

Curriculum policy

Invested Education



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1. Curriculum aims

Our curriculum aims/intends to:

- › Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- › Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- › Support pupils' spiritual, moral, social and cultural development
- › Support pupils' physical development and responsibility for their own health, and enable them to be active
- › Promote a positive attitude towards learning
- › Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- › Have a high academic/vocational/technical ambition for all pupils
- › Equip pupils with the knowledge and cultural capital they need to succeed in life
- › Provide subject choices that support pupils' learning and progression needs, and enable them to work towards achieving their goals
- › Provide a curriculum prioritising core academic subjects as well as BTEC vocational options
- › Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

2. Legislation and guidance.

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

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

3. Roles and responsibilities

3.1 The Directors

The directors will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The directors will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

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

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

3.3 Other staff

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

- Provision managers will oversee the implementation of the curriculum
- Provision managers will assess any necessary changes and liaise with students' registered school to advise of these

4. Organisation and planning

- The curriculum approach is creative in order that pupils remain engaged in their studies
- The curriculum is balanced so that pupils are given ample opportunity to work on both core academic and vocational courses to suit their needs
- The curriculum encompasses British values and social, moral and cultural development through the PHSE offer alongside certification through a range of practical activities
- Core academic subjects and BTEC offers are designed and sequence in correlation with the specifications of the providers. They are adapted to suit the needs of the learners and fulfil the setting's aims of engagement and achievement
- All subjects are well resourced and ICT access is used to facilitate learning

5. Inclusion

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

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

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

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

6. Monitoring arrangements

Directors monitor whether the school is teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School visits
- Meetings with headteacher and provision managers
- Pupil voice
- Parent/carer voice

Provision managers monitor the way their subject is taught throughout the school by:

- Planning scrutinies
- Learning walks
- Book scrutinies
- Pupil voice

Provision managers also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the headteacher. At every review, the policy will be shared with the full board of directors.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy