



Manchester
Communication
Academy

MANCHESTER COMMUNICATION ACADEMY

Learning, Teaching and
Curriculum Offer Statement



Approval History

Approved By:	Date of Approval	Version Approved	Comments
DCSF			
PSG			
Academy Trust Board			

Revision History

Revision Date	Previous Revision Date	Rev	Summary of Changes	Changes Marked	Owner/Editor

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Introduction

Manchester Communication Academy aims to be the learning centre of choice for learners of Harpurhey and Collyhurst by offering an exciting and inclusive curriculum which encourages aspiration by all students and their families, meets the needs and interests of all learners and enables every individual to achieve his/her potential. The Academy has forged a number of learning partnerships with local primary schools, community groups, business partners and higher education establishments to ensure that the academy can build on the achievements of primary education, ensure efficient transition, provide coordinated support for children and young people and enable them to prepare for a productive future. Staff will be trained and encouraged to challenge all students by adapting and developing their teaching and learning approaches to ensure greater personalisation to maximise motivation, achievement and attainment.

The Academy building will fully facilitate the curriculum with associated learning and teaching styles; this together with the comprehensive student support package, will place an expectation that every student can achieve 5 A*-C GCSE grades or equivalent, including functional English and maths, as part of a very broad education which includes the acquisition of employability skills.

At the time of writing the Academy does not have the 2010 intake learner attainment data. Evidence predicts (using local primary school Ofsted reports and general advice) that the Academy will serve the full ability range but with many learners having weak basic skills of literacy and numeracy. Data also indicates that attendance and punctuality is a local issue. Despite excellent work and progress in the partner primary schools, many students are expected to have reading ages below their chronological age and average KS2 levels will be below national expectations. The number of students on the special educational needs register is likely to be above average and a significant minority may have emotional, social and behavioural difficulties.

The curriculum content and organisation together with pastoral care will address the needs of the intake in order that the learners have the opportunity to access the curriculum, enjoy their learning, and, achieve beyond the expectations that are associated with low levels of prior attainment. Learning Partnerships and transition arrangements will be crucial in providing a continuity of care, support and academic progress to enable learners to continue to learn and prosper.

Curriculum principles

- The KS3 curriculum will provide planned opportunities for learners to make significant improvements in literacy and numeracy whilst ensuring that all learners have equal access to a broad and balanced curriculum.
- The basic skills of literacy, numeracy and communication will be coordinated across all faculties to ensure that students are able improve their skills beyond national expectations, and to enable them to access the curriculum effectively.
- Students who have reading ages that are more than 12 months below their chronological age will follow a reading recovery programme to enable them to be fluent readers.
- Students who have numeracy skills that are more than 12 months below their chronological age will follow a numeracy recovery programme to enable them to make significant improvement.
- 'Learning to learn', thinking skills and social & emotional aspects of learning will be integrated into all subject schemes of work and further promoted through project based activities.
- The Academy's specialism, 'communication' will encompass ICT, oral communication, presentational skills and personal and social competencies. This will be embedded across all curriculum areas; explicit learning of PHSE, citizenship and health education will take place in the Faculty of 'Health and Wellbeing'.
- The curriculum will encourage students to study local, national and international issues, which will involve looking outside their own community, to understand other cultures and develop a global perspective.
- Each student will have their curriculum individualised through their Personal Learning Plan. This will incorporate numerical grade/level targets and written targets for improvement, which will be set between student and teacher, using attainment targets generated by the school's assessment system, and will be regularly reviewed in meetings between the student, their progress tutor and their parents/carers. Each week students, with support from their progress tutor, will have the opportunity to review their learning using 'Realsmart' tracking system.
- Students with a special educational need (at School Action and School Action Plus, as well as those requiring statements) will receive the support that is necessary for them to realise their potential and to enjoy their education.
- Students will be provided with the individual advice and guidance (internal and external) needed to enable them to choose the most relevant pathways for learning throughout their careers and to enable them to make choices about their learning.

