



STRONGER TOGETHER



Curriculum Policy

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Content

The curriculum is the substance of what is taught. It is a specific plan of what pupils need to know and should be able to do. The curriculum shapes and determines what pupils will get out of their educational experience. It is distinct from pedagogy, which is how the curriculum is taught. In addition, it is distinct from assessment, which is a means of setting out the desired outcomes we wish pupils to achieve and evaluating whether they have achieved those outcomes.

The curriculum and practice within Raleigh Learning Trust encourages pupils to participate in their learning outcomes and assessment methods. We wish to avoid passive learning and encourage pupils to understand the purpose and sequence of the tasks and learning they participate in. We encourage individual interests and this reduces feelings of alienation amongst pupils and has the potential to generate new knowledge and understanding.

Giving children especially disadvantaged children the cultural capital to deepen learning, engage with education, ask questions, participate in education, be articulate and curious can lead to a positive change in social status. Where you come from should not dictate where you end up.

We divide our curriculum policy into the following areas

- the framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (**intent**)
- the translation of that framework over time into a structure and narrative, within an institutional context (**implementation**)
- the evaluation of what knowledge and understanding pupils have gained against expectations (**impact/outcomes**).

Raleigh Learning trust aims to:

- Put pupils at the centre of curriculum decisions, putting their needs above that of the Trust.
- Provide an educational experiences and accreditation to meet the needs of our pupils and our local area
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be a centre of excellence in learning and teaching.
- Prepare all pupils the next stage of their education and for a successful adult and working life in modern society.
- First, achieve and then exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Provide vocational and academic courses, which meet the needs of pupils and prepare pupils with the skills required for local employment sectors.
- Nurture the talents of all and celebrate success.
- Work with Primary and mainstream Trusts as well as the Teaching Alliances to ease transition.
- Involve the community.
- Involve parents/carers.
- Provide equal opportunities for all pupils regardless of gender, aptitude or cultural, ethnic or religious background
- Offer a broad and balanced entitlement to all pupils
- Prepare pupils for further study, the world of work and to become active citizens
- Develop positive personal and social values
- Provide a variety of activities which bring about effective learning, provide appropriate challenges for all pupils and lead to achievement for all pupils
- Provide continuity and progression from the point of transfer to the time of leaving Trust.
- Embed in pupils Fundamental British Values and Social, Moral, Spiritual and Moral purpose.
- Develop knowledge and understanding, not just memorising disconnected facts

We recognise that improving memory via inclusion in appropriate curriculum tasks will deepen and strengthen understanding. It is crucial that teachers need to know how memory works so that they can accurately evaluate the quality of the curriculum and pupil learning over time. For pupils to be able to exercise their cognitive and intellectual skills they must have access to relevant knowledge. The capacity for skilful cognitive performance depends on rich and detailed structures of relevant knowledge stored in a pupil's long-term memory

There is a clear and coherent rationale for the curriculum design in each of the Raleigh Schools

- Rationale and aims of the curriculum design are shared across the school and fully understood by all
- Curriculum leaders show understanding of important concepts related to curriculum design, such as knowledge progression and sequencing of concepts
- Curriculum coverage allows all pupils to access the content and make progress through the curriculum
- The curriculum is at least as ambitious as the standards set by the national curriculum/external qualifications
- Curriculum principles include the requirements of centrally prescribed aims
- Reading is prioritised to allow pupils to access the full curriculum offer
- Mathematical fluency and confidence in numeracy are regarded as preconditions of success across the national curriculum
- Subject leaders at all levels have clear roles and responsibilities to carry out their role in curriculum design and delivery
- Subject leaders have the knowledge, expertise and practical skill to design and implement a curriculum
- Leaders at all levels, including governors, regularly review and quality assure the subject to ensure that it is implemented sufficiently well
- Leaders ensure that ongoing professional development/training is available for staff to ensure that curriculum requirements can be met
- Leaders enable curriculum expertise to develop across the school
- Curriculum resources selected, including textbooks, serve the school's curricular intentions and the course of study and enable effective curriculum implementation
- The way the curriculum is planned meets pupils' learning needs
- Curriculum delivery is equitable for all groups and appropriate
- Leaders ensure that interventions are appropriately delivered to enhance pupils' capacity to access the full curriculum
- The curriculum has sufficient depth and coverage of knowledge in the subjects

