

Curriculum Policy

September 2020

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Associated documents:	
<p>Homework Procedure CSI Guide The Iceni Way Character Education Programme Staff Handbook Greater Depth document Planning at Iceni Academy Assessment and Presentation Guidance</p>	
Links to:	
<ul style="list-style-type: none"> • Assessment, Recording, Reporting and Exams Policy • SEND Policy • Equalities Policy • Behaviour (including Rewards, Sanctions and Exclusions) • Relationships and Health Education Policy (primary) • Relationships, Health and Sex Education Policy (secondary) • Early Years Foundation Stage Policy • Pupil Premium Policy • CEIAG Policy 	

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

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Statement of Intent

It is our core responsibility to ensure that students have access to the very best education possible. One of the most fundamental and influential aspects of a child's education is the curriculum that they have access to. The power of curriculum is immense. It has the power to not only transform an individual, but to also transform whole communities and shape their understanding of the world and their place in it. Therefore, it is imperative that the curriculum on offer within our academies is truly world class and gives students access to powerful knowledge that takes them far beyond what their own individual experience ever could. In order to achieve this we must ensure we expose all students 'to the best that has been thought and said and engender an appreciation of human creativity and achievement'. To truly transform lives we must not only show students what is possible but inspire and instil the confidence in them to go out and do it.

All learners in our academies will experience a curriculum that

1. is **ambitious** and **enjoyable** through knowledge and skills developed from Foundation Stage to Post 16 and Adult provision.
2. is **knowledge rich**, ensuring access to a wide, global cultural capital – thus maximising lifetime opportunities.
3. is **inclusive**, nurturing and tailored towards the needs of the individual.
4. is focused on developing the very best **oracy, literacy, numeracy** and **digital** skills – enabling access to the widest learning and the very best careers possible to ensure we develop global citizens.
5. is **enriching**, ensuring all experience a rich variety of cultural, artistic and sporting activities.
6. is **broad** in terms of coverage and (at least) encompassing the breadth of the 2014 English National Curriculum.
7. celebrates the uniqueness of each educational setting in terms of **localised knowledge and skills**.
8. **develops** character, personal pride and the highest moral standards.
9. celebrates **diversity**, challenges **injustice**, promotes **equality** and encourages the creation of a better world.
10. is delivered by well-qualified, forward-thinking, skilled, passionate **professionals**.

1 Legal Framework and Definitions

This policy has due regard to statutory legislation, including, but not limited to

- The Education and Inspections Act 2006
- The Health Act 2006
- The Equality Act 2010
- The Education Act 2011
- The Education (Independent School Standards) Regulations 2014.
- The Immigration Act 2016
- The General Data Protection Regulation (GDPR)
- The Data Protection Act 2018

This policy also has due regard to DfE/Ofsted guidance, including, but not limited to, the following:

- Inspecting the Curriculum, Ofsted, May 2019
- Statutory Guidance for Careers, DfE, January 2018

- Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE, June 2019
- National Curriculum in England: Framework for Key Stages 1-4, last updated December 2015

2 Scope of this Policy

- 2.1 This policy applies to all academy leaders, academy staff and academy learners.
- 2.2 For the purpose of this policy the reference to ‘pupils’ includes all learners in our academies.
- 2.3 For a glossary of the terms used in this policy refer to Appendix A.

3 Curriculum Leadership

- 3.1 Curriculum leadership requires attention to *what* is being learned. In our academies, middle and senior leadership teams share a curricular language for talking about curriculum and teaching – Appendix A. It is important that how the curriculum is viewed is clearly understood at all levels, from the Principal to teachers, teaching assistants and the non-teaching staff in order for it to be truly embedded as the vision and mission of the academy. All of our academies establish this approach in their own versions of the ‘**Curriculum Leaders Handbook**’.
- 3.2 Curriculum leaders work to **ensure** that the curriculum is fit for purpose and secondly to **assure** that it is delivered well and leads to an excellent quality of education for all students.
- 3.3 Curriculum leaders work collaboratively within and between our academies to design a curriculum which follows tight principles about what **content** is taught and how it is **sequenced**.
- 3.4 Curriculum leaders regularly **review** the design of the curriculum and routinely **quality assure** its implementation so that it achieves its intended purpose.

