

CURRICULUM POLICY

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VERSION CONTROL

Version No:	Type of change	Date	Revisions from previous version
0.1	New Document	Sept 2020	New Policy
1.0	Annual review	June 2021	Policy updated to reflect practice and approaches for when on-site teaching is not possible. Associated policies separated out but referenced as directly linked to this policy.
1.1	PPWG review	15.6.2021	Grammar, typos, punctuation updated. Highlighting removed from V1.0 where update made
2.0	PPWG review	15.6.2022	Full review and update, following removal of all Covid guidance on remote and blended learning. Addition of academy specific information.

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1. STATUS

- a. Non-statutory.

2. INTRODUCTION

- a. City Learning Trust is a Multi Academy Trust serving 3-19 education through our family of Academies. Sharing resources and expertise and united by our values, **we place children first in everything we do.**
- a. Our vision is to be one of the United Kingdom's leading Multi Academy Trusts, providing the best opportunities for children and young people to develop their knowledge, skills and character so that they get the best start in life.
- b. The ethos of the Trust is total commitment to excellence through exceptional leadership, culture, teaching and learning. Our mission is to create a world class education for the communities that we serve.
- c. This Curriculum Policy provides staff, students, parents and their carers with an introduction to City Learning Trust policy, along with information pertaining to the curriculum offer from the individual academy. Additional curriculum offer information is also available directly from the academy website.

2.1 Our Values

- a. **Ambition:** Our Academies aim to unlock the potential for all learners to achieve their dreams, hopes and aspirations.
- b. **Cooperation:** We value working together in teams, supporting each other, and sharing expertise and accountability to improve standards.
- c. **Commitment:** Our Academies are a family of schools with a common bond, dedicated to the communities that they serve.
- d. **Creativity:** We encourage innovation and the use of imagination and original ideas in all our schools.
- e. **Leadership:** We believe in listening to, inspiring and empowering our learning communities so that they can achieve their true potential.
- f. **Respect:** We value all people and organisations abilities', qualities and achievements, and operate using the principles of equality, equity and solidarity.

2.2 Our Curriculum

- a. We aim to develop a world class learning culture through which:
 - i. The skills and qualifications of our students will enable them to flourish in whatever vocational or academic setting they can succeed in;
 - ii. We will develop in our students the key skills of literacy, numeracy, resilience, resourcefulness, enterprise, technological literacy and adaptability;
 - iii. We will take care of our most vulnerable students and the CLT will have an outstanding programme of support for those students who need it;
 - iv. We will develop partnerships with great schools locally, nationally and internationally to develop educational practice that connects learners world-wide;
 - v. Business leaders and Education Development practitioners will be partners in our journey to world class education and will develop joint educational projects that inspire character, entrepreneurship and promote employability skills;
 - vi. We will develop great leaders and team workers who understand the value of cooperation and play a proactive role in public life.

Our strategy has been, and remains to be, focused on ensuring that we provide a curriculum offer to all our young people, which is innovative, flexible, engaging and accessible. We are wholeheartedly committed to enabling our students to engage in learning in a variety of ways, digitally, as well as face to face on site in their individual academies. Accessing learning, beyond the limitations of the school gates empowers people to want to learn, and fosters a love of learning for life.

A significant amount of development work has been embedded in order to ensure that our children and young people are innovatively supported to access their curriculum offer through both on site learning and blended learning, through which students can learn using technology and mobile devices.

We are dedicated to empowering learning, fostering passion for and engagement with learning. A digital curriculum and learning offer, alongside our academy curriculum and learning offer, demonstrates our dedication and commitment to ensuring a world class education for all, beyond the limits of the school day.

3. CITY LEARNING TRUST CURRICULUM INTENT

3.1 Barriers to Learning

- a. Stoke-on-Trent is one of the most deprived local authority areas in England. There are high levels of child poverty, fuel poverty, poor housing conditions, low levels of educational attainment and poor health outcomes for its population. The Indices of Multiple Deprivation 2019 rank Stoke-on-Trent as the 13th most deprived local authority (out of 317) in England. Over half of areas in Stoke-on-Trent (51%) are classified among the most deprived 20% in England, and approximately one-third of areas (32%) fall in the most deprived 10%, with almost one-third of the population in the city living in areas classified amongst the 10% most deprived in England (2019 data).
- b. In the 2018 Social mobility index, which compares the chances across the country that a child from a disadvantaged background will do well at school and get a good job, Stoke on Trent's ranking was 263 out of 324 districts. The social mobility index by constituency (October 2018) showed constituencies as follows: North was 388/533, Central was 424/533 and South was 262/533. Both Mill Hill Primary Academy and Smallthorne Primary Academy are in the bottom 40% by early years' life stage. This is also the case for Haywood Academy. Trentham Academy is in the middle quintile.
- c. The Living Standards Outlook 2021 report, as published by Resolution Foundation, reported that:

"Although relative poverty fell in 2020-21, by the end of the Parliament in 2024-25, we estimate 23.0 per cent of individuals will be living in relative poverty – up from our estimate of 21.1 per cent in 2020-21. We also expect child poverty to rise, with some 730,000 more children living in poverty by 2024-25 compared to 2020-21, meaning that by the end of the Parliament we expect one-in-three children will be living in poverty in the UK."
(The Resolution Foundation: 2021).

