



Twyford
CofE
Academies Trust

Document Title	Curriculum Policy
Committee Responsible for Policy	Curriculum Committee
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Policy Author	Executive Headteacher and Associate Headteachers

Assessment of the Impact of a Policy on Equality & Diversity

Policy: Curriculum Policy	
Impact assessed by: R Lane	Date: 11/3/2022
<p>1. What is the potential for this policy impacting a person or group with a protected characteristic differently (favourably or unfavourably) from everyone else?</p> <p>Significant. The curriculum may not present the interests and values of different groups in a balanced way. For example, the History curriculum might ignore Black History or the Music curriculum might ignore female composers.</p>	
<p>2. How would this be evidenced?</p> <p>If the curriculum departs from the requirements of national examining bodies which are subject to rigorous monitoring and scrutiny.</p>	
<p>3. Is there evidence that the operation of the current policy might impact a person or group with a protected characteristic differently from everyone else?</p> <p>No.</p>	
<p>4. If the answer to 3 is 'Yes', please provide details and evidence.</p>	
<p>5. How might the new policy change this?</p>	
<p>6. Are there any other changes to the policy which might impact a group with a protected characteristic differently from everyone else?</p> <p>No.</p>	
<p>7. If the answer to 6 is 'Yes', please provide details and evidence.</p>	
<p>8. Policies are required to reduce or eliminate inequality and disadvantage and promote diversity. Does this assessment indicate that the Policy passes or fails this test?</p> <p>Pass</p>	

Curriculum Policy

Policy Statement

It is the Trust's aim to provide pupils with a curriculum which, to the greatest extent possible, reflects the ethos and values of the Trust and a number of design principles. These values and design principles are described in detail below. The Trust's financial, staffing and other resources are limited so to realise this aim these resources have to be used efficiently. Trade-offs are sometimes necessary in the realisation of this policy aim particularly around efficient deployment of specialist staff and ensuring average class size targets are met. The Trust's Efficiency Strategy targets average class sizes exceeding 25 for Key Stage 3, 20 for Key Stage 4 and 16 for Key Stage 5.

Trust Values

The school ethos, which is captured in our 10:10 ethic, emphasises a belief in the capacity of students to do and be good. This ethos is built on the premise that all students should become aware of their own abilities and aptitudes and use these effectively. They should be disciplined in improving their skills and should be encouraged to stretch. In doing this they should gain a positive sense of their own gifts and how they can develop and apply them. The construction of the school curriculum makes a major contribution to the ethos of the school ensuring there is academic challenge for all students, irrespective of their starting points or backgrounds. The Trust expectation is that students will be stretched through the formal taught curriculum (which will include academic and applied opportunities), the pastoral curriculum and through the wider curriculum (e.g. extra-curricular activities, extension opportunities and via the spiritual life of the school community).

The curriculum policy defines the principles of how the curriculum is designed in Trust schools
Please also see links to the Trust policies on SMSC and on Assessment

Definitions

Curriculum: In this document, curriculum is used to mean 'What is taught' and refers to both knowledge and skills (both subject specific and generic). The Twyford Trust curriculum is designed deliberately to be both knowledge rich and skills focused. It has also been designed to achieve strong continuity through Years 7 – 13. Skills are explicitly taught and practiced within a subject context rather than as a separate exercise. Generic skills of literacy and retention/retrieval are consciously reinforced across the curriculum. For some students additional literacy classes are run, in order to ensure access to the curriculum.

Curriculum Model: This term is used to refer to the overall arrangement of the curriculum for each year group including the amount of time allocated to each subject, the range of options subjects at GCSE and A-level and the levels of differentiation.

Curriculum Intent: Each subject has a clear statement of its overall intent. This also summarises subject specific skills/categories of knowledge and how these are grouped into assessment objectives. The statement of intent is common for each subject across the Trust and is expected to remain relatively stable from one year to the next.