- ICT systems will enable the innovative learning and data transfer using state-of-the-art equipment.
- The ICT system will support the staff in providing parents/carers with regular (6-8 weeks) progress reports.
- Student coaches, learning mentors and nurture groups will provide identified students with additional, personal support to enable these students to achieve their targets.
- Students will be provided with choices, in terms of learning, to encourage ownership of learning.

Specialism

The Academy's specialism, communication, will play a significant role in raising standards in the Academy, ensure that learners have proficient communication skills and help prepare learners for future learning and employment. Communication will be embedded into the curriculum, an initial learning project will enable year 7 learners to explore the specialism and bespoke communication assessment criteria. The initial post 16 offer will centre on AQA's level 3 ICT diploma in partnership with local business and higher education partners. The Academy will strive to develop a national reputation for promoting and enabling high quality communication skills.

The Academy will:

- Bring local employers into the heart of the school, involving them as mentors, inspiring enterprise activities and developing the employability skills needed both locally and nationally.
- Innovate and endeavor to be a lead school in communication, aiming for national recognition.
- Provide a range of extra-curricular and enrichment activities to enable students to broaden their experience and achieve exceptional standards in their chosen activities;
- Provide state-of-the-art ICT platforms to enable efficient learning;
- Enable students to participate in local and national events and competitions;
- Raise the expectations of Academy colleagues and the local community through students achieving outstanding levels of attainment and exemplary standards of personal development;
- Provide accredited training and development for internal and external colleagues, for example, senior leadership pathways ;

- Forge productive links with the local community that will extend the curriculum and enable learners to be productive community members.

Key Stage 3 Curriculum

The Academy KS3 curriculum is designed to ensure that students maintain their progress through transition, to enable all learners to access appropriate curriculum pathways, to build their confidence through personal development and to equip students with the skills to make them successful lifelong learners. The Key Stage 3 curriculum will be delivered over a two year period to ensure that learners are given the maximum opportunity to flourish at Key Stage 4 and Post 16.

Continuity and progression during transition will be achieved through ongoing activities for primary learners and parents developed via primary learning partnerships and the structure of the academic year. From 2011 the academic year will begin in the summer term (July) and this period will form the induction for year 6 learners. As a result of these strategies and existing primary school practice, the students will join Y7 understanding the Academy's expectations and ways of working. They will know some Academy staff, be familiar with the Academy site and confident that their parents understand the ambition that the Academy has for their progress and development. The relationships and close liaison between the Primary staff and the Academy staff will mean that student prior attainment, including strengths and weaknesses, will be understood and can be built into personal learning. The transition units will give Academy staff experience of the standards students are achieving and, give them confidence in setting ambitious targets for progress.

The induction curriculum aims to:

- prepare for the transition to secondary education
- to ensure that all students are familiar with and confident in using, the resources, facilities and environment of the Academy
- understand systems and processes
- understand the ethos and values of the Academy
- have a clear understanding of learner expectations
- understand how they will learn effectively
- communicate their hopes and fears
- engage efficiently in learning
- be supported to make measured progress
- feel safe

To build on the primary experience of students in Year 7 and to enable a smooth and stress-free transition to secondary school whilst challenging the pupils KS3 learning will follow the primary pattern of core learning taking place a.m. with 'Health and Wellbeing' and 'Creative and Aesthetic' occurring p.m. The curriculum is divided into five faculties that enables both integrated learning and discrete learning. To support staff training will be provide prior to the Academy opening, the induction scheme of work and subsequent scheme of work (leading to half term) will be developed and resourced for staff. All teaching staff employed by the Academy have had opportunities to contribute to the development of this curriculum.