<https://www.resolutionfoundation.org/publications/the-living-standards-outlook-2021/>

3.2 Typical barriers that our children and young people face

- a. Increasing percentage of vulnerable children displaying social, emotional and behavioural needs, in very many cases linked to complex family circumstances and difficulties.
- b. In addition, economic deprivation has seen an increase in the number of families needing additional help to access support services such as local food banks.
- c. Social mobility has seen a growing number of in year transfers. There has been a key increase in intake of students to our city schools with little or no English, and/or with key social and emotional needs, resulting in barriers to learning, particularly in reading, writing and classroom behaviours which then impeded successful access to learning.
- d. For Early Years Pupils, Nursery and Reception, communication and language skills are, more frequently, a barrier to learning, along with low baseline skills across early learning goals.
- e. At both key stage 2 and key stage 4 in our city, disadvantaged children fare badly – both in comparison to their better off peers and against national averages for disadvantaged children.
- f. When it comes to higher education, the likelihood of a young person from Stoke-on-Trent progressing to HE is significantly lower than the national average.
- g. Department for Education research suggests that, by the age of seven, the gap in the vocabulary known by children in the top and bottom quartiles is something like 4,000 words, with children in the top quartile knowing around 7,000 words.
- h. The Educational Endowment Foundation's toolkit lists "Early Years Interventions" as being among the most impactful strategies for raising the attainment of disadvantaged students. The academic achievement gap between rich and poor is detectable from as early as 22 months and the gap continues to widen as children travel through the education system.
- i. On average, 40 per cent of the overall gap between disadvantaged 16-year-olds and their peers has already emerged by the age of five. These gaps are particularly pronounced in early language and literacy. By the age of three, more disadvantaged children are – on average – already almost 18 months behind their more affluent peers in their early language development. Around two-fifths of disadvantaged five-year-olds are not meeting the expected literacy standard for their age. Research emerging, related to the impact on learning due to the Covid 19 pandemic, indicates that gaps have widened still further.

- j. Wilkinson R and Pickett K: 2019 (The Inner Level - Penguin). Wilkinson and Pickett cite extensive statistical evidence that unequal societies are responsible for less fulfilling personal lives, and in turn harm public health, scupper educational progress, increase crime and lower life expectancy.

We have to acknowledge this research and change these statistics evidenced through research. We have a moral duty to develop and embed a curriculum offer which removes such barriers. Our children and young people have a right to and fully deserve to have doors unlocked and pathways to life-long success enabled.

- k. Audits of curriculum provision have enabled us to plan a curriculum strategy that is ambitious and designed to give all students, particularly disadvantaged and SEND students the cultural capital they need to succeed in life. Ensuring that the curriculum meets the National Curriculum objectives as a minimum and is progressive and sequenced remains central to Trust planning. Our curriculum offer is focused on ensuring that students are enabled to know and remember more and are equipped with the knowledge and skills for future learning and employment. The aim for our curriculum is to lay a firm foundation for young peoples' future endeavours and to inspire them to be the best they can possibly be! Reading, phonics and language/vocabulary are all prioritised in our curriculum provision. Our curriculum is of good quality and students read widely and often. They also apply mathematical knowledge, concepts and procedure appropriately for their age.
- l. In addition, the world pandemic 2020 identified a clear and pressing need for schools across the world to prioritise on how the very best education systems were enabled to offer blended learning, supporting teachers, young people and their parents and family members to engage with curriculum and learning 'beyond the school gates'.
- m. Our 3-19 curriculum review and associated strategy, is designed to enable all young people to reach their full potential by developing a love of learning and a desire to succeed. We provide creative and stimulating learning environments, both in school and via online learning platforms, and an atmosphere of mutual respect. This enables our students to develop interpersonal skills, build resilience and character and become creative, critical thinkers. Planning approaches from 3-19 ensure that there is clear progression across all years and learning is effectively sequenced to build upon knowledge coherently. This encourages all learners to link their learning and apply their skills in all areas.
- n. Our Trust curriculum offer also enables our young people to access curriculum pathways, subjects, teaching expertise and professional partners from Education, Business and Industry who are best placed to enable their successful transition to next stage of education, training and employment.
- o. Our Curriculum, Learning and Talent strategy will ensure that all teachers have excellent subject knowledge. This will be realised through City Learning Trust's strategic plan for continuing professional growth and development, firmly rooted in research, action research and access to the highest quality expertise from both the national and international educational and business communities. Our staff have been key drivers in the curriculum review and redesign. Teachers teach subject matter clearly and check students' understanding regularly. Students' misconceptions are addressed through clear and timely feedback. Teachers and leaders know the students very well and use assessments to check understanding, close knowledge gaps and inform teaching. Our learning environments are focused on our students and support the intent of our curriculum. The curriculum revision is focused on providing challenge and support for all young people.
- p. From Trust level curriculum audit and review processes, the curriculum principles and purpose are established. Leaders and teams from our individual academies use these principles and purpose to underpin the development of their bespoke academy curriculum offer, matching the needs and context of the students within their care.

