

# Curriculum Policy

## 2018/2020

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| Reviewed by Academy Transformation Trust in | May 2018 |
| Adopted by Academy Transformation Trust in  |          |

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| This policy links to:          |  |
| • Safeguarding                 |  |
| • Achievement Strategy         |  |
| • SEND Strategy                |  |
| • Academy Improvement Strategy |  |

### **Our Vision**

The Trust is fully committed to ensuring that all children and young people have full access to a rich variety of stimulating learning experiences, both inside and outside the classroom. The Trust believes that every child should be entitled to learning opportunities which always meet (and often enable them to *exceed*) their expectations and potential. We strongly believe that a child's life chances can be transformed through the curriculum they experience, and we want all children to feel excited, empowered and inspired by the curriculum on offer in all of our academies. In addition, we want their families to feel informed and involved in their child's journey throughout the curriculum.

### **Our Mission**

To provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

We promise to do everything we can to give children the very best education that gives them the best opportunity to succeed in life. All our academies have it in them to be outstanding and achieving this comes down to our commitment to our pupils, staff and academies.

## **1. Context and Purpose**

**The Trust supports the curriculum in all its academies as part of the ATT Progress Board structure.**

## **2. Curriculum Vision, Beliefs and Principles:**

The Trust believes in the following curriculum values:

- A first-class ATT educational entitlement is delivered by nurturing a relevant, engaging and all-inclusive curriculum which has learners' needs at its heart.
- All learners are entitled to an exciting, empowering and inspiring curriculum, which adds meaning to their lives and challenges appropriately.
- A broad, balanced and responsive curriculum will enable learners to be effective members of society.
- We will support our academies to stimulate the multiple intelligences, be they intellectual, emotional or social, of all learners regardless of their starting points.
- We will encourage independence and the development of individual interests and talents.
- Successful achievement in digital literacy, literacy and numeracy is the foundation of an effective curriculum.

**2.1** The Trust believes that there is no one-size fits all with regard to curriculum design and delivery as academies must put in place an innovative curriculum which best meets learners' needs. However, ATT expects the curriculum in all academies to contain the following hallmarks of a world class curriculum.

### **An effective curriculum:**

1. is underpinned by clear ATT aims, values and a common purpose
2. develops the whole person – their character, values and attitudes alongside their knowledge, skills and understanding
3. is broad, balanced and creative; being underpinned by clear progression in subject knowledge and skills
4. provides a rich variety of stimulating and exciting learning experiences which leave learners inspired and empowered

5. is inclusive, flexible and responsive to individual needs and interests, providing a range of pathways for all
6. embeds the principle of sustainability by appropriately creating capacity and nurturing teaching and learning expertise
7. clearly relates the needs of current and future citizens, at both an individual and collective level, through a local, national and international dimension
8. encourages the use of learning environments and expertise beyond the classroom; through effective and exciting use of digital technologies
9. makes meaningful links between areas of knowledge across the curriculum and the major issues of our time
10. embeds the principle of sustainability by appropriately creating capacity and nurturing teaching and learning expertise

### **3. How we implement these Curriculum features**

As a Trust we work with our academies to translate these ten curriculum features into practice through the following ways:

#### **3.1 By developing Commonality**

We work with all our academies to provide a common framework and personalised values for curriculum design. We support academies in reflecting on what works in their curriculum and to identify where changes may benefit the learning environment or pupils.

#### **3.2 By supporting Collaboration**

We encourage all staff to share Trust curriculum principles and pedagogy through a selection of subject forums and wider Trust events. We encourage discussion around these principles and as a Trust plan to offer more formal partnerships. We make use of Lead Practitioners, where appropriate, to drive curriculum collaboration.

#### **3.3 By encouraging Challenge**

We use a range of evidence to challenge leaders when the curriculum on offer is not:

1. Exciting and engaging for learners
2. Equal to learner aptitudes
3. Enabling any learner to make progress

### **3.4 By providing Capacity**

We provide support where there is insufficient capacity around the knowledge, skills and understanding of curriculum principles and design. We strengthen middle leadership, where appropriate, and can offer core and associate curriculum expertise.

### **3.5 By promoting Connections**

We believe the curriculum should be connected to real life experiences and connections should be made across the curriculum and between phases. We encourage academies to make consistent and cohesive connections across subjects to further enhance pupil experience and enable them to develop the skills required for their next steps in education and work-related learning.

### **3.6 By securing Competence**

By working with academies to ensure that a potentially good curriculum is on offer for all and is effectively brought to life through good or outstanding teaching, which is reflected through partnership projects and external recognition i.e.; The Inclusion Quality Mark.

