with a rich and broad experience, that ensures they are ready to be successful in their next step, whether that be education, training or employment. This has resulted in GCSE examination performances that have been in line with the national average for all secondary schools.

Our Academy has a higher than national average proportion of SEND students, lower than national average prior attainment at Key Stage 2 and one of the highest levels of socio-economic disadvantage in Gloucestershire (30% of students receive Pupil Premium funding). All Saints' Academy has been placed in the top 20% of schools nationally in The Fairer Secondary School League Table. We have consistently been one of the best GCSE performing state secondary schools in Cheltenham.

Our Curriculum Intent

Broad: We provide a full breadth of National Curriculum entitlement for all students in Key Stage 3. In Key Stage 4 and 5 we provide the full English Baccalaureate opportunity for all, complimented by a variety of subjects to facilitate student passions and higher education and career destinations.

Enriched: We plan opportunities to enrich the curriculum within subjects with trips and tasks to enhance learning application. Beyond the subject curricula we provide an enrichment programme open to all students during and after the school day.

Adapted: knowledge of our students is used to adapt teaching to meet their learning needs.

Challenging: Appropriate challenge is planned to engage and motivate students and build on previous learning.

Literacy: Reading and comprehension is prioritised with a programme for all and specific interventions to help students read at age-appropriate levels.

Christian values: we teach, demonstrate and celebrate our core Christian values of: Love, Peace, Respect, Reconciliation, Service and Justice explicitly every day.

British value: we recognise the importance of the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance, which are taught through our Life Programme.

Curriculum Statement

Our Curriculum Implementation

High Quality Teaching: We have a classroom pedagogical approach, which is rooted in the evidence-based Principles of Instruction (B. Roshenshine, 2010). Teaching and teacher development draw on current evidence, the National Teaching Standards and our own evaluation of what works best. When combined with the implementation of a studious learning culture, this leads to excellence in classroom teaching and instils a lifelong love of learning. We support the implementation through a thorough programme of teaching development and coaching. We evaluate our practice continually through a series of self, peer and leadership review of implementation.

Three learning cycles per year: The cycle includes 10 weeks of class teaching and independent homework followed by a week of revision and assessment and a further week of consolidation and extension teaching in response to the cycle assessment outcomes. We assess students in Key Stage 3, using three descriptors to identify if students are Developing, Achieving or Exceeding in each year. In Key Stage 3 students are set in a top stream and six mixed ability groups. We have based our approach on the best available evidence on how to maximise learning progress across the ability ranges, including SEND and disadvantaged students. At Key Stages 4 and 5, students are assessed using national grading system and will work in both ability streams and mixed ability classes.

Teachers record the student attainment from each of the three cycles in the school data system (SIMS). We use an automated system (SMID) which then supports teachers and leaders to assess the impact of the teaching and identify intervention needs. Parents are informed of the assessment outcomes following each cycle, and teachers adapt teaching to respond to the outcomes of this assessment.

Curriculum Organisers: All cycles have pre-defined, discrete knowledge content which is shared in a Curriculum Organiser at the start of each cycle. New skills and concepts are divided into manageable sequenced sections, with students taught how to learn independently, memorise knowledge and revise material ready for regular formative assessment.

Careers information, advice and guidance: structured to meet Gatsby benchmarks and tailored to meet the needs of our students at all stages of learning.

Ready to learn: We teach and model our behaviour expectations and routines explicitly to all students daily ensuring an orderly learning environment for all.

Homework: We provide opportunities for our students to develop self-reliance, self-management and self-discipline. It gives time to reinforce concepts and skills learnt in lesson time, as well as time to research topics, concepts and ideas more deeply. Homework is pre-planned and an essential element of each subject curriculum. We know that our students benefit most when parents regularly monitor their children's completion of homework and regularly discuss the homework. Students and parents should log on to Satchel One to see homework tasks, please click on the link: <https://asachelt.satchelone.com/school/home>

Curriculum Statement

Our Curriculum Impact

Key Stage 4 Ready: Students completing Key Stage 3 will have the knowledge and skills to access and thrive at Key Stage 4. Careers advice and guidance will enable them to make the most aspirational subject choices for Key Stage 4. They will know and consistently demonstrate the behaviours and values expected at the Academy.