4. CURRICULUM PRINCIPLES AND PURPOSE

Our mystery curriculum will be designed to...

- Provide a broad and balanced curriculum that is accessible to all students, in school and via blended learning opportunities, so enabling them to learn all important academic content to a level of excellence.
- Enable all students to develop a high level of literacy and numeracy required for success in adult life.
- Close the word gap for our young people, enabling access to the full curriculum.
- Broaden all students' horizons through a range of spiritual, moral, social and cultural opportunities.
- Ensure that all students are able to thrive and develop as healthy individuals.
- Ensure that all students understand how to stay safe.
- Develop a strength of character, character skills and resilience that will help all students to overcome the challenges they are likely to encounter in adult life.
- Enhance cultural capital, giving all students the confidence in their place in this world.
- Provide opportunities to engage our children and young people in social action projects and programmes that contribute to local community needs, and also support commitment to national and international social action initiatives and priorities.
- Provide a wider range of opportunities and experiences to allow all students to succeed in the next stage in their education, training or employment, accessing appropriate pathways and partners to enable this.
- Raise aspirations of all students, fostering belief in what is possible and prompt a sense of personal pride in achievement.
- Be challenging, empowering, engaging, ensuring knowledge acquisition and growth of transferable skills for all students.
- Be flexible, creating awe and wonder which inspires and enables all students.

Our curriculum will enable our young people to...

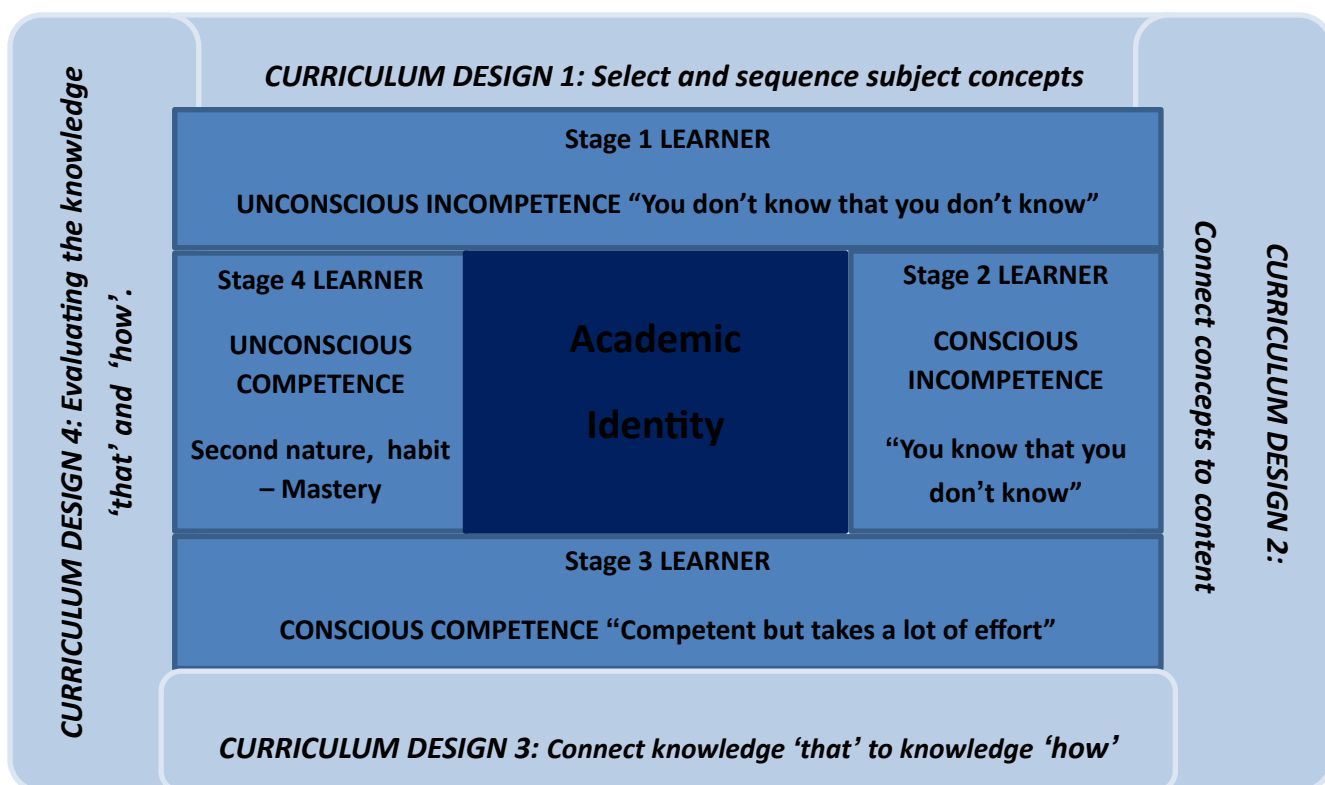
- Confidently and accurately use and apply key skills in core aspects of reading, vocabulary, spoken and written language to access learning and the world around them.
- Attain excellent levels of academic knowledge across a broad and balanced range of subjects.
- Be rounded, innovative and curious.
- Be flexible, creative and resilient.
- Love to learn.
- Develop and value a clear sense of social responsibility.
- Be brave, creative and critical thinkers.
- Develop metacognitive skills, unlocking their abilities in knowing what they have learnt and how they have learnt it, accelerating their capacity for learning.
- Embrace challenge and cope with change.
- Question and reflect.
- Leap forward to success, overcoming barriers and obstacles, perceived and/or real.

