

**“I am not afraid of storms for I am learning how to sail my ship”
Louisa May Alcott**



Trinity Academy St Edward's

Policy:	Curriculum Policy
Date of review:	July 2021
Date of next review:	July 2022
Lead professional:	Vicki Gilmore – Assistant Principal
Status:	Non-Statutory

**“I am not afraid of storms for I am learning how to sail my ship”
Louisa May Alcott**

1. Curriculum Intent

1.1 Our curriculum at Trinity Academy St Edward's is broad and balanced and will set the highest aspirations alongside the delivery of outstanding outcomes for all our children, irrespective of starting point or barriers. Children will be immersed in a knowledge rich curriculum that develops their understanding and prepares them for the challenges of the wider world. Our core values of Respect, Responsibility, Honesty and Empathy are integral in our day-to-day approach. Children are at the foundation of all we do, and our key behaviours support their journey to becoming confident and successful young people. We do not apologise for celebrating and embracing academic success. Our sky-high expectations and no excuses approach are ingrained in all our community and ensures our children are resilient, determined and ambitious to achieve success in their futures.

Our #TeamTrinity culture ensures our children understand teamwork, togetherness and the importance of belonging to a community. They will leave the academy with academic achievement, amazing experiences, and life-long memories.

1.2 Aims:

- To provide a varied curriculum offer to pupils which ensures deep understanding of individual subjects, leading to a rich body of knowledge.
- To ensure the best possible progress and highest academic achievement for all by tailoring the curriculum to individual needs, ensuring flexibility and responding to change where necessary.
- To ensure that pupils have appropriate careers information, advice and guidance at all stages, and that options are open to students through their academic achievement and experiences gained at Trinity Academy St Edward's.
- To promote pupils' spiritual, moral and social understanding by a varied Personal Development Curriculum which responds to the needs of TASE pupils.

2. Objectives

2.1 For pupils

- To be fully engaged and involved in their learning at all times, always striving to be the best they can be and completing all class and homework tasks set for them.

2.2 For parents and carers

- To support their child's academic progress and curriculum experience by working with the academy through regular communication, attendance at parent consultation evenings and support of the 'involve', 'graduation' and 'Quantum Leap' programmes.

2.3 For teachers

- To provide quality first teaching for all pupils, allowing for the full range of learning needs of different pupils. Ensuring that a deep body of knowledge is given to pupils to enable them to make the highest possible progress.

2.4 For Curriculum Leaders

- To ensure curriculum coherence via regular review of schemes of work in line with national and local requirements.
- To monitor the academic progress of pupils across the curriculum and ensure any potential barriers to learning are recognised and strategies are put in place to remove them. To lead CPD within departments to ensure pupils are receiving quality first teaching with a focus on deep understanding of knowledge and acquisition of relevant skills.

2.5 For the Senior Leadership Team

- To ensure that a broad and balanced curriculum is offered which is appropriate to pupil's needs.

**“I am not afraid of storms for I am learning how to sail my ship”
Louisa May Alcott**

- To ensure statutory requirements are met by the curriculum offer and that national changes are monitored and acted on within appropriate timescales.
- To be responsible for the management of change in curriculum content over time.
- To ensure that Quality Assurance is consistent across the Academy and that the process is effective in raising achievement through sustained and continuous improvement in teaching and learning.
- To offer a programme of professional development that will ensure quality first teaching for all students.

2.6 For the CEO

- To review and agree the curriculum policy for approval by the Board of Directors.

3. Curriculum Delivery

3.1 Classroom policy

- All pupils will follow a broad and balanced curriculum offer within individual curriculum areas which aims to not only prepare pupils for national exams but that also deepens their understanding of the subject and builds the skills needed for success academically and in the future workforce.
- All pupils will be expected to complete all tasks set in lessons, and in addition complete weekly home study for each subject.
- If a pupil is absent, it is their responsibility to catch up on missed class work / home study. The class teacher will support the pupil to ensure they are provided with all relevant resources.