Key Stage 5 Ready: Students completing Key Stage 4 will have achieved the examination outcomes to enable them to access the aspirational courses and training to facilitate their career ambitions. Careers advice and guidance will enable them to have made the most ambitious choice of next step. They will exemplify the behaviours and values expected at the Academy, preparing them to be good citizens.

Destination Ready: Students completing Key Stage 5 will have achieved the examination outcomes to enable them to access higher education, training or employment of their choice. Careers advice and guidance will enable them to identify, prepare for and access the ambitious final destinations of their choice. They will exemplify the behaviours and values expected at the Academy, preparing them to be good citizens.

Useful links

Further information regarding the curriculum, subject specific information, cyber security, sustainability and Ready to Learn policy can be found at:

[Curriculum | Senior School Gloucestershire | All Saints' Academy \(asachelt.org\)](https://www.asachelt.org/curriculum)

[Cyber | Church Academy Gloucestershire | All Saints' Academy \(asachelt.org\)](https://www.asachelt.org/cyber)

[Sustainability | Senior School Cheltenham | Academy Gloucester \(asachelt.org\)](https://www.asachelt.org/sustainability)

Curriculum Structure

Key Stage 3 Curriculum (Years 7 - 9)

In Key Stage 3 our curriculum is broad, enabling our students to strengthen their core subject foundations while also introducing and developing knowledge and skills in the English Baccalaureate (EBacc) subjects. This is complemented by a wide range of sports, creative and performing arts subjects. Our curriculum is designed to build on learning from Key Stage 2, following the National Curriculum, and to prepare students for Key Stage 4.

Key Stage 3 Curriculum Model

We operate a two-week learning cycle. This includes 50 hours of subject teaching and a further 5 hours of teaching through organised tutor time and collective worship focussed on the LIFE Programme (see Appendix 2) and Reading. The hours allocated to each subject below represent a two-week week period.

Mathematics: 8 hrs

English: 8 hrs

Science: 8 hrs

Physical Education: 4 hrs

Religious Studies: 3 hrs

History: 3 hrs

Geography: 3 hrs

Modern Foreign Language (French or Spanish): 3 hrs

Computing: 3 hrs

Design Technology: 1 hr

Art: 2 hrs (with 3hrs in Years 8 and 9)

Performing Arts: 3 hrs (with 4hrs in Year 7)

Skills at Key Stage 3

The common skills that students will focus on at Key Stage 3 are communication and collaboration/teamwork. Whilst subjects develop other skills, these are central skills that all subjects will drive to help prepare students for the next step in their education.

The completion of homework is a daily expectation for all students and meeting this will be encouraged, supported and monitored by teachers at all levels. Students in Year 7, 8 and 9 are expected to complete 1 hour per day on average, totaling 5 hours across the week.

Curriculum Structure

KS4 Curriculum and Options (Years 10 - 11)

In Key Stage 4, which commences in Year 10, we continue our broad curriculum, with all students following the Core subjects of Mathematics, English (Language and Literature), Biology, Chemistry and Physics. Additionally, all students study Religious Studies, Sports Studies and a further three subjects of their choice from a selection of English Baccalaureate (Ebacc) subjects, business, creative arts, design technology, performing arts and vocational subjects. This ensures that all students have access to the full EBacc.

Key Stage 4 Curriculum Model

We operate a two-week learning cycle. This includes 50 hours of subject teaching and a further 5 hours of teaching through organised tutor time and collective worship. The hours allocated to each subject below represent a two-week week period.

Mathematics: 9 hrs

Science: 9 hrs

English: 9 hrs

Physical Education: 4 hrs

Religious Studies: 4 hrs

Option Subject A: 5 hrs

Option Subject B: 5 hrs

Option Subject C: 5 hrs

When selecting option subjects, students are supported in making the most appropriate selection of courses to support their learning and career ambitions. Students and parents are provided with our information booklet and videos explaining each course.

Skills at Key Stage 4

The common skills that students will focus on at Key Stage 4 are interpretation and problem solving/decision making. Whilst subjects develop other skills, these are central skills that all subjects will drive to help prepare students for the next step in their education or career.