5. CURRICULUM IMPLEMENTATION

5.1 Curriculum Mastery

- a. Our 'Culture: Curriculum, Learning and Talent' strategy guides implementation of our development plan. Our academies are fully staffed and our support approach is now in place through our Professional Growth programme, our specialist director team and subject specialist teams, who work directly with staff across all our academies to embed a whole Trust commitment to academic research and its implementation into action research. This strategy develops our highly effective culture and practice in a continuous manner.
- b. At City Learning Trust, we are fully committed to developing and embedding a 'mastery approach' to teaching and learning across all our academies and over all our learning platforms. In order to achieve this, there is a clear recognition of the need for an audit cycle which covers our current curriculum and focused curriculum planning and our methods for curriculum delivery. This is firmly underpinned by developing whole staff understanding of what curriculum mastery is and how to develop and embed this highly effectively into classroom culture and blended learning practice.

5.2 Curriculum Mastery Stages at City Learning Trust



- We believe that learning is the process by which our young people gradually acquire, assimilate and master knowledge, concepts, skills, and attitudes to enable them to make greater sense of the world. We expect all of our staff to deliver high quality, stimulating and dynamic lessons, firmly rooted in an innovative and strong, well-constructed curriculum, so that all young people are supported and challenged to make good progress and master their learning. Planning and pedagogy enables learners to make progress in 'knowing more,' 'remembering more' and 'knowing that...' and 'knowing how...'
- Evidence of impact of our curriculum is underpinned by the 'Trium Perfectum' in which there are three core principles:
 - Relentlessly high expectations;
 - Flexible and varied teaching strategies;
 - Precise, regular and effective Feedback.

5.2.1 Our teachers and education support staff will

- Reinforce an expectation that all students are capable of achieving high standards
- Ensure that the large majority of students progress through the curriculum content at the same pace. Differentiation will be achieved by emphasising deep knowledge and through individual support and intervention.
- Underpin teaching by methodical curriculum design, supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
- Ensure opportunities for practice and consolidation.
- Carefully design variation of pedagogy to build engagement with, fluency and understanding of underlying concepts in tandem.
- Use precise questioning in class to test conceptual and procedural knowledge and assess students regularly to identify those requiring intervention so that all students keep up.

5.2.2 Curriculum Planning and organisation

- a. Consideration must be given to reviewing the curriculum in stages as in the model above:
 - i. CURRICULUM DESIGN 1: Select and sequence subject concepts;
 - ii. CURRICULUM DESIGN 2: Connect concepts to content;
 - iii. CURRICULUM DESIGN 3: Connect knowledge 'that' to knowledge 'how';
 - iv. CURRICULUM DESIGN 4: Evaluating the knowledge 'that' and the knowledge 'how'.
- b. Curriculum content will then be split into units, based on a logical progression through the learning goals. Units should be arranged so that **fundamental knowledge and skill ('knowing that... and knowing how...')** are covered before more complex application is demanded.
- c. Consideration will also be given to the amount of time required for a learning unit. In a mastery curriculum, units are as long or short as they need to be. E.g. There is no expectation that each unit will be termly or half termly in length.

5.2.3 Key questions Senior and Middle Leaders will consider

- a. Is curriculum content arranged in a way which enables our academies to deliver on our curriculum principles, on site and through blended learning methods?
- b. Is there a model of curriculum progression for every subject and pathway and is it mapped to ensure sufficient progress across the subject over time?
- c. What we are covering and why?
- d. How we are covering it and why?
- e. In how much depth are we covering it in order to achieve both breadth and balance?
- f. How is it planned to maximise opportunities for our students to apply their learning across contexts, extending opportunities for students to practice, apply and demonstrate mastery?
- g. How do we need to/intend to enrich our curriculum with educational visits, extra-curricular activities and specific entitlements age to stage, to build upon the experiences, character education and cultural capital of our young people?
- h. How and when should we be reviewing the curriculum?
- i. How will we monitor the effectiveness of the curriculum?