- There is a model of curriculum progression for every subject
- Curriculum mapping ensures sufficient coverage across the subject over time
- Assessment is designed thoughtfully to shape future learning. Assessment is not excessive or onerous
- Assessments are reliable. Teachers ensure systems to check reliability of assessments in subjects are fully understood by staff
- There is no mismatch between the planned and the delivered curriculum
- The curriculum is successfully implemented to ensure pupils' progression in knowledge – pupils successfully 'learn the curriculum'
- The curriculum provides parity for all groups of pupils

INTENT

The framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (intent)

The curriculum should inspire and challenge all learners and prepare them for the future. The Trust's aim is to develop a broad and balanced curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens by the end of the secondary phase. Understanding is at the core of our teaching and learning and therefore curriculum design. It deepens as structures of knowledge stored in our long-term memory become increasingly complex. Experts in every field depend on rich and detailed structures of knowledge stored in their long-term memory.

Specifically, the curriculum should help young people to:

- Achieve high standards and make good/excellent progress.
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- Have and be able to use high quality functional skills, including key literacy, numeracy and computing skills.
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to learning, to 19 and beyond.
- Value their learning outside of the curriculum and relate to the taught curriculum.

The Raleigh Learning Trust's curriculum will:

- Lead to a range of qualifications that hold currency for employers and for entry to higher education.
- Fulfil statutory requirements.
- Enable pupils to fulfil their potential.
- Meet the needs of young people of all abilities.
- Provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines.
- Prepare pupils to make informed and appropriate choices at the end of ks3, ks4 and beyond.
- Help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Include the following characteristics: breadth, balance, relevance, differentiation, and progression, depth of knowledge, transferable skills, continuity and coherence.
- ensure continuity and progression within the Trust and between phases of education, increasing pupils' choice during their Trust career and also allow for free movement between education settings in order to support individuals and foster personalised learning goals
- Foster teaching styles, which will offer and encourage a variety of relevant learning opportunities.
- Help pupils to use language and number effectively.
- Help pupils develop personal moral values, respect and tolerance of other ways of life.
- Help pupils understand the world and community in which they live.
- ensure that the curriculum incorporates, and is improved and extended by, the Trust's specialist education settings and individual skill sets
- Develop a specific curriculum for key stage 3 which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all pupils.
- Design a key stage 4 curriculum that meets the needs of pupils, parents and wider society.

IMPLEMENTATION

The Raleigh Trust recognises that the Core and foundation subjects taught in our Academies must be the best they can be, as securing skills within these subjects become the drivers for increased participation and achievement throughout a pupil's educational journey.

Challenge should be judged in terms of curricular goals not in terms of the general categories of activity used in a lesson and the appropriateness of lesson activity depends on how it contributes towards achieving curricular goals. Generic activities are often not helpful in achieving a depth of knowledge skills and understanding

The Principal will ensure that:

- All statutory elements of the curriculum, and those subjects which the Trust chooses to offer, have aims and objectives, which reflect the aims of the Trust and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the national curriculum, intervention by the Trust specialist provision.
- The procedures for assessment meet all legal requirements and pupils, their parents/carers receive information to show how much progress the pupils are making, and what is required to help them improve.
- The local governing body cluster is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing body is advised on statutory targets in order to make informed decisions.

The CEO and Governing Body will ensure that:

- It considers the advice of the Principal when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.
- It contributes to decision making about the curriculum.

The Vice Principals will ensure that:

- they have an oversight of curriculum structure and delivery within each link department
- Detailed and up-to-date schemes of learning are in place for the delivery of courses within each key stage.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with HoD on a regular basis and that actions are taken where necessary to improve these.