The completion of homework is a daily expectation for all students and meeting this will be encouraged, supported and monitored by teachers at all levels. Students in Year 10 and 11 are expected to complete 2 hours per day on average, totaling 10 hours across the week.

Curriculum Structure

Key Stage 5 Curriculum (Year 12 and 13)

In Key Stage 5, we maintain our breadth of offer with courses suited to all abilities. We are proudly inclusive, with students able to study solely A-level courses or Level 3 Technical courses, or a mixture of both. We offer Level 2 courses to those who are not yet ready for Level 3 and even offer the flexibility of progressing from Level 2 to Level 3 courses over 3 years, where appropriate. Enrichment of the curriculum in Sixth Form includes opportunities for work experience within the timetabled week; personal skills development, the Extended Project Qualification, and Duke of Edinburgh Award.

Key Stage 5 Curriculum Model

We provide a mixture of A-level and Technical qualifications to students joining our Sixth Form. Students can select one of four pathways:

- A-level subjects only
- A mixture of A-level and Technical subjects
- Technical subjects only
- Key skills programme for students who have not yet achieved Level 2 passes in English and/or Maths.

Our students have a two-week timetable as in other year groups. Most students will study three main subjects. All option subjects have 10 hrs of teaching time in Year 12 and Year 13.

We have a small number of students who are able to study four courses and where this is requested, we seek to support their desire to do so.

Skills at Key Stage 5

The common skills that students will focus on at Key Stage 5 are independence and evaluation/critical thinking. Whilst subjects develop other skills, these are central skills that all subjects will drive to help prepare students for the next step in their education or career.

The completion of homework is a daily expectation for all students and meeting this will be encouraged, supported and monitored by teachers at all levels. Students in Year 12 and 13 are expected to complete 3 hours per day on average, totaling 15 hours across the week.

Curriculum Enrichment

We seek out opportunities at all stages to enrich the curriculum with enhanced experiences and opportunities to learn within and outside of classroom lessons. We recognise that it is our role to equip students with knowledge and cultural capital to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the National Curriculum:

"It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement."

We have an extensive schedule of enrichment activities which happen across all areas of the curriculum (weekly, termly or annually). There is a wide variety for students of all ages to discover and enhance their skills and talents. Students are encouraged to participate in a selection of Academic; Adventure; Health, Fitness and Wellbeing and Performing Arts activities. A full list of activities are available to students and parents through Edulink via the Academy website.

New activities are regularly added in response to student requests and our ambition to provide the most exceptional opportunities to our students and staff enabling them to live life to the full.



Ready to Learn and Behaviour curriculum

Ready to Learn is designed to ensure students are studious and responsible in their approach to their learning. Students that are well prepared for their learning are better placed to be successful in their day.

Ready to Learn provides a framework of expectations for both staff and students to help support all students reach their potential daily. This is achieved through high expectations and clear routines within the Academy. The consistent implementation of these daily routines across the Academy will have a positive impact on behaviour, safety, learning and progress.

A good working atmosphere is essential. Our Code of Conduct encourages students to show self-discipline and to be responsible for the consequences of their actions. We expect high standards of attendance and punctuality, for students to prepare themselves for lessons and learning, and to demonstrate friendly and thoughtful behaviour towards others.

The Ready to Learn policy can be found at: [Behaviour Policy Ready to Learn \(asachelt.org\)](https://www.asachelt.org/behaviour-policy-ready-to-learn)



Careers Information, Advice and Guidance

Careers Education, Information, Advice and Guidance (CEIAG) has an important contribution to make to the education of all students in order to make an effective transition from school to adulthood and employment.

All Saints' Academy will provide a range of opportunities for students to learn about the world of work, the transferable skills required to be prepared for the ever-changing workplace and the Qualification Pathways available to them. These activities contribute to social mobility, helping people to discover and access opportunities that might exist outside of their immediate networks. Well thought-through decisions about learning and work informed by effective CEIAG can increase participation in learning and, in turn, raise attainment and support further progression.

We are committed to ensuring that all students know and understand the world of work, the skills required, and the qualifications needed so that they can make informed choices about their career pathways. We support and nurture our students through their chosen career pathway providing unbiased Careers advice. We enable those that wish to apply to University to do so and progress into higher education. The information provided will ensure they can make informed decisions and follow a realistic path in order to realise their full potential. We aim to increase students' awareness of what is available to them, help them recognise their strengths and identify where improvements could be made.