4 Curriculum Purpose

- 4.1 In establishing the purpose (intent) of our curriculum we refer to the following tight principles:
 - That our curriculum is at least as broad and balanced as that of the National Curriculum.
 - That it is important for all pupils and particularly for those from disadvantaged backgrounds to have as broad a curriculum for as long as possible to build their knowledge of wider cultural capital.
 - That our curriculum can be adapted to meet the needs of vulnerable learners and those with SEND without lowering expectation and aspirations.
 - That all of our pupils are entitled to learn at least one modern foreign language because this develops their first language and increases their cultural capital. This begins in our primary academies and develops into the full EBacc entitlement at KS4 for as many pupils as possible. (60% of KS4 in 2021 and 75% by 2022.)
 - That all pupils are entitled to read widely and often.
 - That the development of pupils’ characters is as important as the teaching of academic knowledge.

- That the curriculum prepares pupils for life in modern Britain and works to develop social, moral, spiritual and cultural knowledge and understanding rooted in the principles of Fundamental British Values.

4.2 Our Curriculum Intent:

Our curriculum intent is clear; it is designed to include all National Curriculum objectives in an ambitious and progressive topic based programme. Children understand the topic that they are learning is cross-curricular, but are also taught the different subjects that the topic consists of. Remembering that the skills and knowledge are derived from a particular subject remains imperative. Therefore, the children will have the subjects included in that lesson in bold at the top of their LO box. This provides, particularly the older children, with a clear foundation for high school, where they are taught in subject specific lessons.

Our curriculum has been planned to meet and exceed the expectations of the National Curriculum. It is a mixture of a knowledge-based and skills-led curriculum to ensure that both are at the heart of all learning. The knowledge and skills have been included in the long-term plan, which allows all to see clear progression as the children move through the year groups.

Each subject has a Greater Depth section to ensure needs of the higher ability are met. This is called 'scuba' on the LO box and can be seen in children's books, as well as on the STP. Pre-learning is also used to support those who need extra support.

The full range of subjects are taught to all year groups.

The curriculum has been designed based on the following:

- The location of our academy, including human and geographical context.
- The ethnic population of our academy.
- The specialisms of our staff.
- Previous results and progress measures.
- Exploring the awe and wonder of our community, world and beyond.

To ensure a diverse, practical and engaging curriculum, as well as meeting the National Curriculum requirements, each subject content was designed separately based on this criteria. The cross-curricular approach provides the full range of subjects for all year groups. An explanation of the subject content choice for the wider curriculum subjects is shown below:

Art and Design

"Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality." Quentin Blake, Children's Laureate

At Iceni, Hockwold we believe that teaching and learning in Art and DT is important because it stimulates creativity, imagination and inventiveness. The purpose of Art and DT education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children explore ideas and meanings through the work of artists and designers.

Wherever appropriate it is linked to other areas of the curriculum and gives children the opportunities to develop specific skills and reinforces skills already established. For example, in Beech Class's Aztec topic, children paint a warrior and the teacher has focused on finishing techniques such as outlining and defining. In Oak Class, the Roman topic is supported by looking at mosaics using bean art.

Computing

We provide a high-quality computing education, which equips pupils to use computational thinking and creativity to understand the world. Computing links with many other areas of the curriculum and should be used intrinsically as part of everyday life. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology, and keep themselves safe. This is taught to all students to remind them of e-safety and prepares them for the world of work and their future in an increasing digital based world.

Design and Technology

This is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. 'Wonder Wednesday' provides pupils with the opportunity to design, create and evaluate theories whilst taking risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

Geography

Iceni Academy provides high-quality geography education that inspires our pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Topics equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Each class has a large world map which has labels on to include areas that has been learned, where we live and where we have been on holiday.