Curriculum Implementation: Each subject has a clear content and skills map, which shows how these elements have been selected and sequenced. This may vary slightly from one institution to the next, for example where specific modules/texts are chosen from within a single exam syllabus). The curriculum implementation is reviewed annually in the light of teacher feedback, the outcomes achieved in external examinations and syllabus changes.

Curriculum Impact: The impact of the curriculum is measured through effective in-year assessment as well as summatively in external exams. Robust formative assessment has been integrated into the curriculum, with formal examinations twice a year and less formal teacher assessments, assessed homework and in-class assessment for learning, allowing staff and students to judge what has been learnt. The content and marking of school examinations are consistent across the Trust and there is moderation of additional teacher assessments. These processes enable comparisons to be made across the Trust of the impact of the curriculum implementation in each school and how far it delivers the subject intent. A common grading system is used in formal teacher assessments and examinations and this allows staff, students and parents to see the pace of a student's progress from Years 7 – 11 as well as informing options choices for Year 10 and Year 12 respectively.

(See linked Documents: Appendix 1 for sample overview document)

Principles: A Stretch Curriculum in a Comprehensive Context

The curriculum has been defined in order to cater for the wide range of abilities at the school. To ensure all students are stretched – irrespective of their starting points, the curriculum is differentiated into three broad bands so that they are positioned to make informed decisions on pursuing a curriculum pathway which is suited to their own particular gifts from the start of Year 10 and then narrowing this focus further at post-16. In Years 7 - 8, the focus is on giving students very strong foundations in core subjects and ensuring the national curriculum coverage is secure. In Year 9, students consolidate their learning in EBAC subjects and RE as well as increasing their level of engagement with subjects which they may wish to specialise in further at Year 9 and beyond (this includes creative/performing arts and computing / computer aided design).

The principles of the Trust curriculum are:

- It has a strong core which focuses on acquisition of strong skills in facilitating subjects
- It is content rich
- It is differentiated to provide stretch and challenge for all students using a 3-level approach
- It encompasses wider learning and independent learning, spiritual, moral, social and cultural education as well as classroom based lessons
- It equips students of all back grounds with robust cultural, social, moral, spiritual and intellectual capital
- It makes demands of and trains students in the capacity to memorise effectively

- It develops literacy – from simple accuracy to higher order expression of ideas/ evaluation of concepts
- The Curriculum Model is designed to ensure progression from Year 7 to Year 13
- The curriculum itself is progressive – both knowledge and skills are built sequentially from one lesson/unit/year to the next
- It is precisely defined and makes demands on students to achieve strong intellectual disciplines, which are transferable
- Students learn to transfer their learning of both skills and content to unfamiliar contexts
- All Trust schools share the same curriculum intent (e.g. skills covered and progression rates) however the implementation and curriculum model may vary slightly between schools in light of school/departmental/student specialisms (e.g. the choice of texts within English/differentiated range of PE or of Music courses/specific MFL languages offered)
- The Trust post-16 curriculum model has been designed to serve the needs of the whole Trust and students have the opportunity to move school for Year 12 in order to pursue a particular specialist course/pathway post-16
- Transparency/clarity of the curriculum and attainment to students and parents is central to strong CIAG and support for students making decisions about onward progression

The Core Curriculum

All students study English, Maths, Science and RE from Years 7 – 11 as compulsory subjects. This ensures students have a solid core of skills and knowledge, which will enable them to progress in a range of directions. Languages and Humanities also form part of the core. All students study two Humanities (History and Geography) from Year 7 - 9 and a large number of students study two languages in Year 8, to give a range of options further up the school. At least one modern foreign language is studied by all but a very small minority of students to the end of Year 9. From Year 10 all students are strongly encouraged to continue with at least one modern foreign language and either History or Geography for GCSE and a large majority of students do so. Creative and applied subjects are also available – though the school, however none of the sites are equipped with DT labs and therefore the curriculum covers the teaching of Design processes within the range of Art courses offered as GCSE options in Graphics and Computer aided Design at individual school sites. Availability is dependent on uptake. Emphasis is placed on Music, which is a Trust specialism, and on Creative Technologies (applications of ICT and Computing) as well as Art, Drama and PE. Curriculum time is broadly split as 60% EBAC subjects (Maths, English, Science, Humanities and languages), 15% RE and SMSC, 25% applied and creative subjects (Art, Drama, Music, Singing and PE). From 2020 the Trust is piloting a Year 9-11 Digital Curriculum in order to ensure all students have an accredited certification with currency in the workplace.