The Academy uses the Gatsby Benchmarks to ensure it is providing the best advice and guidance to students. The benchmarks are:

- 1.A stable careers programme
- 2.Learning from career and labour market information
- 3.Addressing the needs of each pupil
- 4.Linking curriculum learning to careers
- 5.Encounters with employers and employees
- 6.Experiences of workplaces
- 7.Encounters with further and higher education
- 8.Personal guidance

Appendix 1

The LIFE Centre (Alternative Provision)

Our curriculum intent

We believe that all children and young people should attend a school or form of education ready to learn and engage fully. However, we recognise that for some learners fulfilling their learning potential can be difficult for various reasons and at different times. Our curriculum provides Tier 3 inclusion support at the Academy to meet the current national statutory and non-statutory Government guidelines for an inclusive education.

Aims of the LIFE Centre curriculum:

- To support learners who have difficulty accessing the whole school curriculum, including those considered “at risk”, for short term, long term or part-time placements
- To ensure all students have access to the appropriate education for their ability
- To address students’ social and emotional needs, as well as promoting their spiritual and moral well-being
- To offer a flexible approach to students who have occasions where they require respite care or transition support
- To offer transitional support through Key Stages 3 and 4, and on to Post-16 provision

Curriculum implementation

We create a positive environment where the needs of the young person remain at the heart of all our teaching. We deliver well-pitched and challenging lessons that the students will relate to and want to succeed in. Students are held to the same high expectations as the rest of the Academy and given regular praise and recognition for improvements seen. We intensify our focus on addressing this deliberately and consistently to support those who are seeking to improve their behaviour.

We provide additional structure and levels of support so that our students continue to learn and thrive. All students are added to the “My Plan+” framework of need and regularly reviewed. Families are regularly informed of progress made and the expectations upon them as parent/carers to work in collaboration with the Academy. Termly review meetings are held with Senior Leaders to review and recognise the progress made by students and to set new targets.

We provide a differentiated curriculum with strong teaching, learning and assessment in-line with the Academy teaching and Learning and Assessment policies. The centre has dedicated specialised teaching staff that participate fully in the Academy teacher development programme. If an individual student has complex needs, we work with appropriate agencies to ensure the right interventions and support are in place. We provide resources and lessons which are closely matched to the mainstream curriculum to maintain learning progress and with the goal for students to re-join mainstream lessons. We achieve this by working closely with mainstream subject leaders.

Appendix 1

Students engage in a Key Stage 3 and Key Stage 4 daily timetable with five well-structured lessons. The Key Stage 3 curriculum includes English, Maths, Science, Religious Education, Geography, Computing, Physical Education and Prince's Trust Award. Our Year 9 students are fully supported in their Option choices process.

Key Stage 4 students continue to complete their Option subjects whilst in the LIFE centre with support from subject specific teaching staff. Year 11 are supported to complete the Academy assessments and exams process through the LIFE Centre staff and resources, as well as having regular GCSE English, Maths and Science group sessions from subject specific staff/Heads of Departments. Additionally, all our students are taught the Academy Life Programme.

LIFE Centre staff support Year 11 students to identify their Post 16 destination. Learners engage in careers education with support sessions run in conjunction with our local college advisors. All students engage in employability sessions to learn key skills, e.g., practical support with identifying and applying for a suitable Post 16 destination/course or Apprenticeships. To ensure that students continue to engage and thrive once they leave Year 11, the LIFE Centre staff continue to support them by engaging with the Post 16 provider and the student's parent/carers.

The LIFE Centre provides a central location for outside agencies to work closely with students, their families and staff. This is particularly helpful where there is need for SEN agency support and link up between the SEND Coordinator, Advisory Teaching Service, LA Inclusion Team, Young Carers, Family First and Social Care Teams.

Curriculum Impact

Students develop the skills and tools to improve resilience, confidence and security in their own ability. This leads to progress in learning enabling students to achieve examination outcomes to be successful in the next step of their training or career. Since we launched the inclusive tier 3 provision in 2014, over one hundred students have accessed the centre, either full or part time. Assessment outcomes for all students are reported in line with the Academy policy and reported to ensure learning progress is evaluated alongside the mainstream population.