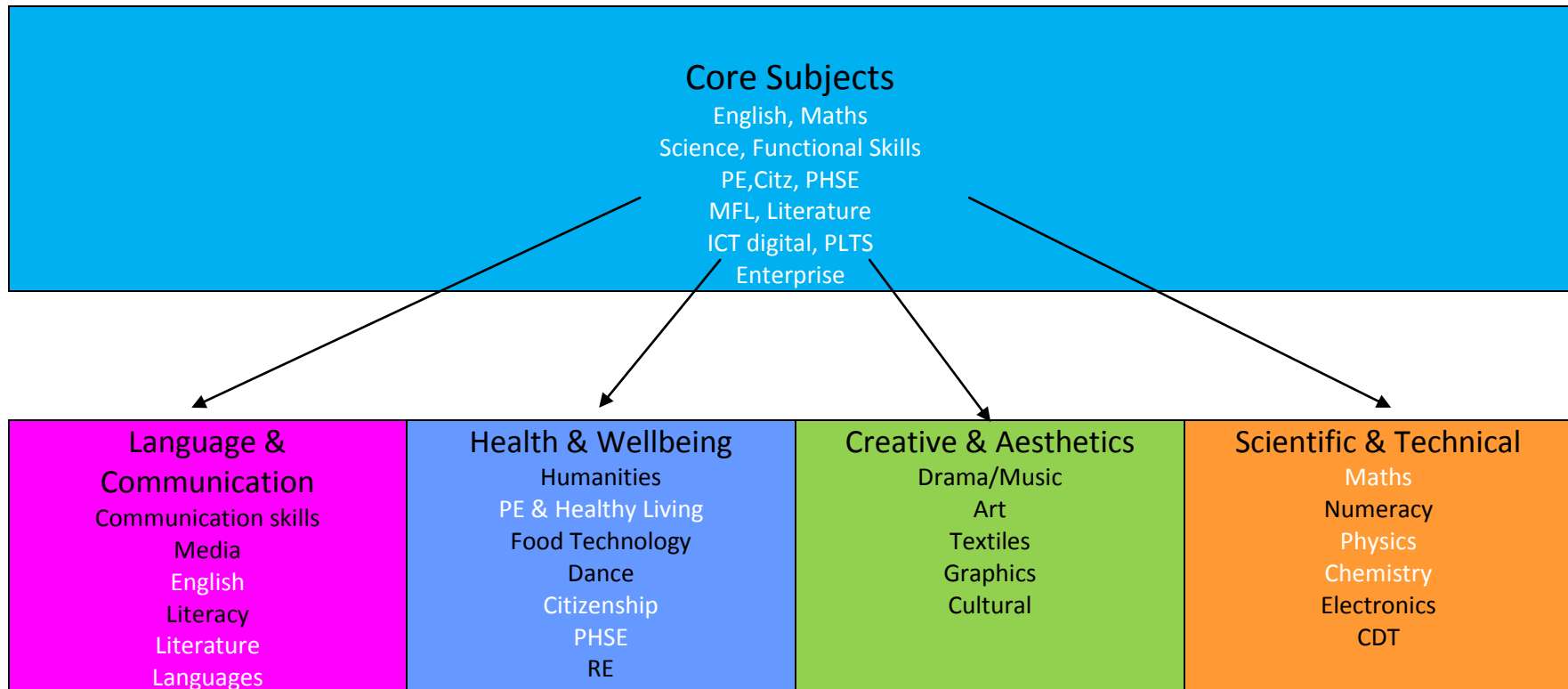
After opening, all staff will be provided with timetabled planning time to plan further modules and evaluate learning, teaching and student attainment. It is expected that staff's areas of expertise will be fully utilized to provide lead lessons supported by other teachers and learning support staff. This will allow appropriate rigor in each discipline and enable large numbers of the students to be inspired by teachers with a particular knowledge/ passion for their subject. Subjects will be taught in themed programmes which enable more time to be spent on topics and to enable more individualised work, which will allow students some choice and permit a greater depth of study which will mirror task completion in the working world.