History

Our history education allows pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspire pupils' curiosity to know more about the past. Teaching equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop

perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Each class has a timeline to help put the different topics into chronological order and reminds children of what they have already learned.

An example of History across the academy:

In the early years, the children learned about both new and historical houses for their topic "Houses and Homes." Reinforcing what they learned, they also took a walk around the village and looked at the different houses and homes in the village.

Key stage 1 learned about the historical facts when learning about the topic The Great Fire of London. What year The Great Fire of London begun back in 1666, they learned about what the houses were made of.

Key stage 2 began learning about the history of World War 2 with a special focus on the countries involved and where they are located. They also learned about the Space Race.

Modern Foreign Language

At Iceni Academy, we teach Spanish to foster pupils' curiosity and deepen their understanding of the world. Spanish is the fourth most widely used language in the world. Our cohort consists of 10% American pupils, who speak Spanish in their home country, as well as Spain being a popular holiday destination. We therefore believe it will enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. Opportunities are also provided for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.

Music

'The power of music can't be underestimated. It's what makes us human beings, it's what makes us nations; it's what makes us a great civilization. We cannot forget that ever.'

Marin Alsop – first female conductor of The Last Night of the Proms 7th September 2013.

Music is essentially a practical subject which should be enjoyed by all. From an early age children have an awareness of rhythm, pitch and sounds around them and these are developed on entry to Iceni Academy. Our music curriculum inspires pupils to develop a love of music, increasing their self-confidence, creativity and sense of achievement. Our music specialist incorporates teaching of music with the topic for that half term to fully immerse all pupils into the musical experience, encouraging them to perform, compose, listen and appraise.

For example, upper key stage 2 are looking at writing their own film music inspired by excerpts from the film Gladiator, supporting their Roman topic. In lower key stage 2 they are learning about Instruments of the Orchestra. In key stage 1 the children's Fantasy topic inspires the children to use pitched instruments and voices to show how Jack climbs the beanstalk. In EYFS the focus is on rhythmic and pitching skills with our voices, bodies and instruments – it's all about awe and wonder in EYFS.

PE

PE is championed for its potential to promote health and encourage lifelong physical activity. PE is also praised for its contribution to improved psychological health, for helping to nurture social and moral development – as well as supporting cognitive and academic performance, embedding values such as fairness and respect. High quality PE fosters the physical, moral, social, emotional, cultural and intellectual development of pupils. Our lessons provide opportunities for pupils to learn and play at competitive sport as well as physically-demanding activities. They provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

Each class has two hours of PE each week, which are stand alone and therefore not part of the topic for that term. The Academy enters the cluster PE tournaments to enable children to put their skills into practise in a safe and competitive environment. This also teaches good sportsmanship personally and in a team environment.

RE

Iceni Academy has planned the RE curriculum to help students understand the multicultural diverse world we live in. We aim to allow children to learn and reflect about major world religions and world-views; encouraging them to explore how religions can affect the fabric of personal and social life and how it can define a culture.

The main religions covered are Christianity, Islam, Hinduism, Judaism, Sikhism and Buddhism. Where possible, trips are planned to the synagogue, cathedral and mosque, and visitors are invited in to share their experiences. Special celebrations such as Chinese New Year, Diwali, Christmas and Hanukah are also taught as part of the curriculum. We attempt to satisfy curiosity about different faiths, exploring how different commitments to faith can contribute to the creation of a better world for all. We aim to tackle many issues including interpretations around evil, injustice and suffering alongside goodness, Godliness and enlightenment.

We encourage a variety of teaching approaches, such as discussion, debate, music, art, literature and ICT to explore different faiths. We also aim to inspire children to investigate for themselves linking Religious Education into our topics and celebrations.

RSHE

Iceni Academy is in a rural village, with a predominantly white, British community. As an academy we wanted to ensure that our pupils understand more about the diverse culture we live in. Staff have undertaken CPD to teach this with confidence and in Sept 2019, we introduced LELE (Learn Equality, Live Equal) teaching about the importance of equality and to ensure children are tolerant of all people around them. We also held stakeholder consultations which informed our RSHE policy.