Where learners struggle to make progress, needs assessment and referrals are made. The LIFE Centre staff, with support from the Senior Leadership Team, SENDCo and the Local Authority or other stakeholders, will work towards the best outcome for the individual learner, at times this could lead to a special school placement. Some learners who continue to be disengaged will be supported through external courses or managed moves.

We recognise the need to offer an inclusive learning environment for all those accessing the Centre and returning to mainstream learning. Mainstream staff work closely to ensure that this work successfully.

External factors can prevent positive engagement for some students. In these instances, LIFE centre staff work alongside external agencies and families to maintain engagement in education and prevent the need for permanent exclusions. We have reduced the number of students being excluded, with the majority going on to significantly improve engagement, attendance and behaviour.

Appendix 2

The Life Programme (PSHRE)

Our Curriculum Intent

The Life Curriculum encourages students to develop all aspects of themselves as academic students and young people in order to realise their God-given potential

The Life Programme curriculum is a developmental programme of learning through which students acquire the knowledge, understanding and skills they need to manage their lives now and in the future. The Life Curriculum develops the qualities and attributes students need to thrive as individuals, family members and members of society. Personal, social and health education (PSHRE) helps to reduce or remove many of the barriers to learning experienced by students, significantly improving their capacity to learn and achieve. Our PSHE education programme makes a significant contribution to students' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the Academy's statutory responsibility to promote students' well-being. In addition, the learning provided through this comprehensive PSHE education provision is essential in helping to safeguard students.

The Life Programme curriculum helps students to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, as well as empathy and the ability to work with others, helps students to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Implementation and Impact

A significant component of the Life Programme is a weekly session delivered within tutor groups by tutors. The themes and content are mapped sequentially across the different years. This overview ensures the developmental needs of the students are met as they progress through the Academy, and that key PSHRE issues are regularly revisited in age-appropriate ways. The sessions have been developed by the Progress Leaders using guidance from the PSHE Association and the Local Authority. Tutors are trained to deliver these sessions confidently, with extra support put in place when needed.

Other significant Life topics are covered each week in afternoon tutor time and in Collective Acts of Worship. The themes of these sessions are planned to link with the spiritual focus of the week within the Academy and national events such as Children in Need and Fair-Trade Fortnight. Many sessions are linked to the students Bishop's Awards programme which allows students to put the Academy values into action and to receive recognition for their achievements at the end of the year through Bronze, Silver and Gold awards. There will usually be more than three hundred of these awardees each year.

As well as important PSHRE topics being taught and shared through the pastoral system, some key learning is also developed across the curriculum, as happens, for example, when it is the annual National Anti-Bullying Campaign and Black History Month. At these times, the area of focus will permeate all aspects of learning in the Academy. In line with our Academy vision to strive to 'have life in all its fullness', each student completes their Student Life Record booklet each week and this encourages them to reflect on the following: their progress in their academic learning; achievements in all fields that are curricular and extra-curricular; any areas they need to develop more fully. Students and tutors complete a summary evaluation at the end of each term to clearly identify areas of success and how the student can develop in the next period of their academic and pastoral journey.

A typical week in the Life Programme is shown below:

Monday	Tuesday	Wednesday	Thursday	Friday
Literacy - reading	LIFE session	Collective Act of Worship - Year group	Collective Act of Worship - Tutor group	LIFE review of the week

Appendix 3

The Bishops Award

Our Curriculum Intent

The Bishop Award is unique to All Saints' Academy and promotes Character and Spiritual Values. We want pupils to be aware that there is more to learning than the Academic curriculum, and at the Academy we value students, and want to enable them to become full members of the school and wider community, bearing in mind that we have responsibility to everyone around us. Building on our Academy Values and demonstrating this allows all pupils to work towards their full potential in line with the Academy Vision.

Implementation

Throughout the academic year, students that demonstrate the Academy Values are recognised by staff. This is recorded via the tutor groups and through the LIFE programme. Every term there is a different Value that is the focus, but students will be recognised for their values throughout the year.

