

# Curriculum policy

## Albany Academy

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### Introduction

Our curriculum is built on our mission as a school trust; to develop world class schools. Therefore, the curriculum in our schools should be developed to be world class.

A world class curriculum should be broad, balanced, reflective of a school’s context and include specific child behaviours. It should focus, not just on how a subject develops, but how a child develops.

This policy sets out the approach to a curriculum for our schools. School specific aims and details will be published on the school website. We acknowledge that children being taught in different schools may benefit from a different subject knowledge.

Each school in our trust will aim to develop a child’s learning skills and behaviours as well as their subject knowledge. Therefore, our curriculum will include the teaching of High-Performance Learning to all children.

Children are taught in several schools during their education. Therefore, our curriculum will reflect an all through approach.

At Albany Academy we aim to *develop well rounded human beings, who are prepared to make a positive contribution to our wider community, who demonstrate mutual respect, empathy, an acute appreciation of fairness and a strong sense of self-worth.*

### 1. Curriculum Aims

Our curriculum is simple, based on clear evidence, and uncompromising in its support for every one of our students.

Everything we do is focussed on helping them become the best they can be.

We want our students to develop into confident learners while at school, and when they leave us go on to become effective and happy employees, and ultimately become the leaders of the future. All of this is underpinned by the basis of their daily behaviours. In short, we support them to become amazing leaders, amazing employees, amazing learners and ultimately, amazing people.

Figure 1 - Amazing Behaviours

These behaviours are explicitly taught to support children. They are founded in evidence-based research with proven efficacy in improving student outcomes:

- Amazing People – My Hidden Chimp; Dr Steve Peters
- Amazing Learners – High Performance Learning; Professor Deborah Eyre
- Amazing Employees – The Gatsby Benchmarks; Gatsby Foundation



- Amazing Leaders – Leadership Matters; Andy Buck

### 1.1 What will we do to achieve this?

1. We will deliberately develop these attributes in student's daily experiences both inside and outside the classroom.

Amazing people behaviours are developed by all staff, who are trained in the use Dr Steve Peters' chimp management behaviours. Students are taught how and when to use these behaviours and the benefits of these through assemblies, life studies lessons and during pastoral interventions.

Amazing Learner behaviours are developed by all staff, who are trained in the use of high-performance learning (HPL) and how it can be integrated into lessons and general behaviour. The HPL skills and behaviours will be taught and made explicit in every lesson.

Amazing employee behaviours are taught during Life Studies lessons and link to employability curriculum.

Amazing Leaders' behaviours are taught through our leadership curriculum which gives all students opportunities to lead an aspect of school life and our leadership award which supports students to develop their own skills.

2. We will teach a broad and balanced range of subjects which promote and include these behaviours and provide clear progression from primary school and to post -16 colleges and employers.

### 1.2 Our subject Curriculum offer

- At Key Stage 3 (Years 7 to 9) there is a focus on breadth. We provide a broad and balanced curriculum through to the end of year 9 which is at least as ambitious as the national curriculum and meets the requirements of our funding agreement. French is taught to all students in Year 7 and two modern foreign languages (French and Spanish) are taught in years 8 and 9.
- At Key Stage 4 (Years 10 and 11) the focus is personalisation, though we ensure all students access core GCSE examination subjects; these are maths, English language and literature *and* combined science, separate science is available as an option to all. Students also study personal wellbeing which includes PE, RE, PSHE and RSE.
- In addition, all students must take three subjects from the Key Stage 4 options. This makes a total of eight examination subjects. For details of examination subjects please refer to our option booklet. The option structure allows students to take the English Baccalaureate pathway.
- All students are expected to take at least one course from the following GCSEs: Computer Science, Separate Sciences, French, Geography, History or Spanish.
- All courses offered support progression routes to post 16 study.
- Where adjustments are made to the curriculum for students, this will be based on SEND, medical or pastoral reasons, considering professional guidance if available. Adjustments will not be made because of behaviour. The final decision on reduction to the curriculum is the Headteacher's.
- All students receive appropriate careers information and guidance, including those with SEND (Special Education Needs and Disabilities) and leave school with a destination offer to remain in education or employment with training post 16.

## 2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to use and adapt at Key Stage 3.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). It complies with our funding agreement and articles of association.

### **3. Roles and responsibilities**

#### **3.1 The Trust board**

The Trust board will monitor the effectiveness of this policy and hold the CEO and headteachers to account for its implementation. They may delegate some or all this responsibility (except where it relates to children with SEND) to LGC.

The board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for students to cover the requirements of the funding agreement.
- Appropriate provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- Schools implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- All courses provided for students below the age of 16 that lead to level 2 qualifications, such as GCSEs and Technical Awards, approved by the secretary of state.
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

#### **3.2 CEO**

The CEO is responsible for holding the headteachers to account for the implementation of this policy and that the curriculum aligns across all schools in the trust and includes student level behaviours and skills, including High Performance Learning (HPL).