Coverage and uptake

The curriculum described above is designed to be broad with a high emphasis on facilitating subjects as these provide solid knowledge and skills base. These will most effectively ‘open doors’ in terms of further progression. At every level, there is a consistent emphasis on Literacy and Cognition (ranging from accuracy and clarity of understanding/expression to

high-level technical explanation and sophisticated argument). Consistent approaches are taken across the curriculum to develop knowledge recall and retention.

95% of students are expected to follow a formal EBAC curriculum (minimum: English Literature and Language, Maths, Double Science, History or Geography and one MFL) in Year 7 -8, 85% from Year 9 with 80% continuing in Years 10-11.

Art /Computing /Music/Drama are optional subjects available in all schools.

RE

RE is compulsory as an exam subject to GCSE for all students and all students follow a full programme of RE and/or Ethics from Year 7. The schools' pastoral programme also makes overt reference to Christian scripture as well as to core concepts within other world faiths. This supplements the religious understanding of students at the school.

3-level Differentiation and pathways...

The Trust strategy in designing the curriculum is to ensure there is no compromise at the upper and lower end of the spectrum of student needs. To this end, we have devised a 3 band curriculum referred to as Advanced, Higher and Core. The **Advanced curriculum** is defined by the requirements of Russell group + university entry (e.g. students following it might aspire to A-Level grades AAB or above including at least 2 'facilitating subjects' when they reach Year 13).

The **Higher curriculum** has a conventional academic framework of English, Maths, Double Science, RE with History or Geography and/or one Modern Foreign Language and is designed to ensure students gain grade 4/5 or above in an appropriate range of GCSE subjects. Students who are successful in the **Higher curriculum** are also likely to move on to Level 3 (A-Level or BTEC courses) post 16.

The **Core curriculum** is designed to ensure acquisition of sound basic skills (e.g. a GCSE pass in English and Maths plus a package of no less than 6 other GCSE passes). Two of the Trust schools have Additionally Resourced Provision (e.g. ARPs) and it has been important to refine the Core programme to support students who are at the borderline of accessing mainstream provision. A 'Nurture Curriculum' has therefore been developed with a strong emphasis on basic literacy, numeracy and life skills for these students. Where possible, there is integration into the mainstream, however a number of specialised support classes are also run which are targeted at individual special needs.

A second assumption of the Trust curriculum design is that students should be able to move from one curriculum band to another according to progress made.

- The **Core curriculum** in Years 7 - 8 targets literacy and numeracy support at students (usually defined as reading ages below 10), in order to move as many students onto higher programmes by the end of Year 8 as possible.
- Equally, the strong academic framework of the higher programmes will enable students who make outstanding progress in Years 10 - 11 to move onto a wider range of advanced courses post 16.
- Year 9 is seen as a transition year towards GCSEs in which all students start GCSE style learning. Students make initial options choices in creative and practical subjects at the end of Year 8 in order to go into greater depth in Year 9 and to be able to discern which subjects they are likely to want to study at GCSE. All students take core RE and PE as well as a full tutor time programme of PSHE.

Progression and Pace

The Trust curriculum has been consciously created to give continuity from Year 7 - 13. Common assessment objectives are used throughout the delivery in a subject starting from Year 7. The banding of the curriculum allows teachers to ensure students make strong progress from their individual starting points. The pace of the curriculum should allow all students to attain well above national levels of expected progress between Year 7 - 11. The schools uses a numerical grading system, which aligns with GCSE grades in the upper school. The progression rate is shown below.