Students that have demonstrated the Academy Values will be invited to Tewkesbury Abbey for a celebration, of which parents are invited to attend. This occurs in the Summer Term. Students receive a certificate and badge, and awards range from Bronze, Silver, Gold and Platinum.

Impact

Pupils and staff will have a greater understanding of the Bishop's Award and will place more value in the Award, creating a scenario where pupils are proud of their achievements. Pupils will understand the impact of this type of character and spiritual education on them, both during their school career, but also in later life. The award will help them to see the part that they play in world and how important it is for them to live life in "all its fullness".

Appendix 4

Academy Partnerships

Cheltenham Educational Partnership (CEP)

Intent

To encourage Cheltenham schools, colleges, universities and other educational sectors to have life in all its fullness for the benefit of young people and the surrounding community. We aim to foster social cohesiveness and expand the horizons of young people in Cheltenham. Our involvement in the partnership reaches out to young people with potential regardless of their social, economic or educational background.

Implementation

We are founder members of CEP and play a role in devising, leading and participating in a wide range of initiatives. Some of these are included below.

Spill the Tea is a mixed school student led Podcast hosted by students from each of our partnership schools. Career aspirations are raised through the interviewing of inspirational figures in the community and successful people from a variety of industries.

Manifesto for Change is a student led initiative where a champion group of students from each school shares their views on what needs to change in education to improve their learning opportunities further. They have focused on putting their progress at the centre of the pandemic and are delivered their final manifesto for a positive change in education at the Cheltenham Literature Festival on the Voicebox open stage in 2021.

Thread count matters is an eco-campaign to remove fast fashion from communities and to improve each school's individual sustainability.

The United Nations Climate Change Conference of the Parties (COP 28) has provided a focus for our cross-school campaign offering students the opportunity to voice their vision of how we can support impact positively to limit climate change and safeguard the planet.

Parenting mental health webinars is a community and UK registered charity that helps parents who are supporting young people with mental health issues. Parents are invited to join webinars in which Suzanne Alderson shares her supportive approaches and takes questions.

Laptops for Learning is a collaborative campaign with Cheltenham Borough Council to ensure that 'No child is left behind' in their learning by providing laptops and technical support to strengthen their accessibility to educational activities.

Through the eyes of Cheltenham Art exhibition is a cross-community competition to submit student photographs of Cheltenham "through their eyes," celebrating their community.

Additionally, we engage with specialist networking and CPD events. These allow our subject leaders to collaborate to share practice, methods and expertise with fellow local leaders.

Impact

Our involvement in the partnership has enabled students to widen their networking experience and benefit from working with a wide range of educational leaders, community leaders and specialists within a wide variety of fields from in and around Cheltenham.

Opportunities for professional development for education professionals in partner schools are enhanced within the scope of partnership activities. We now have helped to establish a culture and expectation within partner organisations of co-operation and that has developed for the benefit of all young people in Cheltenham.

Appendix 5

Homework timetable

Year 7

Week 1									
Subject	7C	7D	7G	7S	7T	7W	7Y		
English	Friday	Friday	Friday	Thursday	Friday	Friday	Friday		
Maths	Wed	Wed	Wed	Wed	Wed	Wed	Wed		
Science	Monday	Monday	Monday	Monday	Monday	Monday	Monday		
RE	Thursday	Tuesday	Monday	Monday	Thursday	Monday	Tuesday		
Geography	Friday	Thursday	Monday	Tuesday	Friday	Thursday	Friday		
History	Tuesday	Monday	Thursday	Wednesday	Friday	Friday	Friday		
Art	Monday		Tuesday	Friday	Wednesday				
MFL	Thursday		Monday	Tuesday	Wednesday		Wednesday		
PA	Monday	Monday	Monday	Monday	Monday	Monday	Monday		
Computing	Thursday	Thursday	Thursday	Tuesday	Tuesday	Tuesday	Tuesday		
	7sy/DT1	7sy/DT2	7sy/DT3	7sy/DT4	7sy/DT5	7cg/DT1	7cg/DT2	7cg/DT3	7cg/DT4
FOOD		Monday			Thursday	Monday		Wednesday	Thursday