The Academy has also purchased an RSHE scheme which covers all elements regarding the legislation for primary students, in effect from 2020. We felt it was important to start this now, as it links with LELE. Due to the nature of the content, we teach these sessions in single aged classes to ensure the content is age appropriate.

Long Term Plans for these subjects are under the curriculum tab on the website or available from the subject leaders.

MTPS are given to the subject leaders to allow them to monitor the coverage and progression across the year groups.

5 Curriculum Implementation

5.1 We consider the following principles when deciding how to implement the curriculum intent:

- When and how to teach new core and wider content.
- When and how to teach core skills including oracy, literacy and numeracy.
- When and how to revisit and build on prior learning so that each component of learning can build to become composite learning.
- What knowledge pupils should be able use with fluency (speed and accuracy) and by what stage of their education from their starting points.
- How to sequence learning so that the proximal and ultimate functions of knowledge build over time.
- How to ensure pupils will make expected or better than expected progress as a consequence of the curriculum purpose, design and implementation.
- In order to achieve a broad curriculum, how to ensure that all pupils, where applicable, in KS4 study a minimum of eight qualifications with every bucket filled with best practice to study nine. At KS5 how most pupils should follow a programme of three qualifications with some doing four.

5.2 Our curriculum implementation:

Curriculum coverage is specific to year groups for English, Maths and RSHE. All other skills are taught on a one or two-year rolling programme combined in cross-curricular topic based themes, depending on whether the class is single or mixed aged. **Due to Covid and the fact the children have missed some learning, we have changed the classes slightly, which means we have adapted our LTP to include a cycle X. This ensures that there are no gaps in the children's learning.**

Teachers present subject matter clearly and those with specific subject knowledge have supported with the planning of some topics to allow all teachers to have the relevant subject knowledge needed.

Topics are planned sequentially to ensure pupils build on what has been previously learned. Teachers create a stimulating environment that allows all pupils to focus on learning, using resources to promote discussion and progress of all abilities. The intent of the ambitious curriculum incorporating the knowledge and skills needed complemented by quality first teaching ensures sufficient outcomes from a pupil's starting point.

Differentiation is clear and consistent using the same method across all year groups in the form of a LO box. (Although this is not used in all EYFS sessions). This allows pupils to focus on learning. The aim is for all pupils to achieve mastery by the end of the lesson. As the LO box provides five stages of differentiation we can provide suitable learning for SEND/EAL and mastery learners. Greater depth activities are used when a child reaches that level. This work is evidenced with a greater depth stamp. Teachers mark in the lesson to remedy misconceptions, move the child to the next level, inform planning for the next session and reduce workload. Opportunities are given for Find and Fix sessions and same day Intervention, to guarantee maximum progression.

Reading is in majority of lessons whether it is in the ERIC session at 8.30am every day, reading and following instructions, reading a book or reading comprehension activities. Phonics is taught in key stage one using the Letters and Sounds scheme, taught daily in ability groupings. Spelling, punctuation and Grammar is taught in key stage 2. A reading initiative has been introduced for children in years 2-6. The BEAR project has been designed to ensure that there is still rigor as well as confidence and enjoyment for those children who are free readers. Each year group have certain books that they need

to read to provide the challenge needed for progression. A reward incentive is built into the scheme to encourage all readers. This runs in conjunction with the reading raffle scheme.

The school day starts at 8.30am and finishes at 3pm, with 45 minutes lunchtime for juniors and 60 minutes for infants. Our curriculum in years 1-6 is taught in cross-curricular topics on a two year rolling cycle, which is adapted to ensure it meets the needs of the current cohort.

Each topic starts with 'What do we know? And What do we want to know?' and then a Sensational Starter and ends with a Fantastic Finish. We also ensure that each topic involves either a visit from someone linked to the topic or a trip out. We also have introduced 'Wonder Wednesday' where learning on Wednesday afternoons is designed to be hands-on and active, where children can apply their skills with a practical task.

Progress and retaining information

Progress will be evidenced via both formative data drops and summative statements on FFT for English, Maths, Science and Computing.