KS 3 students will also have the opportunity to choose an option subject/ topic to focus on for several 3 hour sessions. This initiative will enable the learners to make an informed choice and have the opportunity to explore a discipline that they enjoy. These sessions will provide a vehicle for supporting literacy, numeracy and communication and should help learners to understand the relevance of these skills. Another weekly 3 hour session will provide guided sessions to enable learners to concentrate on 'weak' areas and challenge more able learners. All learners will address their weekly progress each Friday through engagement with 'Realsmart'.

To support 'core ' learning a group will be created in each year (more than one if needed, depending on the profile of the cohort) for students who have particular learning and emotional support needs. These learners will be taught in a smaller group with the appropriate additional staff support.

During Key Stage 3 students will be regularly assessed and learner groupings will change to meet the needs of individual students and to reflect the profile of the year group. Year 8 students will continue to follow a similar curriculum arrangement .The majority of learners will complete key stage 3 programmes of study by the end of Year 8 and begin key stage 4 courses in Year 9.

Key Stage 3 Curriculum Model



The above diagram shows how subjects are organised into faculties, while the diagrams below show the balance of time given to each subject across years 7 & 8. The diagram below allows for initial staffing requirements and for teaching and specialist room planning. The actual balance of middle and lower band groups will vary, depending on the ability profile, e.g. fewer MFL lessons, more literacy and numeracy to improve the students' basic skills. It will also be possible to offer a second language to identified students as part of the option cycle and extended school activities.

Key Stage 4 curriculum

It is expected that students who have experienced the Academy KS 3 curriculum will achieve, at least, 5 A*-C GCSE grades or equivalent as part of a very broad education which leads to further learning and employability. To enable students to be successful they will have the opportunity to individualize their curriculum through flexible grouping in the core and a variety of pathways in the options. To ensure maximum individual curriculum choice, and to fulfill the national entitlement that all young people have access to all diplomas, the Academy will work with a number of learning partners, including other Manchester schools and academies and Manchester College. This will give students at the Academy access to a range of alternative accreditation including, diploma, BTEC certificates and work based learning qualifications in addition to GCSEs. Initially, the Academy will specialise the ICT diploma and will offer this to learners across Manchester.

The KS4 core curriculum will consist of: English Language and Literature, and functional English, maths, science and a modern foreign language physical education, religious education, citizenship and communication.

Learning Pathways

The option arrangements will enable students to follow an individualized pathway. Students and parents will receive individual advice and guidance from Careers advisers and Personal Tutors/mentors about how each learning pathway is best-suited to the student's personal interests, abilities and aspirations. Information will also be offered to students and parents before they choose, about the possible choices which will be available at the end of Key Stage 4 for further study post-16.

The allocation of subjects to the option blocks below is for illustration only. The subjects actually offered, and the combinations possible, will depend on student demand in each cohort.

Yr9	Monday HW and CA		Tuesday HW and CA		Wednesday		Thursday		Friday
8.30-11.30 Break 15m	H&A/C&A Personalised learning subjects	Compulsory PE, PHSE, Citz, Food	Compulsory PE, PHSE, Citz, Food	H&A/C&A Personalised learning subjects	Alternative Courses(tasters) GCSEs /Btecs/Diplomas Media ICT Digital Business Studies RE/ CITz Engineering Second Language		Product Design Yr9 can use any of the following materials for products Paper/card, Timber, Ferrous/non-ferrous, Ceramics, Plastics, Textiles, Food, Electronic and Control components, New materials		Personalised learning Block(All groups guided) Need of the student Lit/Num
11.30-3.00 Lunch 30 mins	A Language and Communication Fast track Eng Early entry Nov Standard entry	B Scientific & Technical Fast track Maths Early entry Standard Product design	A Scientific & Technical Fast track Maths Early entry Standard Product design	B Language and Communication Fast track Eng Early entry Nov Standard entry	A Language and Communication Fast track MFL Early entry Nov Standard entry	B Scientific & Technical Sep Sci(G&T) Product design	A Scientific & Technical Sep Sci(G&T) Product design	B Language and Communication Fast track MFL Early entry Nov Standard entry	30mins house time + lunch Extended Learning
3.00-5.00	Extended Learning		Extended Learning		Extended Learning		Extended Learning		

Personalised Learning subjects
Health & Wellbeing
Creative & Aesthetics
Standard GCSEs

Btecs Dip 360(4) Cer180(2)
PE, A/D, TT etc.