Our Curriculum planning can be accessed via each academy website.

5.2.4 Cultural Capital

- a. "It is the essential knowledge that students need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement." (Ofsted 2019)
- b. Daniel Rigney (2010), reflects that disadvantaged students get more and more **disadvantaged** over time because they do not possess the foundational knowledge they need in order to access and understand the school curriculum. He articulates that it is not that these children are less able, but that they don't have the same amount of knowledge about the world as their more fortunate peers with which to make sense of new information and experiences.
- c. Our curriculum will ensure that our students have equal access to both a knowledge and skills-rich diet **and** cultural experiences in addition to, not in place of, the school curriculum.

5.2.5 Character Education

- a. City Learning Trust is committed to developing and embedding bespoke Character Education programmes for our students, designed to offer a range of experiences which are key to their personal development.
- b. The Department for Education identifies four key aspects of character education as follows:
 - i. “the ability to remain motivated by long-term goals, to see a link between effort in the present and pay-off in the longer-term, overcoming and persevering through, and learning from, setbacks when encountered;
 - ii. the learning and habituation of positive moral attributes, sometimes known as ‘virtues’, and including, for example, courage, honesty, generosity, integrity, humility and a sense of justice, alongside others;
 - iii. the acquisition of social confidence and the ability to make points or arguments clearly and constructively, listen attentively to the views of others, behave with courtesy and good manners and speak persuasively to an audience;
 - iv. an appreciation of the importance of long-term commitments which frame the successful and fulfilled life, for example to spouse, partner, role or vocation, the local community, to faith or world view. This helps individuals to put down deep roots and gives stability and longevity to lifetime endeavours.”

(Character Education Framework Guidance Department for Education. 2019)

- c. The City Learning Trust Character Education programmes are designed to include experiences such as:
 - i. Inspiring speakers at assembly
 - ii. Curriculum linked/themed workshops.
 - iii. Mental Health and well-being programmes
 - iv. Local, regional, national and international visits to develop cultural capital.
 - v. Residential experiences.
 - vi. Community service to help local communities.
 - vii. Enterprise and employability training and skills development.

5.2.6 Social Responsibility

- a. We are committed to ensuring design of a curriculum that enables our children and young people to develop a knowledge and understanding of the Sustainable Development Goals, (SDGs) in theory and in practical application within local and wider community contexts. Opportunities are planned to engage our children and young people in social action projects and programmes that contribute to local community needs, and also support commitment to national and international social action initiatives and priorities. Children and young people are supported to develop skills through working closely with our stakeholders and partners to ensure realistic, sustainable meeting of local needs, whilst also making an active contribution to the Global goals priorities.

5.2.7 Resources

- a. City Learning Trust is committed to investing in high quality resources we need to bring our curriculum to life and enhance its coherence. This includes investment as follows:
- b. Human resources: Ensuring high quality skills, expertise and well-being of all staff across our academies through:
 - i. The engagement of high quality subject expert leaders and teachers;
 - ii. Effective deployment of staff and leaders across academy sites, to support curriculum led financial planning;
 - iii. Investment in high quality CPD – our Trust ‘Professional Growth programme’ and ‘talent strategy,’ dedicated CPD time, expert facilitators, access to national and international best practice, action research and academic research;
 - iv. Highly effective communications;
 - v. High quality HR support.

- c. Working environments and resources: Ensuring high quality learning and working environments and access to effective resources to deliver high quality education and support through:
 - i. Capital investment programmes on and across academy sites;
 - ii. Focused and astute investment in teaching and learning resources and equipment to maximise excellent curriculum delivery;
 - iii. Investment in innovative technologies to support curriculum delivery and high quality teaching and learning, digitally and remotely;
 - iv. Partnership with business, industry and the wider community to extend learning opportunities for our students and staff;
 - v. Curriculum learning opportunities off site, 'in-situ' across different venues which enhance curriculum delivery and real context learning.
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5.2.8 Assessment