To evidence progress in the wider curriculum, a progress sheet will be completed at the end of the topic. These facts will also be used as a Quick Quiz each week (memory boxes can also be used). A copy will be kept in a folder in the staffroom for all to copy and use as needed, especially so that the teachers following on from the previous class can continue quizzing the children throughout their time with us, thus promoting and developing long-term memory.

We run a weekly 'Talk Topics' assembly where a class talks about a topic they have learnt, after the teacher picks one randomly from the scrap book.

As well as topic related events, we also have the following events each year:

- World Book Day
- Maths Day
- Reading Cafes
- Christmas productions
- Harvest festival
- Easter and dance service
- Residential visits for year 5/6
- Road safety workshops
- First aid workshops for year 4
- Talent shows
- Crucial Crew
- Cycling proficiency
- Taster days at our feeder high school
- Mental Health Awareness Day
- MFL Day
- Family PE

Cultural Capital

Iceni Academy believe that cultural capital is essential for all pupils because it is the accumulation of knowledge, skills and behaviours needed to grow and live in our society. These fundamental concepts are taught, based on age groups every Monday in Family time:

Led by class teachers.		Acorn, Willow, Elm Trinity & Queens-Acorn class Emmanuel and Churchill-Willow class	Beech and Oak Emmanuel and Churchill-Beech class Queens and Trinity -Oak class
Week 1	Beech and Oak will watch the Newsround	Class council. Either teacher, chairperson or secretary to read last school council minutes to the group. Then to discuss areas for development. 3 from each class.	
Week 2	Weekly current Affairs	Behaviours for learning-manners, kindness, safety, politeness, sharing, resilience.	Behaviours for learning-in folder in staffroom
Week 3	Round Up at the beginning of each Family time	Where we live? What are our school rules and why do we have them? What other rules do we need to abide by? What do you want to do when you grow up? What do you want to have achieved by the end of the year? What are you good at? Can you teach your friend a new skill?	British Values
Week 4		LELE based book	LELE based book
Week 5		Think of a reason	Pose a Q debate
Week 6		Solve a problem	Behaviours for learning
Week 7		Mindfulness colouring-together	

British Value Themes

Autumn 1	The rule of Law	What laws do we have in the classrooms? In school? Why?
Autumn 2	The rule of law.	What laws do you know of that everyone has to follow? Who makes these laws up? Why? The Rule of Law powerpoint on Twinkl
Spring 1	Individual liberty.	Watch the Youtube clip https://www.youtube.com/watch?v=n9CADpB7fsE How does this work in our academy? What would happen if the teachers said you could only follow what we said? So you could only eat what we have said and only play the games at playtime that we tell you to? Discuss?
Spring 2	Democracy.	What is Democracy? presentation on Twinkl
Summer 1	Mutual respect for and tolerance of those with different faiths and beliefs and or those without faith.	Tolerance assembly on Twinkl. There is a powerpoint, assembly notes and information cards

Summer 2	Mutual respect for and tolerance of those with different faiths and beliefs and or those without faith.	What does the word faith mean? Why does it mean so much to some people? Is it okay to not have a particular belief? Should anyone be treated differently if their beliefs are different to ours?
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Approximately 16 clubs are held each week to continue to allow children to experience new skills and demonstrate these fundamental concepts in a less structured environment.

Homework

To help to consolidate learning from the core subjects, we ask children to complete the following:

	Reading	Mathletics	Lexia	Spellings	Times tables	Other
Acorn	3 x pw	Regular use	Regular use			Optional topic
Willow	3 x pw	Regular use	Regular use	Weekly		Optional topic
Elm	3 x pw	Regular use	Regular use	Weekly	Yr 3 weekly	Year 2 will have SATs based HW from spring term onwards. Each half-term an optional enrichment activity grid is sent home in homework books with at least 12 optional activities to do at home with parent/carers. Activities are based on the class topic and are designed to practise, enrich and deepen children's topic knowledge and enjoyment.
Beech	4 x pw	Regular use	Regular use	Weekly	Weekly	Each half-term an optional enrichment activity grid is sent home in homework books with at least 12 optional activities to do at home with parent/carers. Activities are based on the class topic and are designed to practise, enrich and deepen children's topic knowledge and enjoyment.
Oak	5 x pw at least with max 14	Regular use	Regular use	Weekly	Weekly	1. Reading Comprehension 2. Maths 3. Topic Year 6 will have SATs based HW from Autumn 2 onwards.