### **3.7 Partnership frameworks**

When considering curriculum, the following documents may be useful:

- OFSTED Handbook
- Accountability Measures
- British Values Strategy
- Safeguarding Strategy
- SEND Information Report
- Careers advice, information and guidance frameworks
- The Curriculum Foundation

### **3.8 The Trust's Curriculum priorities for the Strategic Plan**

1. To support each academy to develop a clear Curriculum Vision statement, which incorporates Trust Curriculum values
2. To support academies in reflecting, evaluating and monitoring the impact of their curriculum offer on all learners from all starting points
3. To support all academies in the implementation of curriculum changes and in responding to revised performance accountability measures
4. To give pupils the necessary transferable skills to thrive in an ever-changing world where technology is constantly changing
5. To encourage pupils to become critical thinkers, problem-solvers and team players
6. To support all pupils' creativity, social and communication skills and confidence
7. To encourage all pupils to investigate, evaluate and take risks in their learning

### **3.9 Our strategy includes**

- A commitment to develop a strategic approach across the Trust to improve the curriculum on offer to all pupils.
- A curriculum that is financially viable and linked to the Trusts Curriculum Lead Financial Planning Model
- Academies to have access to an Improvement Lead who communicates national key curriculum changes on a regular basis.
- Curriculum learning walks where Trust members speak with pupils about their learning experiences both inside and outside the classroom.
- Ensuring that the curriculum on offer in all year groups is of a high quality and, where appropriate, prepares learners' for more challenging future study.
- An alternative pathway's curriculum to be explored to ensure inclusivity and engagement of vulnerable groups of pupils. These should include English, mathematics and Science as well as vocational qualifications bespoke to individual needs.
- The Trust to review alternative provision and support academies when challenging external providers to ensure rigorous quality assurance is consistent and value for money
- The Trust to monitor that the impact of academies' work with further education and careers services. The Trust to ensure careers advice is high quality, impartial and supports pupils in making curriculum decisions which reflect their longer-term aspirations
- The prioritisation of Fundamental British values within the curriculum on offer.
- The Trust will ensure that the academy supplies clear and unambiguous information to parents about curriculum entitlements and option.
- A commitment to an FE and adult learning curriculum to educate the communities in which our academies are rooted, and improve the life chances of local people

### **3.10 Trust Expectations**

- Curriculum targets which explicitly relate to the revised performance accountability measures are included in Principals' Performance Management and regularly reviewed by the Improvement Lead
- Each academy, where appropriate, has a clear curriculum leader who is up to date with revised curriculum expectations and ensures that key Trust curriculum messages are received by all staff appropriately
- There is a curriculum structure diagram for each year group, with details of allocated time, displayed on each academy website
- Curriculum Leaders ensure that there is a range of appropriate pathways on offer for pupils of all abilities
- The AIP which has clear curriculum targets and is written annually, and reviewed termly, to ensure progress is monitored against identified priorities in a systematic manner

- The academy scrutinises the progress of both individual pupils and groups of pupils (especially more able, boys, EAL and SEND) to ensure the curriculum on offer best suits learners' need and prepares them well for their next steps.
- Academy websites are promptly updated to reflect curriculum expectations: there should be sufficient information on each academies' website including annual statements on the impact of the pupil premium, EYFS funding, sports' premium and Year 7 catch-up money. There should be statutory sharing with parents of curriculum information in order for The Trust to assess the breadth and balance of the school's curriculum and whether it is likely to promote preparation for, and an appreciation of life in modern Britain.
- Curriculum Leaders should gather evidence about how well individual pupils and particular groups of pupils are learning, gaining knowledge and understanding, and making progress, including those who have special educational needs, those who are disadvantaged and the most able
- Middle Leaders are able to explain and evaluate curriculum choices. They are held to account for their curriculum decisions and their impact upon learners.
- Curriculum Leaders liaise closely with key staff to ensure that the curriculum supports revised frameworks for:
  - i. Safeguarding
  - ii. SEND
  - iii. SMSC/Growth development
  - iv. OFSTED
- Each academy will ensure that learners receive access to high quality impartial careers guidance that prepares them for their chosen next steps and enables them to make well-informed decisions about their future plans at each stage of transition. This guidance will enable pupils and learners to develop clear, ambitious and realistic plans for their future, understand the options available and be informed about local and national skills needs.
- Meaningful work experience opportunities are planned as an integral part of the curriculum to ensure learners develop the skills and attributes needed to succeed post academy. Learners' personal, social, employability and independent learning skills should be developed through a range of planned activities experienced throughout their academy life so they gain real knowledge and understanding of the work place.
- Academies will work with their wider communities to develop fruitful and constructive partnerships. Leaders should develop links with local schools in order to share good practice and widen training provision. Business and industry partnerships across the curriculum enhance provision and provide real life opportunities for learners.
- Curriculum leaders will ensure that 16-19 study programmes are designed to provide learners with structured and challenging individualised learning programmes that supports their development and progression in line with their future career plans. They should stretch learners and link clearly to training, employment or higher education, or



work preparation maximising progression to the next stage of education, employment or an apprenticeship.





## Appendix 1

Beck Row Primary Academy's Curriculum.

At Beck Row, we follow the International Primary Curriculum (IPC) as a route into learning about various themes 'through the lens' of various groups of people. Our children are encouraged and supported to look at each topic as scientists, geographers, historians and musicians as well as, becoming artists and introducing them to both, the international affects in addition to the impact on society.

Our curriculum, and its themes, are carefully planned around giving our pupils the broadest experiences as well as aligning their learning to the requirements of the national curriculum. Educational visits are also carefully planned to widen the understanding of the children.

In addition to this, teachers encourage our children to develop 'the wider child' as they are taught to use our school's nine personal goals throughout their learning; resilience, thoughtfulness, morality, communication, adaptability, enquiry, respect, co-operation and international mindedness.