



## Curriculum Policy

<b>Date of Last Review:</b>	Nov 2022	<b>Review Period:</b>	Annually
<b>Date of Next Review:</b>	Nov 2023	<b>Owner:</b>	Headteacher
<b>Ratified by LGB:</b>	1 <sup>st</sup> December 2022		

## History of Policy Changes

Date	Page	Change	Origin of Change
Nov 2022	-	No change	-

## Curriculum Impact – Our vision for young people

By the time they leave our school our young people will be able to communicate effectively. They will be able to solve mathematical and scientific problems. They will be able to express themselves creatively and imaginatively. They will have a strong sense of self, a sense of others and a sense of place. They will make informed choices that effect positively on their own wellbeing. They will ask questions, be reflective and adaptive; capable of thinking and acting for themselves and ready to join forces with others to achieve a goal. They will be positive in their mind-set and willing to face up to a challenge. They will be active and healthy in mind and in body. Our students will have a keen care for their environment and feel a close connection with their natural world. Our young people will understand what is right and what is wrong, and stand up for equality and human rights. They will appreciate other cultures and traditions. Our young people will be thoughtful, caring and active citizens making a difference to their community and to society.

## Curriculum Intent

- Sharing a passion for our subjects and a love of life and each other *so that* it inspires others.
- Developing 'academic habits' *so that* all students become highly effective people.
- Delivering a curriculum that is knowledge rich and secured through application *so that* all students can both develop and demonstrate their understanding and capability.
- Developing environmental awareness and care for the world *so that* students can contribute positively to the future of the planet.
- Creating positivity about mental and physical health *so that* students can take care of themselves and live a long and fulfilled life.
- Providing teaching (and assessment) of the highest quality *so that* it motivates, stimulates, builds confidence and ultimately enables students to think and act for themselves.
- Providing a co-curriculum *that* builds character and develops lifelong interests.

## Curriculum Implementation

Key concepts in subjects are identified with progression in these concepts mapped sequentially (see progression maps). Substantive and disciplinary knowledge is organised (see knowledge organisers) and 'chunked'. We have adopted the pedagogical approach of 'I do, we do, you do' – a gradual release of responsibility to the student. We make 'things' matter through our passionate delivery, relevance, contextualisation, questioning, provocation, challenge and experimentation. Students demonstrate what they have learnt through independent application (you do) and 'seek meaning' in what they have learnt or do not fully understand (response to assessment). Our co-curriculum will bring to

life what students are learning. It will both stem from, and introduce students to, interests and experiences and be mapped against our school values.

## **Schools Strategic Objectives and \*Aims**

- Delivering a curriculum that is knowledge rich and secured through application *so that* **\*all students can both develop and demonstrate their understanding and capability.**
- Providing teaching (and assessment) of the highest quality *so that* it motivates, stimulates, builds confidence and ultimately **\*enables students to think and act for themselves.**
- Providing a co-curriculum *that* **\*builds character and develops lifelong interests.**

## **‘High quality’: Our definition**

‘High quality’ curriculum planning and delivery means:

- *Learning centred:* The curriculum is planned in the short, medium and long term using end points in a student’s studies with in-depth planning to achieve over 5 years.
- *Empowering:* Key knowledge is identified and sequenced to ensure it is fully understood and remembered over time.
- *Challenging:* Students are challenged in their learning, with questions which encourage them to move beyond their local experiences, and widen their understanding of national and global issues. This means that they will be inspired to engage in the world beyond their immediate environment.
- *Inspirational:* Learning will excite and engage
- *Differentiated:* Students of all abilities will be able to access learning in a way which is appropriate so that all students can make the best possible progress
- *Breadth and balance:* Learning will widen student opportunities beyond the ‘academic’ and provide valuable opportunities within the arts and technologies, as well as co-curriculum opportunities which introduce students to a multitude of opportunities special to our school.

## **Roles and Responsibilities**

**The Trafalgar School Academy Governance Committee** have overall strategic responsibility for ensuring that the curriculum realises our collective vision for young people.

**The Headteacher** is responsible for ensuring that the strategic vision is realised through sound curriculum planning and effective professional practice aligned to the Teacher Standards and school policy.

**All school leaders** have some responsibility for ensuring the curriculum is implemented in line with their planning. This is underpinned through effective line-management and continuous professional development (CPD).

**The Senior Leader accountable for the curriculum** is responsible for strategic oversight of the delivery of the curriculum. In carrying out their duties:

- Developing, implementing and embedding [‘The Curriculum: Principles and Practice’](#) at The Trafalgar School.
- Monitoring and tracking the delivery of the curriculum in line with the School Self Evaluation schedule and School Improvement Cycle.
- Implementing the Curriculum, Teaching and Learning section of the Strategic Development Plan in order to raise standards across the School.
- Working with practitioners across the Magna Learning Partnership and Wessex Partnership in developing and disseminating ‘best practice’.

**The SENDCo** is responsible for:

- The production of accurate and up to date student profiles, which have detailed strategies to support teachers in meeting the needs of all students across the curriculum.
- Strategic oversight and deployment of Teaching Assistants and their role in enabling effective curriculum delivery that serves to support students in their learning.
- Working with Senior Leaders in providing CPD to all staff on developing their practices in supporting students with additional needs to ensure that there are no barriers to accessing the curriculum.