- a. Success with a mastery curriculum depends upon the effectiveness of the core Competencies within our 'Trium Perfectum' principles:
 - i. Relentlessly high expectations;
 - ii. Flexible and varied teaching strategies;
 - iii. Precise, regular and effective Feedback.
- b. In order for learning to be successful and for feedback to be meaningful, it is essential that our staff focus relentlessly on the six core competencies:
 - i. Studying the needs of each group that they are responsible for;
 - ii. Planning for the needs of students in their groups and considering carefully bespoke timely intervention required for success;
 - iii. Delivering consistently good quality sessions in an environment where students are engaged, encouraged and confident to participate;
 - iv. Evaluating regularly how lesson delivery meets the needs of students and reflecting on practice;
 - v. Learning more about what the teaching group need and amending teaching delivery to suit;
 - vi. Using a variety of feedback strategies to feedback to children (and stakeholders as necessary) on how to improve further.
- c. Regarding formative assessments, we fundamentally believe that:
 - i. Formative assessment is critical to teachers establishing knowledge of what the learners know **and what they don't know**, thus informing planning and intervention effectively and carefully.
- d. Formative assessments can be used:
 - i. To test **aspects** of the content of the unit being taught;
 - ii. To test **all** the content of the unit being taught;
 - iii. **Synoptically**, to test knowledge and understanding of content from other areas taught, alongside the most recent specific unit content taught;
 - iv. Feedback should be given as close as possible to the assessment (either within the lesson or by the next lesson);
- e. Trust Directors of Subjects, along with Academy Subject Leaders will determine the most appropriate forms of assessment for their subject within these criteria.

6. CURRICULUM IMPACT

6.1 Attainment

- a. We are fully committed to enabling our learners across all ages and stages make excellent progress and develop depth of learning in their skills and knowledge across the curriculum. Through our commitment to embedding our revised curriculum, we are ensuring that our learners are not only ready for the next stage of education with the skills and knowledge that they need, but that they also access world class outcomes and experiences.
- b. Pathways through education will result in our students achieving aspirations which enable them to successfully access the next stage of their education or employment journeys.

6.2 Culture and Attitudes

- a. It is critical that the culture of our academy classrooms is one in which all our students believe that success is possible and they are capable of and committed to becoming mastery learners, confident in the knowledge and skills they have 'grown' and able to unconsciously, appropriately and accurately apply that knowledge and those skills they have successfully developed and acquired.
- b. Our Academies promote a positive culture which enables students to excel and be proud of all they have achieved. We ensure that developing a 'Growth Mindset' provides a highly inclusive environment where all learners enjoy their education and make good progress.
- c. Students at all levels are helped to achieve through highly effective mastery planning and pedagogy (see model above), targeted teaching strategies, grouping and interventions and highly effective feedback. Through challenge and support to embed and deepen skills, consideration of learning styles and planned unique learning experiences all students are able to achieve their full potential.
- d. We actively encourage our students to contribute to their learning journey and we ask them to reflect on their experiences through regular pupil voice surveys and via their academy councils and student committees. In order to foster and promote this culture, our academies staff will ensure that:
 - i. All students are supported in developing and understanding of mastery and a belief that they are capable of attaining mastery;
 - ii. All parents and carers will be provided with information to enable them to develop and understand mastery, so that they can support their child with learning at home and with developing belief in their ability to become a 'mastery learner';
 - iii. Academy displays will include a focus on mastery learning and growth mindset;
 - iv. Academy councils and student committees focus on the impact of the curriculum from the perspective of our young people;
 - v. Academies actively seek and take opportunities to collaborate with professional and community partners to enhance the curriculum offer appropriately for our students.
- e. This will ensure that:
 - i. Attendance and exclusions rates across our academies will be in line with or better than national;
 - ii. Enjoyment and engagement with our curriculum promotes achievement, confidence and high standards of behaviour from students at all ages and stages of their educational journey;
 - iii. All students feel safe to try new things and develop in both their physical and mental wellbeing;
 - iv. All students love the challenge of learning, are resilient to failure and seek out new information to deepen understanding and skills;
 - v. High quality visits, themed days and visitors into the academy enhance the curriculum and provide opportunities for real context learning which deepens knowledge, extends character skills and builds cultural capital;
 - vi. All students are equipped with a skill set that they are able to apply to all areas of the curriculum and can see how they can make links across subject areas;
 - vii. Our students develop into well rounded individuals who are achieving their full potential and are proud of all they can do and have achieved.
- f. Aligned to this Trust policy, individual academies have developed a 'Curriculum Intent' statement, which overviews academy specific information regarding their curriculum offer. Please see section 9 below.
- g. Academy and Trust Leaders will undertake an annual review of the curriculum offer, how it relates and inter-relates between academies and education phases and how it continues to connect with national and international research and evidence bases.

7. LINKS TO OTHER POLICIES

- a. Teaching and Learning Policy
- b. E-Safety Policy
- c. IT Acceptable Use statements
- d. Data Protection Policy
- e. Using your own device Policy.
- f. Social Media Policy

United by our values, we place children and young people first in everything we do

8. MONITORING AND REVIEW

- a. This policy has been approved by the Board of Trustees. It will be reviewed by the Policy and Procedures Working Group on a bi-annual basis to ensure continuing compliance.

APPENDIX A - Trentham Academy Curriculum Intent, Implementation and Impact Statement

Curriculum Intent

At Trentham Academy, our core values of respect, integrity, optimism and responsibility are at the heart of everything we do. Our motto of *Aspire, Endeavour and Achieve (AEA)* where students dream big, work hard and persevere to be successful, impacts all aspects of academy life.