Week 2									
Subject	7C	7D	7G	7S	7T	7W	7Y		
English	Friday	Friday	Friday	Thursday	Friday	Friday	Friday		
Maths	Wednesday	Wednesday	Wednesday	Wednesday	Wednesday	Wednesday	Wednesday		
Science	Monday	Monday	Monday	Monday	Monday	Monday	Monday		
RE	Tuesday	Monday	Monday	Wednesday	Tuesday	Wednesday	Thursday		
Geography	Friday	Tuesday	Monday	Tuesday	Friday	Tuesday	Friday		
History	Wednesday	Monday	Thursday	Thursday	Friday	Friday	Thursday		
Art		Wednesday				Friday	Tuesday		
MFL	Thursday	Tuesday	Tuesday			Monday	Wednesday		
PA	Monday	Monday	Monday	Monday	Monday	Monday	Monday		
Computing	Thursday	Thursday	Friday	Tuesday	Tuesday	Friday	Friday		
	7sy/DT1	7sy/DT2	7sy/DT3	7sy/DT4	7sy/DT5	7cg/DT1	7cg/DT2	7cg/DT3	7cg/DT4
FOOD	Friday		Wednesday	Tuesday			Monday		

Appendix 5

Homework timetable

Year 8

Week 1									
Subject	8C	8D	8G	8S	8T	8W	8Y		
English	Wednesday	Thursday	Monday	Wednesday	Monday	Wednesday	Monday		
Maths	Wednesday	Wednesday	Wednesday	Wednesday	Wednesday	Wednesday	Wednesday		
Science	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday		
RE	Thursday	Monday	Friday	Thursday	Tuesday	Monday	Tuesday		
Geography	Wednesday	Tuesday	Monday	Tuesday	Monday	Monday	Thursday		
History	Monday	Wednesday	Thursday	Friday	Tuesday	Tuesday	Wednesday		
Art	Friday	Tuesday			Monday		Friday		
MFL	Tuesday	Thursday	Thursday	Friday	Tuesday	Tuesday	Friday		
PA	Monday			Wednesday	Tuesday				
Computing	Tuesday	Tuesday	Tuesday	Friday	Friday	Friday	Friday		
	8sy/DT1	8sy/DT2	8sy/DT3	8sy/DT4	8sy/DT5	8cg/DT1	8cg/DT2	8cg/DT3	8cg/DT4
FOOD			Wednesday	Thursday		Tuesday		Wednesday	

Week 2									
Subject	8C	8D	8G	8S	8T	8W	8Y		
English	Wednesday	Thursday	Monday	Wednesday	Monday	Wednesday	Monday		
Maths	Wednesday	Wednesday	Wednesday	Wednesday	Wednesday	Wednesday	Wednesday		
Science	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday		
RE	Thursday	Friday	Tuesday	Tuesday	Wednesday	Wednesday	Monday		
Geography	Wednesday	Tuesday	Monday	Tuesday	Monday	Tuesday	Wednesday		
History	Monday	Wednesday	Thursday	Thursday	Tuesday	Monday	Friday		
Art			Wednesday	Monday		Monday			
MFL		Thursday	Thursday	Wednesday	Thursday	Thursday	Wednesday		
PA		Wednesday	Friday			Thursday	Thursday		
Computing	Wednesday	Wednesday	Wednesday	Friday	Friday	Friday	Friday		
	8sy/DT1	8sy/DT2	8sy/DT3	8sy/DT4	8sy/DT5	8cg/DT1	8cg/DT2	8cg/DT3	8cg/DT4
FOOD	Wednesday	Friday			Monday		Tuesday		Thursday

Appendix 5

Homework timetable

Year 10

Week 1			
Subject			
English	Monday		
Maths	Wednesday		
Science	Wednesday		
RE	Friday		
	10A	10B	10C
Geography	Tuesday	Monday	
History	Tuesday	Monday	Friday
PE	Wednesday		
Food			Thursday
Art	Wednesday		Thursday
Business Studies		Monday	
Business Vocational	Wednesday		Thursday
French			Thursday
Spanish	Wednesday		
Hair & Beauty			Friday
Drama		Wednesday	
H&S	Friday	Friday	
Comp Sci		Wednesday	
Film Studies			Friday
Music		Wednesday	
BTEC Sport	Wednesday		
Week 2			
Subject			
English	Monday		
Maths	Wednesday		
Science	Wednesday		
RE	B - Friday A - Thursday		
	10A	10B	10C
Geography	Monday	Monday	
History	Monday	Monday	Friday
PE	Wednesday		
Food			Thursday
Art	Wednesday		Thursday
Business Studies		Monday	
Business Vocational	Wednesday		Thursday
French			Thursday
Spanish	Wednesday		
Hair & Beauty			Friday
Drama		Thursday	
H&S	Friday	Friday	
Comp Sci		Wednesday	
Film Studies			Friday
Music		Thursday	
BTEC sport	Wednesday		