**Subject Leaders** are responsible for:

- Developing a subject curriculum intent aligned to the whole school vision.
- Ensuring there are high-quality (*learning centred, empowering, inspirational, challenging, differentiated, breadth and balance*) short, medium and long term plans in place across their curriculum area that fulfil the curriculum intent and exceed the standards set out in the Key Stage 3 National Curriculum Framework and examination board specifications where applicable. See ‘The 7 principles of the The Trafalgar School Curriculum Design.’
- Providing subject-specific guidance and training to staff within their curriculum area to promote the highest standards of teaching and learning.
- Monitoring the consistency and quality of the setting and completion of homework across their curriculum area. See Home Learning Policy.
- Evaluating the impact of the curriculum and making any necessary adjustments.
- Ensuring any moderator reports or external feedback are discussed and acted upon to make further teaching and curriculum improvements.

**Teachers** are responsible for:

- Planning and delivering high quality (*empowering*) teaching and learning which results in student progress through effective application of the ‘Principles of...’ at The Trafalgar School and Teacher Standards.
- Providing and maintaining a highly effective learning environment in line with the schools Behaviour for Learning Policy.

- Work to develop in students the 'Academic Standards' required in achieving accelerated academic progress.
- Marking students work in line with the school expectations. Assessing, recording and reporting on the progress and attainment of assigned students. This includes detailed and accurate record keeping of assessments, classwork and homework. Communicating any concerns relating to learning with parents and carers.
- Setting homework aligned to the schools Home Learning Policy.
- When required - fulfilling their obligations set out in the Remote Learning Guidance for Teachers.

**Tutors** are responsible for supporting their tutees through regular conversations around their learning, effort and attitude.

**Students** are responsible for their own learning and behaviour. In doing so they will work 'quietly and with purpose', completing their 'best work, first time'. For more information, see the schools Behaviour for Learning Policy

**Parents** are responsible for ensuring that their child attends school regularly and punctually and is equipped for, and ready for, learning. They also have responsibility to support the completion of Home Learning.

## Equality and the curriculum

The school provides all students with the opportunity to succeed and to reach the highest level of personal achievement. We do this by:

- Providing breadth and balance in the curriculum.
- Responding to the context of the school and the child and those most vulnerable.
- Ensuring equality of access for all students and preparing them for life in a diverse society.
- Using materials that reflect the diversity of the school, population and local community without stereotyping.
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice.
- Providing opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- Utilising teaching approaches appropriate for the whole school population which are inclusive, engaging and stimulating.

## The Language of the Curriculum

This is defined in 'The Curriculum: Principles and Practice' document.

## Curriculum Pathways

**The Key Stage 3** curriculum operates throughout Years 7, 8 and 9 and prepares students so they are ready to start their GCSE courses in Year 10. Students choose

a bespoke curriculum pathway at the end of Year 9 which is tailored to their interests. All students are encouraged to study a broad range of subjects in STEM and the EBACC subjects, and the arts.

**The Key Stage 4** curriculum is planned with a clear progression onto Post 16 studies and beyond. Key Stage 4 is a two year programme.

More detail is available in 'The Curriculum: Principles and Practice' document.

## **Withdrawing from subjects due to medical reasons**

On the rare occasion where there is a clear medical need, the school will consider, on an individual basis, allowing a student to 'drop' a subject from the student's curriculum provision.

This is an extremely rare occurrence and is only ever achieved when in consultation with children's medical professionals. Where a student has this medical need the school will pursue a medical exemption letter showing the positive impact which will be achieved by allowing a student to reduce their personal provision. Only on receipt of this letter of support will the school act to allow a curriculum reduction.

## **PSHCE and Religious Education**

The school implements its statutory responsibilities in **Personal, Social, Health, Citizenship and Economic Education (PSHCE)** and in the **Teaching of Religious Education**. More detail is available in 'The Curriculum: Principles and Practice' document.

The right to withdraw from Religious Education: Any parent has a right to withdraw their children from Religious Education – Beliefs, Values & Traditions (BVT). If a parent asks for their child to be wholly or partly excused from attending any BVT at the school the school must comply unless the request is withdrawn. The school remains responsible for the supervision of any child withdrawn from BVT, unless the child is lawfully receiving Religious Education elsewhere. Parents do not need to explain their reasons for seeking withdrawal.

If a parent wishes to withdraw their child from RE (BVT) it is kindly requested that they contact the Headteacher directly. It is helpful to know the religious issues leading to the request and the practical implications of withdrawal.

## **British Values and SMSC**

The promotion of 'British values' is central to education at Trafalgar School as British values have their origin in the values of our nation. They form a core aspect of our delivery of Social, Moral, Spiritual and Cultural Education. More detail is available in 'The Curriculum: Principles and Practice' document.

## **Careers, Advice, Guidance and Transition**

The Careers Education programme is taught through delivery of Careers units in PSHCE lessons in every year and 'micro-sessions' in tutor time at specific points.

Careers education is supported by an independent and impartial careers consultant employed by the School. More guidance is contained in 'The Curriculum: Principles and Practice' document.

## **Policy Review**

This policy will be reviewed annually.