Personalised Learning subjects
Health & Wellbeing
Creative & Aesthetics
Standard GCSEs continue
Btecs Cer180(2) finish select new
Continue Dip 360(4)
PE, A/D, TT etc.

Creates a diploma and vocational day, course which need specific resources.

Yr10	Monday HW and CA		Tuesday HW and CA		Wednesday	Thursday		Friday	
8.30-11.30 Break 15m	H&A/C&A Personalised learning subjects	Compulsory PE, PHSE, Citz, Food	Compulsory PE, PHSE, Citz, Food	H&A/C&A Personalised learning subjects	Select GCSE Finish yr11 GCSEs /Btecs/Dip Media ICT Digital Business Studies RE/ Citz Engineering Second Language	Personalised learning Block(All groups guided) Need of the student Lit/Num Diploma Vocational option		A Lang and Comm Fast track July Early entry Nov Standard entry	B Sci & Tec Sep Sci(G&T) Prod design
11.30-3.00 Lunch 30	A Lang and Comm Fast track July Early entry Nov Standard entry	B Sci & Tec Fast track July Early entry Standard Prod Design	A Sci & Tec Fast track July Early entry Standard Prod Design	B Lang and Comm Fast track July Early entry Nov Standard entry	Either selection of GCSE or maybe product design	A S& Technical Sep Sci(G&T) Product design	B Lang and Comm Fast track July Early entry Nov Standard entry	30mins house time + lunch Extended Learning	
3.00-5.00	Extended Learning		Extended Learning		Extended Learning	Extended Learning			

Yr11	Monday HW and CA		Tuesday HW and CA		Wednesday	Thursday		Friday	
8.30-11.30 Break 15m	H&A/C&A Personalised learning subjects	Compulsory PE, PHSE, Citz, Food	Compulsory PE, PHSE, Citz, Food	H&A/C&A Personalised learning subjects	Select GCSE Finish yr11 GCSEs /Btecs/Dip Media ICT Business Studies RE/ CITz Engineering Second Language	Personalised learning Block(All groups guided) Need of the student Lit/Num Diploma Vocational option		A Lang and Comm Fast track July Early entry Nov Standard entry	B Sci & Tec Sep Sci(G&T) Prod design
11.30-3.00 Lunch 30	A Lang and Comm Fast track A level Early entry Nov Standard entry	B Sci & Tec Fast track A Level Maths Early entry Standard Prod Design	A Sci & Tec Fast track July Early entry Standard	B Lang and Comm Fast track July Early entry Nov Standard entry	Either selection of GCSE or maybe product design	A S& Technical Sep Sci(G&T) Product design	B Lang and Comm Fast track A level MFL Early entry Nov Standard entry	30mins house time + lunch Extended Learning	
3.00-5.00	Extended Learning		Extended Learning		Extended Learning	Extended Learning			