#### **3.3 Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, including HPL, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Local Governing Committee.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements.
- The Local Governing Committee are fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Local Governing Committee are advised on whole-school targets to make informed decisions.
- Appropriate provision is in place for students with different abilities and needs, including children with SEN.

#### **3.4 Senior Leadership Teams**

- SLT will ensure implementation and monitoring of this policy at all levels.
- SLT will ensure that a robust quality assurance system is in place conducted by members of the Senior Leadership Team.
- Ensure that reviewing of the curriculum is ongoing and regular.

#### **3.5 Subject/phase/faculty leaders**

Subject/phase/faculty leaders at our schools will:

- Be responsible for the development, implementation, and assessment and review the curriculum within their areas.
- Continually review the quality of the curriculum with their team of teachers and SLT.
- Help to create well-sequenced, broad, and balanced curriculum plans that build knowledge and skills.
- Plan and deliver an all through curriculum.

- Sequence lessons in a way that allows students to make good progress from their starting points.
- Ensure quality of curriculum for continuity and transition, and effective moderation of assessments.
- Ensure that the curriculum is compliant with any requirements from awarding bodies.
- Ensure that key elements, including subject vocabulary and concepts are well understood by teachers, TAs, students, and parents.
- Ensure a positive and orderly environment.
- Resource strategically.
- Establish goals and expectations for staff.
- Ensure quality teaching.
- Ensure all staff are trained in and make effective use of HPL.
- Lead teaching development by enabling support, including mentoring, and coaching for each member of their team.
- Ensure that all elements of the curriculum are delivered consistently to all children by all teachers.
- Ensure that teachers are putting effective interventions into place where necessary.

### 3.6 Teachers

Teachers at our schools will:

- Have deep and fluent knowledge and flexible understanding of the content they are teaching.
- Have deep and fluent knowledge of High-Performance Learning.
- Have knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas they are teaching, including an all through curriculum.
- Have knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/ examples for the ideas they are teaching.
- Ensure students are prepared for assessments and examinations.
- Have knowledge of common student strategies, misconceptions, and sticking points in relation to the content they are teaching.
- Ensure that the written curriculum is brought to life in the daily experience of our students to develop global citizens and leaders.
- Ensure that effective interventions are put into place where necessary.
- Share good practice with other staff.

### 3.7 Teaching Assistants

TAs at our schools will:

- Have deep and fluent knowledge and flexible understanding of the content they are supporting.
- Have deep and fluent knowledge of High-Performance Learning.
- Have knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/ examples for the ideas they are supporting.
- Have knowledge of common student strategies, misconceptions, and sticking points in relation to the content they are supporting.

### 3.8 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

	Subjects Taught	Time	Qualification	Exam Board	Tier of entry	Topics	Sequence	Teaching	QA
Trust Board									R
CEO	R	R	R					C	R
LGC	C	C	C					C	C

Headteacher	A	A	A	R		R	R	R	A
SLT (Senior Leadership Team)	R	R	R	R	C	R	R	R	A
Faculty Leaders	C	C	R	A	A	A	A	R	C
Subject Team		C	C	C		R	C		C
Class Teacher					C	C	C	A	

**A** – Accountable, makes final decision. **R** – Responsible, considers evidence and makes recommendation.  
**C** – Consulted before final decision.

#### 4. Organisation and planning

- Our curriculum at KS3 focusses on breadth of opportunity, and at Year 10 leads to personalisation with choices of GCSE options are taken.
- We take a 'less is more' approach to personalisation, with all students taking 3 options and 5 core GCSEs.
- We believe that all students can achieve the English Baccalaureate (Ebacc) and we offer a high number of subjects that promote the Ebacc. We expect all students to choose at least one Ebacc subject as a GCSE.
- Our local context is dominated by excellent sixth form college provision, increasing apprenticeship opportunities and major employers in health, social care, wholesale and retail, manufacturing, science and technology, administration. Strong growth is expected in construction, information technology, finance, and cultural and creative sectors. As a result, we offer a curriculum that supports access to level 3 qualifications demanded by these sectors and ensure that all students learn a range of arts, technology, and computing throughout key stage 3.
- Subjects are taught explicitly using the 4 amazing pillars that underpin the whole curriculum. The pedagogy is evidence based and the attributes of Amazing Learners are deliberately developed. A systematic PPD (Personal Professional Development) programme in the practice of HPL (High Performance Learning) ensure that all teaching staff are skilled in this. The development of these skills and behaviours will be shared with students and parents.
- We do not set by prior attainment. We believe that all children can become high performers and that setting promotes a mindset of underperformance and predestination.

Teaching at KS3 is organised in tutor groups. Performance groups are introduced in some subjects during KS3 and into KS4. All teaching groups receive the same curriculum. Where performance groups are used there are regular opportunities to move between groups following assessments.