Appendix 5

Homework timetable

Year 11

Week 1			
Subject			
English		Wednesday	
Maths		Wednesday	
Science		Thursday	
RE		A - Monday B - Tuesday	
	11A	11B	11C
Geography	Friday	Wednesday	Thursday
History	Friday		Thursday
PE		Wednesday	
Food			Monday
Art	Thursday	Wednesday	
Business St			Monday
Business V		Wednesday	
French		Wednesday	
Spanish		Wednesday	Tuesday
Hair & Beau		Friday	
Drama	Thursday		
H&S	Friday		
Comp Sci	Friday		
Music	Friday		
BTEC sport			Tuesday
Film Studies		Wednesday	
Week 2			
Subject			
English		Wednesday	
Maths		Wednesday	
Science		Thursday	
RE		B - Friday - A - Thursday	
	11A	11B	11C
Geography	Friday	Wednesday	Wednesday
History	Friday		Wednesday
PE		Wednesday	
Food			Wednesday
Art	Thursday	Wednesday	
Business St			Monday
Business V		Wednesday	
French		Wednesday	
Spanish		Wednesday	Wednesday
Hair & Beau	Friday		
Drama	Friday		
H&S		Friday	
Comp Sci	Friday		
Music	Friday		
BTEC Sport			Tuesday
Frim Studie		Wednesday	

Appendix 5

Homework timetable

Year 12

Subject	Week 1	Week 2
Biology	Mon/Thurs	Mon/Fri
Business (A-Level)	Mon/Wed	Mon/Wed
Business (Vocational)	Tues/Wed	Tues/Wed
Chemistry	Tues/Fri	Tues/Thurs
Computer Science	Friday	Friday
Creative Media	Friday	Friday
Drama	Friday	Friday
English Lang	Mon/Fri	Mon/Fri
English Lit	Tues/Fri	Wed/Fri
Film Studies	Tues/Thurs	Tues/Thurs
Fine Art	Wednesday	Wednesday
Geography	Friday	Friday
Health & Social	Mon/Fri	Mon/Fri
History	Friday	Friday
Law/ Criminology	Mon/Fri	Mon/Fri
Maths	Thur	Friday
Philosophy & Ethics	Monday	Monday
Photography	Wednesday	Wednesday
Physics	Mon/Thurs	Tues/Fri
Psychology	Mon/Fri	Mon/Fri
Sociology	Mon/Fri	Mon/Fri
Sport BTEC	Friday	Friday
Travel & Tourism	Tuesday	Tuesday
Chemistry	Tuesday	Tuesday

Year 13

Subject	Week 1	Week 2
Biology	Mon/Fri	N/A
Business (A-Level)	Tues/Wed	Tues/Wed
Business (Vocational)	Mon/Thur	Mon/Thur
Computer Science	Friday	Friday
Creative Media	Wednesday	Wednesday
Drama	Friday	Friday
English Lit	Mon/ Thurs	Mon/Fri
Film Studies	Mon/Fri	Mon/Thurs
Fine Art	Thursday	Thursday
Geography	Friday	Friday
Health & Social	Friday	Friday
History	Friday	Friday
Law/Criminology	Mon/Fri	Mon/Fri
Maths	Wednesday	Wednesday
Philosophy & Ethics	Tuesday	Tuesday
Photography	Tuesday	Tuesday
Psychology	Monday	Monday
Sociology	Mon/Fri	Mon/Fri
Spanish	Monday	Thursday
Sport BTEC	Thursday	Thursday
Travel & Tourism	Tuesday	Tuesday
Eng Language	Mon/Thur	Mon/Tues