Key Stage 4/5 Level2/3- A/AS Baccalaureate Diplomas Vocational Courses

Languages

Product Design

ICT

Engineering

Science

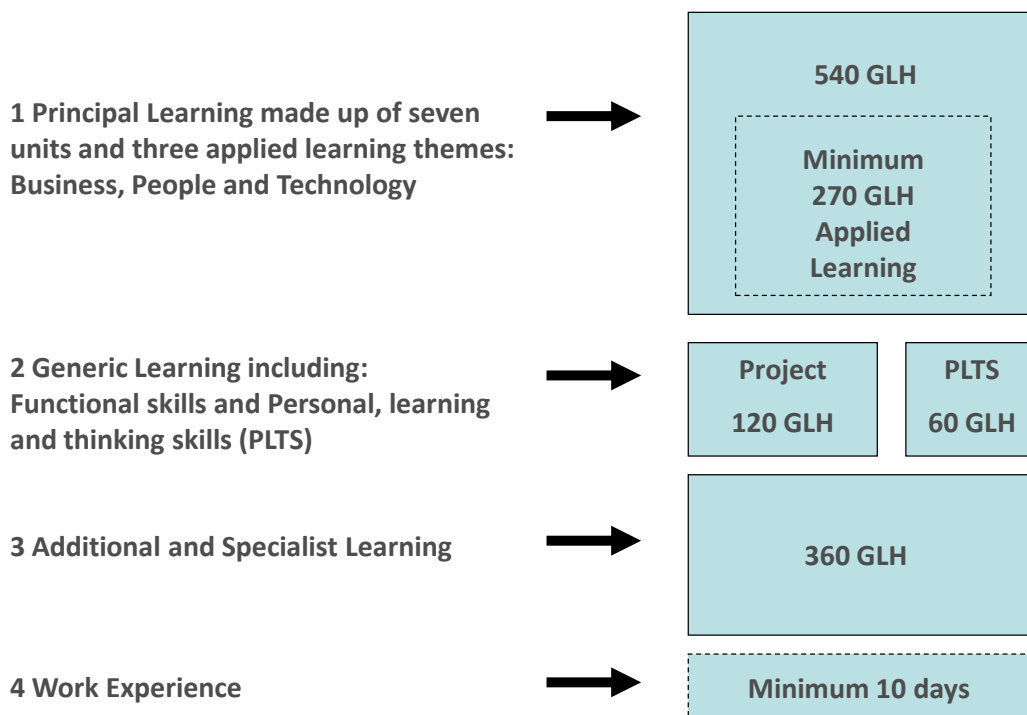
Specialism

Communication, Collaboration and Technology

Post-16

The long term aim for Manchester Communication Academy is to develop a vibrant, range of post 16 pathways to enable local young people to continue study successfully within Manchester. The Academy has already developed partnerships with North West Universities to ensure the transition to higher education for young people embarking on the ICT L3 diploma. This will be the focus of the post 16 offer 2010-11.

Post 16 Learning



Suggested Model of delivery

Level 3						
Year 1	1 The potential of technology (60 GLH)	3 Professional development (90 GLH)	4 Creating technology solutions (90 GLH)	5 Multimedia and digital projects (90 GLH)	6 Making projects successful (90 GLH)	
Year 2	2 Understanding organisations (60 GLH)				7 Managing technology systems (60 GLH)	Project (120 GLH) (generic learning)

- This is not a linear course where one unit follows sequentially after another, as the three key themes are developed throughout the units.
- There could be many alternatives to this developed by centres to best suit the needs of their learners and encourage holistic delivery.

Support for Students

It is the responsibility of all staff to ensure that lessons are planned to meet the needs of all students in the teaching cohort. The Academy programme for Continuous Professional Development will help staff to develop their skills in order that they can meet this requirement effectively. Every student will have a progress tutor and a personal learning plan, which is reviewed on a regular basis by the tutor, student and parents. This process will identify strengths and weaknesses and enable the tutor to inform staff so that they can plan accordingly. However, there will be some students that will require additional support both at entry to the Academy and during their Academy career.

For the small number of students entering the Academy who may have very low levels of literacy and/or numeracy and emotional difficulties a group will be established, for core learning, which will be the responsibility of a specialist teacher supported by Teaching Assistants, under the guidance of the SENCO. The curriculum will concentrate on basic skills and/or developing attitudes and behaviour. Each student will have an educational development plan with short-term targets and a heavy emphasis on rewards. This provision will be reviewed every half term and when students have achieved sufficient progress they will be placed in one of the other teaching groups.