We have relentlessly high expectations and our intention is to ensure students make outstanding progress and that the curriculum removes any potential barriers to learning.

We want our students to leave with knowledge and skills which will not only create excellent life opportunities but will also prepare them exceptionally well for life beyond the academy.

At Trentham Academy, students will:

- experience a deep, broad and knowledge rich curriculum;
- be literate and numerate and develop a love of reading and Maths;
- have high expectations for their behaviour and achievement;
- build their character;
- develop their cultural, social, moral, mental and physical development;
- secure foundations for progression.

Students experience a deep, broad and knowledge rich curriculum

Our academy AEA curriculum helps students to achieve high standards and make excellent progress. At KS3, the curriculum is broad and students learn essential knowledge built around a 'learning journey' to ensure they have a deep understanding across a range of subjects. We have an ambitious curriculum offering which is mapped to the National Curriculum. There are many opportunities built into lessons to secure the need to recall and retrieve previous learning so that knowledge is fully embedded.

Many students have a clear idea of the subjects for which they are passionate and know where they are more likely to be successful by the start of year 9. By engaging students as partners in their learning, we help them build resilience and independence, enabling them to achieve their aspirations. We therefore ask students to spend more time, developing deeper knowledge and skills on their chosen areas of interest in Year 9.

At KS4, the broad range of academic and vocational courses are carefully planned to ensure that content is thoroughly revisited and this undoubtedly prepares students for external examinations at the end of the course leading to greater student outcomes for all learners.

Students will be literate and numerate

The development of student language, vocabulary and oracy is at the forefront of our curriculum as we understand how vital it is for our students to build confidence in communication skills not only for their time at the Academy but also to prepare them for working life. We ensure students have opportunities in all subjects to discuss, challenge and build on other points of view and to develop their formality of language to ensure they can have the confidence to speak to different audiences. Numeracy skills are embedded across the curriculum. Through the close relationships we have with our feeder Primary schools, students who arrive with below expected maths and literacy skills are offered a personalised curriculum to ensure they catch up with their peers and make age related progress. The academy ensures that students are literate and numerate enabling them to flourish, thrive and access the next stage of their education, employment or training.

Students will have high expectations for their behaviour and achievement

The Academy is inclusive and ambitious for all. We have high expectations of all students and provide opportunity for students to learn what is expected of them morally. Our behaviour policy ensures that students learn that actions have consequences and they can accept and appreciate differences between people.

Whilst students gain knowledge through KS3 and KS4, we also want them to become learners who are enquiring, enthusiastic, engaged and mannerly. Students will develop high expectations of themselves and embed our key values at the academy: Respect, Integrity, Optimism and Responsibility.

Students will build their character

At the Academy, we are totally committed to improving the life chances and aspirations of students. We ensure students have access to a wider curriculum which provides numerous opportunities in sport, robotics and programming, performing (Drama, Choir and Dance), world of work, volunteering and DofE / outdoor pursuits, Film and Art club. Where students can continue to experience and enjoy subjects even if they no longer study them. An extensive enrichment programme has the intent to support the development of students into well rounded citizens including our bespoke Trentham Academy Bucket List, which we actively encourage students to be a part of.

Students will develop their cultural, moral, social, mental and physical development

At Trentham Academy, we pride ourselves on delivering a curriculum which includes SMSC (Spiritual, Moral, Social and Cultural) embedded within the curriculum. PSHE, including SMSC, is championed at the Academy in order to develop students as a whole, not just academically, to ensure that they are fully prepared for life in modern Britain. The PSHE curriculum is delivered through SPARK days (Social, Personal and Relationship, Knowledge) where external and internal delivery ensures that learning is linked to the real world and experiences. Students are encouraged to take part in a range of sporting, cultural and charitable activities. Links with local and national businesses enrich the curriculum offer and help to contextualise learning.

Students will secure foundations for progression

It is our intention at the Academy to ensure students have secure foundations for progression into further education and apprenticeships. From Year 7, students receive careers information with a clear focus on the Gatsby benchmarks and this is supported through our SPARK days 1 per half term and exposure through noticeboards and subject displays in addition to being weaved through Schemes of Work across all year groups and curriculum areas. This has been externally validated as the Academy has achieved the Quality in Careers Standards Mark, February 2020.

Curriculum Implementation

The Academy believes that a carefully planned and structured curriculum is the foundation upon which excellent learning and development is built. The curriculum is designed and implemented in such a way that it builds on prior knowledge and prepares students for the next stage in their education. This is complemented by the Academy's 'Trium Perfectum' teaching and learning philosophy. We are pioneers of Apple technology, driving forward student engagement through the use of iPad technology in lessons. This ensures that lessons are engaging and suitably differentiated so that all students make progress.

Development of language and building knowledge are integral to curriculum planning. Subject Leaders, who are experts in their subjects, carefully construct a curriculum that promotes a deep understanding of a wide range of topics. Teachers plan learning that allows students to embed and recall knowledge through techniques such as interleaving of topics and spaced practice. This builds firm foundations for progression to the next level and exam success.