Heads of Department

- Long term planning is in place for all courses. Such schemes of learning will be designed using the Trust pro-forma and will contain curriculum detail on context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of learning encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our pupils.

- where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- Assessment is appropriate to the course and the pupils following particular courses. There should be consistency of approach towards assessment.
- They keep the Principal and Vice Principal informed of proposed changes to curriculum delivery.
- All relevant information/data is shared with staff, Admin and Exams officer. This includes meeting deadlines related to exam entries etc.
- Pupil performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- Ensure that the Trust curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils.
- Share and exchange information about best practice amongst their colleagues in different Trusts and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Pupils will:

- Have their individual needs addressed, within both the Trust and extending beyond the classroom into the family and community through a curriculum, which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive coordinated support to enable them to make the appropriate curriculum choices at key stages 4.

Parents and carers will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.
- Be informed of any decisions to change the setting of their children.

Curriculum Delivery

The Raleigh Learning Trust expects each Academy to personalise its curriculum delivery in terms of the following in order to best support each individual learning cohort:

- A. Teaching Groups, Class Sizes and Ability Grouping
- B. Citizenship Education
- C. Sex and Relationship Education
- D. Core and Foundation
- E. Deployment rationale of teachers and teaching assistants.

Impact and Outcomes

The evaluation of what knowledge and critical understanding pupils have gained against expectations

Assessment is:

- A tool used to generate information
- A process for making inferences (teacher judgement and assessment information)

The Raleigh Learning Trust recognises that it is important to look beyond assessment information to wholly evaluate pupil progress. Therefore, each Academy will have their own bespoke, personalised holistic assessment strategies.

Assessment has many purposes:

- Of learning
- For learning
- As learning
- The Trust supports the central ideas of Blooms taxonomy regarding progress:
- You do not get better at evaluating something specific by doing lots of unrelated evaluation
- Understanding, application, analysis evaluation and creativity are NOT generalizable skills
- The capacity for complex tasks is dependent upon knowledge of relevant content

Monitoring, evaluation and review

The Raleigh Learning Trust identifies four components of effective assessment:

- Purpose
- Validity
- Reliability
- Value

The governing body will receive annual and termly reports from the Principal on:

- The standards reached in each subject compared with national and local benchmarks.

- The standards achieved at the end of each key stage taking into account any important variations between groups of pupils, subjects, courses and trends over time, compared with national and local benchmarks.
- The number of pupils for whom the curriculum was dis-applied and the arrangements, which were made.
- The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Trust.
- Teachers will regularly meet to triangulate their understanding of curricular intent and the impact on pupil progress over time. Academy data leads will lead this.
- Senior Leadership Teams will undertake regular learning walks with a focus on pupil progress in each subject and Key Stage to evaluate the actual progress of pupils over time compared to stated curricular goals.
- Lesson observations will be undertaken with a view to monitoring curriculum sequencing and pupil progression over time particularly focused on comparing to curriculum intentions

Teachers are expected to regularly:

- Meet as subject leads to evaluate intention and implementation
- Scrutinise pupils acquisition of knowledge skills and understanding over time
- Speak to groups of pupils with a specific focus on their work and progress

We recognise that tracking data has potential issues:

- Each assessment does not assess the same thing so tracking could be inconsistent
- An assessment may not always produce sufficiently reliable data to ascertain a precise and stable estimate of current state of knowledge skill or understanding
- Inferences drawn from data may not be valid
- Teachers need to identify what particular skills knowledge and understanding they are looking to communicate and tailor assessment and progress statements and inferences from that alone. In other words, the assessment has to be suitable for the purpose it is implemented for.

Academies are expected to report to Local Governing Body Clusters on the Critical Indicators decided on at the start of each Academic year and referenced in the Assessment Policy

Policy links:

Teaching and Learning

Assessment

Lesson Observation and Monitoring of Teaching