Students in KS4 that find the demands of course work difficult to fulfill will access additional time through their tutor or Learning mentor (where appropriate) so that they can use a reduced number of options to enable them to complete their work.

Students with statements of Special Educational Needs will have their provision allocated through the SENCO with regards to the Academy policy for special educational needs. Students whose learning difficulties lead them to be placed on the SEN Register at School Action or School Action Plus will have their particular needs disseminated to their teachers who will prepare their lessons so that the students make the best possible progress. Area Leaders and Lead Professionals have the responsibility of ensuring that all schemes of work are modified to meet the needs of students with SEN.

Tutor time

Each student will participate in ten minutes of 'tutor time (Monday - Thursday) with a thirty minute session with their progress tutor on a Friday. Students will be carefully assigned to what will become a 'vertical age' tutor group (in the first instance the year 7 students will be divided into four houses). During this time, students will participate in a programme of appropriate activities which will enhance students' emotional intelligence through, individual mentoring, and on a weekly basis, an in-depth reflection of progress and target setting will take place. Students will also attend an assembly; the assembly may involve a year group, key stage or a whole-school assembly. The Principal will look to deliver these assemblies in the most effective manner, making use of digital technology where possible, conscious too of the need for groups to meet, to further strengthen the Academy ethos and also in the celebration of achievement and learning.

English as an Additional Language (EAL)

Students who join the Academy with low/no skill in speaking English will follow an intensive course to help them become fluent in English. This will be organised via the Special Needs department.

Gifted and Talented (G&T)

The Academy will appoint a leader responsible for the progress of Gifted and Talented students. The G&T leader's responsibilities will include: the identification of Gifted and Talented students; the creation of the Gifted and Talented register; the oversight/co-ordination of provision for the G&T students, both within lessons and via additional activities and events; and the monitoring and evaluation of their progress. The specialism will play an important role through differentiated timetable provision, a wide range of extra - curricular activities and, participation in local, regional and national competitions and events. All subject team leaders will have the responsibility of making similar provision and will have the opportunity through enrichment and extra- curricular activities to provide students with additional accreditation. The vast majority of Gifted and Talented students will have most lessons with other students of their own age but provision will be made for students to progress in line with their attainment 'stage'.

Extended Schools Programme

The Extended Schools programme will be an integral part of the Academy's curriculum provision, enabling students to take part in a variety of activities after school each day.

Quality Assurance

The success of learning, teaching and the curriculum offer will be reviewed through a number of strategies namely:

- External examination results and internal evidence of progress using measured data
- Senior leaders and middle leaders will evaluate the quality of learning more frequently to ensure that every student is receiving 'Good' or better learning, with a strong aspiration for 'Outstanding' to be the norm.
- Faculty development audits to investigate standards and expectations whilst rigorously questioning the current status and planned developments. Panel members to include a member of SLT, a governor, other relevant Academy staff and an external representative. The audit will also include student and parent/carer views.
- Students will increasingly play an important role in the Academy, as 'researchers', giving feedback sensitively to staff on the quality of learning and in time, being co-developers of curricular activities, particularly drawing upon their interests and skills to provide clear guidance on engaging learning 'scenarios'.
- A culture of practitioner research will support the continuous strive to provide outstanding learning opportunities.
- The performance management system will enable staff accountability to be monitored

Monitoring, evaluation and review

The effectiveness of this policy is monitored by a Vice Principal Teaching and Learning. Monitoring takes place through quality assurance mechanisms. A written report will be submitted to the Principal, summarising findings. This policy will be reviewed annually, when there are changes in the law, or in accordance with the schedule drawn up by the Principal and agreed by the ATB.

**Adopted by the Manchester
Communication Academy on**

Chair of Academies Trust Board

Principal

Review date