

ACKLAM GRANGE SCHOOL



Curriculum Policy

Status & Review Cycle	Term	Year
Last Review Date/Policy Adopted	Spring	2023-2024
Next Review Date	Spring	2024-2025
Lead	Mr M Laidler/Mr A Hassack	

This school is an academy within The Legacy Learning Trust.



Contents

1. Aims.....	3
2. Legislation and guidance.....	3
3. Roles and responsibilities.....	3
4. Curriculum strategic intent.....	4
5. Inclusion.....	6
6. Monitoring arrangements	6

1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all students
- Enable students to develop high levels of knowledge, understanding of key concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students' spiritual, moral, social and cultural development through the development of our five core PRIDE values of Perseverance, Respect, Initiative, Direction and Expression in order to prepare students for life in modern Britain
- Promote a positive attitude towards learning by promoting our three school rules; Respect yourself, respect others and respect your community
- To promote equality while providing equity i.e. to tackle disadvantage and provide equal opportunities by providing high expectations and appropriate levels of challenge for all while supporting students to overcome barriers proven to limit social mobility such as low levels of reading, vocabulary and self esteem
- Provide appropriate subject choices that support students' learning and progression that also best prepare students for the next stages in their learning journeys both within school and Post-16
- Develop students' 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](#).

It complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The Local Governing Body

The Local Governing Body will monitor the effectiveness of this policy and will hold the Headteacher to account for its implementation.

The Local Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, and Science, and enough teaching time is provided for students to cover the requirements of the funding agreement
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEND)
- All courses provided for students 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
- Students are provided with independent, impartial careers guidance through the CEIAG aspect of PRIDE, and that this is appropriately resourced

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 students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the local Governing Body
- They approve requests personalise a student's curriculum, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Local Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Local Governing Body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEND

3.3 Other staff

Faculty Leaders, Year Leaders and relevant TLR holders will be responsible for the organisation, deployment and delivery of appropriate resources so that the aims of the curriculum policy and the implementation of curriculum including PRIDE, CEIAG and SRE are met.

Faculty Leaders, Year Leaders and TLR holders will work alongside relevant SLT staff to provide the rigour and accountability required to deliver a broad and balanced curriculum within the framework of the AGS Quality Assurance Cycle.

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

4. Curriculum Strategic Intent

At Acklam Grange our curriculum intent can be described as preparing students for life in modern Britain and raising aspirations through:

- A broad and balanced curriculum
- Equality of opportunity regardless of background
- Equity for all students by overcoming those barriers which limit social mobility such as low aspirations, low levels of literacy and numeracy, low self esteem ensuring no child from the AGS family gets left behind
- High expectations for students to
 - Think hard
 - Know more
 - Communicate effectively
 - Be Kind

This is all underpinned by our PRIDE values of Perseverance, Respect, Initiative, Direction and Expression through our curriculum delivery. This is because we want our students to be confident articulate human beings who have those values, beliefs and skills that we believe will enable them to

make a positive difference to themselves, their families and to help them shape a positive society in the future.

Embracing a personalised learning agenda, our curriculum design meets our students' needs and promotes lifelong learning. Students are allocated to one of four Personalised Learning Curriculum Pathways each following a varying route and ensuring access to a broad and balanced personalised curriculum. Student's needs are constantly reviewed and these pathways can and do change in response to student needs either through our regular pathway reviews or whenever it is deemed to be in the best interests of the student so that they experience a curriculum which is as bespoke and personalised as possible.

Whilst striving to be as aspirational as possible by promoting a curriculum with an academic focus characterised by the EBacc, our students will also have access to the support they need so that the core ingredients of reading and vocabulary are of a standard that allows them to flourish within their own personalised learning journey. Students will be supported in making the right choices for their ability and interests, in striving for success and to go on to follow the Post-16 progression route they desire.

Across both KS3 and KS4, students follow a carefully planned and sequenced journey which continually builds on prior learning and is designed to prepare the students for their GCSEs and for life Post-16 beyond Acklam Grange School. Students follow a very aspirational and challenging, yet deliberately constructed learning journey from the moment they become part of the Acklam Grange Family in Year 7, which focusses specifically on developing the right skills and a broad range of knowledge that will enable them to contribute positively to British society.

In Year 7 students begin studying mathematics, English, science, French, Spanish, computing, design and technology, art, FTT, drama, music, religious studies, physical education and elements of the SRE and CEIAG curriculum. This choice of subjects is then refined at the end of Year 9 so that we can personalise each individual students' pathway.

The curriculum is implemented via careful sequencing of lessons using spaced practice and interleaving of content to promote long term learning through retrieval practice. Staff take time to design effective assessments to make inferences about deep learning and not just short term performance. These carefully designed diagnostic assessments inform responsive teaching in the classroom and also serve as great opportunities for students to practice knowledge recall and strengthen their knowledge of key subject matter.

This process of developing long term learning increases students' fluency, freeing up working memory so that they can successfully connect and apply these facts to a range of diverse contexts. Within day to day teaching, staff utilise opportunities for low stakes quizzing to promote knowledge recall, together with elaboration to deepen students' knowledge of why specific knowledge is important in the wider world, rather than just having to remember a series of unconnected facts. This is an approach we expect to see across the whole curriculum.

The curriculum is constantly reviewed to ensure it meets the needs of our current and future students as well as our community. This is through a detailed annual curriculum review which takes views of staff, students, parents, governors, primary schools and Post-16 providers on board.

Social, Moral, Spiritual and Cultural (SMSC) is embedded throughout all areas of our curriculum. PRIDE lessons are our version of Personal, Social and Health Education and offer a wealth of opportunities for students to access important learning experiences which significantly contribute to their development as independent and resilient learners and well-rounded citizens. PRIDE is also the vehicle for the promotion of **British Values** incorporating **Democracy, Law, Mutual Respect, Individual Liberty** and a **Tolerance** of different faiths and beliefs as well as the teaching of CEIAG, SRE and Citizenship.

5. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including (but not limited to):

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an additional language (EAL)
- Students with protected characteristics

Teachers will plan lessons so that students with SEND and/or disabilities or any other protected characteristics can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

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

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

6. Monitoring arrangements

Senior Leadership Team, Faculty Leaders and TLR holders monitor the way their subject curriculum is implemented throughout the school to maximise impact by:

- Processes and systems that support the whole school Quality Assurance Cycle. These may include (although not exclusively limited to) lesson observations, book scrutinies, learning walks and use of any other data that would support such systems.
- Faculty Leaders will also be supported by relevant SLT staff in monitoring the way a subject is delivered via the QA Cycle.

Faculty Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Deputy Headteacher (Curriculum) and the Headteacher. At every review, the policy will be shared with the Local Governing Body.