6 Curriculum Maps (LTPS)

- 6.1 Every subject/phase has a curriculum map that sets out what will be taught and in what order as well as key assessment points.
- 6.2 There is one map per year group and each one links to the preceding and next year. Wherever possible the map also includes links to the relevant 'Knowledge Organiser' setting out the core knowledge for that part of the curriculum.
- 6.3 All of this information is shared with pupils, parents/carers, governors and other relevant stakeholders through the academy website.

7 Wider Curriculum

- 7.1 In our academies the curriculum is not just that which is taught in subject lessons. It is the sum of experiences that combine together to develop a child into the adulthood. To this end the experiences that pupils have in social times and during co-curricular or enrichment activity is of equal value to what they learn in 'lessons'.
- 7.2 Our academies deliver programmes of education which develop pupils' relationships, social, and health characters. See our RSHE and Character Education programmes for further detail.
- 7.3 The curriculum has a vital role to play in developing pupils' positive behaviour and attitudes to learning. This includes teaching about mutual respect for all and an understanding of the importance of democracy; the rule of law; individual liberty and tolerance for those with different faiths and beliefs and for those without faith.
- 7.4 Pupils are taught what constitutes good behaviour and what the benefits of good behaviour are. See Behaviour Policy for further detail.
- 7.5 Social, emotional and behaviour skills are taught within the curriculum so that this together with our effective wider work supports pupils to be confident, resilient and independent, and to develop strength of character.

8 Enrichment

- 8.1 Enrichment is rooted in our academy values, forming a golden thread within and beyond the curriculum.
- 8.2 Enrichment opportunities are centred on the needs of all pupils, including the most vulnerable, and the context of the local community.

- 8.3 We deliver enrichment through a coherently planned, extensive range of rich experiences and breadth of curriculum content that is based on pupils' relative starting points; equipping them with the powerful knowledge, cultural literacy and moral compass needed to be successful within and beyond their formal education.
- 8.4 Enrichment inspires, engages and enhances every pupils' opportunity and desire to develop, widen and celebrate their talents and interests within and beyond the curriculum.
- 8.5 We actively seek to engage parents, carers and the local community as partners, encouraging them to contribute to and share in their children's personal development and success.
- 8.6 Every pupil has an Enrichment Passport in which they capture and record their participation in enrichment activities.

9 Intervention

- 9.1 Not every pupil has the same starting point and there are times when the curriculum needs to be adapted for individual learners.
- 9.2 Our academies develop a range of intervention strategies to support learners to fill knowledge gaps.
- 9.3 Pupils who are identified at assessment points as being below the age-related expected standards are given individual or small group interventions over defined periods of time. Pupils are assessed at the beginning and end of the intervention programme so that progress can be tracked.

10 Assessment

- 10.1 The curriculum is the progression model. Students have made progress if they have learned the intended curriculum. In our academies we believe that teachers should be teaching to the curriculum and not to the test. With this in mind, it is important that we respond to the important curriculum changes and the focus upon solid quality first teaching with a secure and rigorous assessment strategy which is fit for purpose.
- 10.2 Formative assessment is a form of assessment which helps capture what students do and don't know and allows teachers to address these gaps. Formative assessment can take both verbal and written forms.
- 10.3 Rigorous summative assessment is undertaken in our academies to provide valid and reliable information about how well students in our academies have learned the curriculum that we are teaching them. Summative assessments create data and information which has shared and consistent meaning.