3.2 Personal Development Curriculum

- In addition to timetabled academic subjects, all pupils follow a personal development curriculum which aims to develop their spiritual, moral, social and cultural understanding.
- Delivery of the personal development curriculum will be tailored to the specific needs of different age groups. The content of the personal development curriculum will be decided via analysis of a range of data available which gives evidence as to the education gaps pupils may have. Data will be taken from avenues such as the yearly bullying survey, analysis of the types of referrals made to the pastoral team and pupil voice.
- The core personal development curriculum will be delivered through PSHE lessons, assemblies, form time, Votes for Schools and collective worship.
- Sex and relationships education, drugs and alcohol education and careers education will be provided through PSHE lessons, a variety of drop-down days, assemblies and smaller group sessions where needed.
- In addition to the core personal development curriculum, pupils will have the opportunity to partake in cultural trips, visits and residential trips, based on their interests and needs.
- The academy values of Empathy, Honesty, Respect and Responsibility play an integral part in the personal development curriculum.
- These values are underpinned by annual whole school events such as the whole school act of remembrance, the Church visits and Easter service. These events also reflect the academy's religious ethos.

3.3 Religious Education Policy

- All pupils study a core RE programme. The programme comprises the teachings of a variety of religions and links to wider topics which broaden pupils' spiritual and moral education.

3.4 Involve

- Education outside of the classroom is integral to the Trinity Experience, and all phase 1 pupils will take part in a minimum of one extra-curricular 'involve' club each week.

**“I am not afraid of storms for I am learning how to sail my ship”
Louisa May Alcott**

- As part of the involve clubs, pupils are given the opportunity to take part in a wide range of sporting activities, music, drama, and dance classes, handwriting clubs, computer clubs, debating events and film clubs.

3.5 Literacy

- We aim for all our pupils to become literate and articulate communicators. In all subjects, pupils should be taught to correct themselves and appropriately on paper and orally, and to read accurately and with understanding.
- The importance of vocabulary is valued by the academy. All pupils are exposed to new subject specific vocabulary and through the reading of challenging and varied texts.
- Pupils who need literacy support are offered a tailored literacy programme to meet their individual needs. This comprises of additional level 1 English support lessons and personalised reading programmes. For more information, please see the separate SEN and Literacy policies.
- Nurture: This curriculum aims to remove the barrier of literacy for pupils who are currently Pre-Key Stage in English and across curriculum areas which involve greater amounts of reading and writing.

4. Curriculum Organisation

4.1 Phase 1

- Students have a 25 hour week and study a mixture of maths, English, science, MFL (French), geography, history, RS, PSHE, computing and ICT, art, design technology, drama, music and PE.

Year 7 Phase 1 curriculum

	Maths	English	Science	French	Geography and History	RS	PSHE	Computing	Art	Design Technology	Pe	Music	Drama
Year 7	5	5	3	2	3	1	1	0	1	1	2	1	0
Year 8	4	4	3	2	3	1	1	1	1	1	2	1	1
Year 9	4	4	3	2	3	1	1	1	1	1	2	1	1

5. Grouping of pupils

5.1 Phase 1

Pupils are set in maths and core subjects based on baseline assessments which they complete upon entry at the academy. Lessons in these subjects are ‘blocked’, to allow for set changes if the need for individual pupils arises. Decisions on set changes will be made between the class teacher, curriculum leader and Assistant Principal. For all other subjects, pupils are in ‘teaching groups’ where they are streamed according to baseline assessments. Pupils will be with the same class for all of these lessons.

**“I am not afraid of storms for I am learning how to sail my ship”
Louisa May Alcott**

6. Monitoring and review of the curriculum

Monitoring of standards, systems and teaching and learning across the Academy is the responsibility of the Senior Leadership Team. Monitoring of the quality of lessons on a daily basis is the responsibility of the Curriculum Leadership Team. Each subject has ongoing Quality Assurance throughout the year via learning walks, lesson observations, work scrutiny, student voice and weekly SLT link meetings. Overall curriculum is reviewed yearly.