KS3

At KS3 the curriculum is designed around a topic approach building on the foundations of the Key Stage 2 curriculum. This encourages students to focus on deeper learning and to ensure real understanding of key concepts. Each topic has a planned learning journey which is spiralled to ensure recall opportunities are frequent, with clear assessment points that build knowledge and understanding and enable staff to address and close gaps quickly and adapt the curriculum accordingly. Our curriculum is as ambitious as the National Curriculum and content is carefully mapped to ensure that students have covered all areas. The Academy has chosen to widen its creative curriculum to ensure all students have an opportunity to enjoy the widest experiences available.

Year 9

The Academy has a clear ambition and intent on supporting the drive for Ebacc with a further desire to grow MFL. With this focus in Year 8, students choose 4 subjects to study in depth in Year 9. This is a deliberate action to engage students and enable them to really enjoy their subject and learn the depth of their subject over a three year course. Our curriculum is designed so that students can master the knowledge and skills across a range of subjects as well as offer more flexibility, so that teachers can tailor their teaching to students' specific

needs and aspirations. The curriculum model allows students to choose 4 subjects in addition to the core Maths, English, Science, PE and RE as well as PSHE. In year 9, students are able to move between subjects within preference blocks thereby ensuring that they are satisfied with their preferences at the start of KS4. This allows us to broaden our curriculum offer at Key Stage 4 and ensure students have a wider choice of creative subjects to support their preferred pathway. Our curriculum is designed around the flexibility that core subjects can start Key Stage 4 when most appropriate; for example, in Maths this is usually around Easter but is governed around the student's ability and progress.

KS4

Preference choices are structured in such a way to allow students the opportunity to study the Ebacc. Our preferences are designed to stretch and challenge students and create pathways for further learning and experiences post 16. Students are offered a mixture of vocational and academic subjects from all areas of the curriculum. Within the preference subjects, the Academy offers a range of different accreditation routes including academic and vocational options. This gives every student a broad and balanced curriculum, but still offers a flexibility to maximise the outcomes achieved by each individual. This model also maintains the widest possible choice for progression routes Post 16 as every student will have a greater range of subjects on which to choose future opportunities for education and training.

The detailed structure of our curriculum can be seen on the Curriculum Plan page

Curriculum Impact

To conclude at Trentham Academy, our curriculum will:

- ensure that the sequence of learning (learning journey) builds on previous knowledge whilst supporting future progression.
 - lead to qualifications that are of worth for employers and for entry to further and higher education.
 - enable all students to fulfil their potential.
 - meet the needs of students of all abilities at the Academy.
 - allow students to acquire an appreciation and respect for their own and other cultures.
 - prepare students to make informed choices at the end of KS3, KS4 and beyond.
 - help students develop lively, enquiring minds and the ability to question and argue rationally.
 - Create opportunities to be involved in a wide range of activities, visits and trips in our informal curriculum so as to extend their learning beyond the classroom or Key Stage.
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Assessment

All students will be set an Academy Expectation (AE) based on their KS2 SATs Scaled Scores. Students have the opportunity of increasing their Academy Expectation after consultation with their subject teachers which they will strive towards.

The Academy has introduced a topic based system at KS3 across all subjects. As a result, students are engaged in their learning and through question level analysis (QLA), know where they need to improve. Following each assessment, incisive intervention to fill gaps in knowledge means that students make progress. Regular, low stakes, testing ensure that students embed knowledge into their long term memory. Keywords with meaning build on retention and cultural capital to close the vocabulary gap.

Students are assessed by a combination of peer, self and teacher assessments. Summative assessment will take place at least once per half term.

Parents receive Achievement Updates 2-3 times per year. These Achievement Updates will indicate the progress that students have made towards their Academy Expectation, an indication of their Attitude to Learning and their attendance to date.

Curriculum Review

Our AEA Curriculum is continuously reviewed including the subjects offered and the number of curriculum hours in senior team and Governor meetings. Subject Leaders review their curriculum weekly/ monthly in line management and department meetings.

Curriculum implementation is reviewed and quality assured through line management, learning walks, book scrutinies, SLT drop-ins and lesson observations.

United by our values, we place children and young people first in everything we do

The curriculum delivered in each subject is reviewed continuously throughout the academic year by subject leaders and their teams of staff. This ensures the sequence of lessons allow students to build on their knowledge and understanding to ensure that students are sufficiently stretched and challenged.

The Junior Leadership Team discuss curriculum content, teaching and learning and feedback on this annually to staff.

We engage our students and parents in curriculum feedback through student voice and parent questionnaires which are analysed and shared with subject leaders, so the curriculum can continually evolve.

The curriculum at Trentham Academy is designed to meet and exceed the requirements of the National Curriculum. The school timetable is structured around 25 periods per week and 50 periods a fortnight across our two week timetable.