- 10.4 In our academies staff are asked for assessment information three times per year. Anything more regular than this does not provide meaningful data about how well students have learned the curriculum.
- 10.5 Assessments are standardised both internally and externally in our academies. For our core subjects, leads meet regularly in TNGs (Team Network Groups) to standardise assessments across our academies. At KS4 this is assisted by the selection of common examination boards for the EBacc subjects.
- 10.6 See our Assessment, Recording, Reporting and Exams Policy for further detail.

11 Staff Training and Support

- 11.1 We build regular opportunities for staff in our academies to develop their subject, pedagogy and pedagogical content knowledge through individual and group training.
- 11.2 Team Network Groups are subject specific and meet up to six times a year to develop curriculum plans, schemes of learning and lesson resources.
- 11.3 Strategic Development Groups address wider curriculum issues and also meet up to six times a year.
- 11.4 We encourage staff to attend webinars, training days and development activities through our ATT Institute and those offered by external organisations.
- 11.5 Training needs for individual staff are routinely linked to their development targets and PDCs (Professional development Conversations) take place regularly throughout the year.
- 11.6 We deliver bespoke training for new entrants to the professions and for those recently qualified or returning to the profession.

12 Review

- 12.1 The application of this policy in our academies is reviewed by the Regional Education Directors as part of the CSI (Challenge, Support and Intervention) Strategy.

Appendix A Glossary of Curriculum Language

Quality of Education	A rounded view on the quality of education an academy provides: the appropriateness of the curriculum intent (taking into consideration narrowing/flexibility), the extent to which it delivers on this intent (Impact), and how well it is delivered at subject/classroom level (implementation).
Intent	What the curriculum is building towards and how it is planned to get there taking into account the local context whilst ensuring students acquire the knowledge and skills to take advantage of opportunities, responsibilities and experiences in later life. This is set at Trust, academy and subject/phase level with each being intrinsically linked to the others.
Implementation	How the curriculum is taught at subject/classroom level.
Impact	What students have learned.
Component	Individual items of knowledge that students will learn.
Composite	Components combine together to form composites, combined they become more complex composites.
Fluency	The ability to retrieve knowledge quickly and accurately.
Cultural Capital	'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 S5 Handbook 2019) In our Trust this is not a tick box for each topic or lesson but is rooted in the curricular culture of our academies.
Core Content	This refers to the substance of the curriculum that students must know and remember to ensure a secure foundation in their schemata development.
Wider Content (Hinterland)	This is the content that sits outside of the core. It might be about the bigger picture. For example, the full novel. Without acknowledging and using such wider content, the core (a small passage from a novel) may not have true meaning. Wider content is often what makes knowledge rich and memorable for students.
Substantive Knowledge	The knowledge produced by an academic subject, which is made up of established facts that are uncontested.
Cumulative knowledge	This is where knowledge is not wholly reliant on students having previously studied a 'certain' topic, which means there are many pathways to mastering the content.
Hierarchical Knowledge	This means that you cannot teach one topic until students have 'mastered' the prior knowledge - e.g. times tables before fractions.
Disciplinary Knowledge	Disciplinary knowledge refers to what pupils learn about how that knowledge was established and constructed within the discipline, its degree of certainty and how it continues to be revised by scholars, artists or through professional practice. In some subjects, this is where there is space for judgement making, argument, open-ended challenges and subject thinking.
Curriculum sequencing	This is ultimately about <i>how</i> and <i>why</i> a certain section of the curriculum serves to prepare students for future content, such that it has a <i>proximal</i>

	<i>function</i> to make the next stage possible and <i>ultimate function</i> to do an enduring job. The aim is to build a student's knowledge and skills towards agreed end points whilst equipping them with the confidence to be able to create knowledge themselves.
Proximal Function	Each bit of a curriculum has a job to do. The proximal function is how the knowledge from this lesson supports the work planned in the next few lessons/weeks.
Ultimate Function	Knowledge acquired across a curriculum is durable and has an ultimate function, a future purpose. This knowledge supports students, over time, to develop deeper conceptual understanding. It allows individuals to not only eventually enter disciplinary conversations and debates with confidence but allows students to potentially become knowledge creators themselves in the future.