At KS4 where examination subjects have tiered arrangements the full curriculum is delivered to all students. Decisions on final tier of entry and examination preparation are made in the Spring Term of Year 11. This approach is to ensure that all students are given the opportunity to perform at the higher tier grades.

- Exceptions to students studying the whole curriculum will be made based on exceptional high needs and authorised by the Headteacher and if appropriate the SENCO.
- We publish the following details of the curriculum on our website:
  - Local context and how our curriculum reflects that.
  - Which subjects and topics are taught and when.
  - What national assessments are taken and when.
  - How much time is given to each subject and how this is organised.

- How the school meets the requirements to teach RE and any other requirements of the funding agreement.
- How the school implements HPL in its curriculum.
- How the curriculum supports progression to the next stage of education or work.
- Who parents can speak to so they can find out more about the curriculum.
- Which phonics and reading schemes are in operation if applicable.
- Which GCSE and A level options are available if applicable.

#### 4.1 Subjects by Faculty

As a small school we group subjects together by faculty. This ensures that all teachers can work collaboratively with teachers from similar subjects to support their planning.

Languages	Maths	Science & PE	Humanities	Arts	Technologies
English	Maths	Science	Geography	Art	Computer Science
French		PE	History	Drama	Design Technology
Spanish			Life Studies	Music	Food Technology
			RE	Photography	ICT

Table 1 - Subjects by faculty

#### 4.2 Time for subjects

The school timetable is divided into 50 periods over two weeks. Each lesson lasts one hour. A two-week timetable allows greater equity between subjects.

#### CORE CURRICULUM

Most time is given to the core curriculum of English, maths, and science. These subjects provide the core knowledge and skills which give access to the rest of the curriculum and to further education and employment.

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>English</b>	7 hours	6	6	9	9
<b>Maths</b>	6 hours	8	6	9	9
<b>Science</b>	6 hours	6	6	10	10
<b>Life Studies</b>	2 hours	2	2	2	2
<b>PE</b>	4 hours	4	4	2	2

Table 2 - Core subjects' hours per fortnight

The Life Studies curriculum covers the following:

- Sex and relationship education
- Spiritual, moral, social, and cultural development
- British values
- Career's guidance
- Citizenship

## FOUNDATION CURRICULUM

Foundation subjects provide a breadth of study, building on KS2. In year 7 we invest time in humanities and computer science to accelerate progress from primary school. ICT is taught in Year 7 to provide fundamental ICT skills for use in all subjects.

The curriculum is broadened further in Year 8 with the introduction of Spanish and drama.

	Year 7	Year 8	Year 9
History	4 hours	3	3
Geography	4 hours	3	3
French	4 hours	3	3
Spanish	-	3	3
Religious Studies	2 hours	2	2
Music	2 hours	2	2
Computer Science	2 hours	2	2
ICT	1 hour	-	-
Design Technology	2 hours	1	2
Food Technology	2 hours	1	2
Art	2 hours	2	2
Drama	-	2	2

Table 3 - Foundation Subjects' hours per fortnight

### 4.3 GCSEs

Almost all our KS3 courses are available as GCSEs at KS4. In addition, we offer more GCSEs that have not been taught at KS3. All GCSEs lead on to good level 3 courses at local colleges. All GCSEs options are taught for 6 hours per fortnight.

Compulsory (All)	Optional Ebacc. (At least 1 of)	Optional
English	Separate Sciences	Music
Literature	Computer Science	Drama
Maths	History	Art#
Combined Sciences	Geography	Photography#
	French	RE
	Spanish	Design Technology



		Food
		PE

Table 4 - GCSE subjects

#Cannot take both

## 5. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Students with high prior attainment
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL (English as an Additional Language))

Teachers will plan lessons so that students with SEN and/or disabilities can study every subject, wherever possible, and ensure that there are no barriers to high performance.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.

## 6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a broad and balanced curriculum which includes the required subjects, through LGC reports.

The Senior Leadership Team will monitor the way subjects are taught throughout the school by:

- Learning walks, work scrutinies, student panel reviews, planning reviews, meetings with Faculty Leads and lesson observations.
- Reviews of student progress and outcomes will inform future planning.
- Key questions will be used at all levels from local governing body to classroom teacher throughout.

Curriculum leaders also have responsibility for monitoring that the full curriculum is taught consistently to all students and the way in which resources are managed.

This policy is delegated to the Headteacher, and it will be reviewed annually.

At each review and following changes, the policy will be shared with the Trust Board and LGC.

## 7. Links with other policies

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- Inside Out - School Improvement Strategy
- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives
- RSE Policy
- Route to World Class

## Further Reading

Eyre, D. 2016 *High Performance Learning: How to become a world class school*

Mansworth, M. 2021 *Teach to the Top: Aiming High for Every Learner*

Myatt, M. 2021 *Huh: Curriculum conversations between subject and senior leaders*

Myatt, M. 2016 *The Curriculum: Gallimaufry to coherence*