Trust progression chart:

	KS2 Entry grade	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
Advanced +	118-120	6-	6+	7	8-	8+
Advanced	116-117	5+	6	7-	7+	8
	111-115	5	6-	6+	7	8-
	109-110	5-	5+	6	7-	7+
	107-108	4	5-	5+	6	7-
Higher	105-106	4-	4+	5	6-	6+
	103-104	3+	4	5-	5+	6
	102	3	4-	4+	5	6-
	100-101	3-	3+	4	5-	5+
	99	2+	3	4-	4+	5
	95-98	2-	2+	3	4-	4+
Core	92-94	1+	2-	2+	3	4-
	89-91	1	2-	2	3-	3+
Nurture	85-88	1-	1+	2	2+	3

There is a high overlap between the curriculum coverage in the lower sets following the **Advanced course** and the top sets in the **Higher course**. This will allow students to transfer from one curriculum band to the other in any one subject. Teachers are also aware that

students at the higher end of a grade boundary on entry have a greater chance of achieving 4 levels of progress than those at the lower end on entry.

Although progression is usually measured based on KS2 grades on entry, students also sit Cognitive Ability Tests (CATs) at the start of Year 7. These scores provide helpful additional information about a student's broad level of ability and scores fall roughly into these bands:

Curriculum Tier	CAT Scores
Advanced+	130 and above
Advanced	111 – 129
Higher	95 – 110
Core	85 – 94
Nurture	Below 85

Year 9 and Year 11 transition

Year 9 is seen at the school as a GCSE transition year during which all students begin to work in the style expected at GCSE. Students receive an end of year target as a number of GCSE grades. The end of year targets have been set up to ensure that they have made better than expected progress from KS 2 to KS4 by the end of Year 11. This system allows students to make an informed judgement at the end of Year 9 as to whether a particular subject will be a strong choice for them at GCSE. Formal GCSE option choices are not confirmed until July in Year 9 and are based on the results of the Year 9 examinations.

Students in Year 11 will similarly use their GCSE mock examination grades at Christmas to discern which subjects they will be eligible to study at A-Level.

GCSE Options

Differentiation within the curriculum at KS3 allows students to discern which subjects they are best at and to begin to focus on these. At the end of Year 8, students will select the creative and applied subjects which they think they are most likely to consider as a GCSE option. This enables them to study these at a greater depth in the transition year and make more informed choices about their final GCSE choices from the start of Year 10.

At GCSE all students study a core of English (Literature and Language), Maths, Science and RE and most students will take 9 GCSEs. Exceptions to this are our most able students who may study an additional (10th) GCSE outside the normal timetable. Students within the Core programme will receive additional periods of curriculum support and therefore may study 7 or 8 courses. In some cases students may chose BTEC subjects as the GCSE equivalent course in an applied area.

In order to assist students in their choices, the KS4 curriculum is arranged in three broad pathways which are also pitched at three levels. Details of the pathways for Trust schools can be found in the KS 4 option booklets: see linked documents.

Post-16 Offer

In making their KS4 curriculum choices, students are also encouraged to project ahead to KS5 (6th Form) and to consider both the subjects they may wish to pursue and the entry grades required for particular courses. The co-ordination of the curriculum across the 4 schools allows students to make an easy transition from one school to another after GCSE in order to access specific Post-16 choices.

All courses offered Post-16 are Level 3 courses (A-Level equivalent). A-Level courses generally require at least a Grade 6 as the entry criteria and in some cases a Grade 7. Entry grades are usually taken from same subject at GCSE, but in some cases are taken from English and/or Maths where there is no GCSE equivalent subject. Most subjects offered at GCSE are also available at A-Level.

Individual students have a free choice of subjects within the blocks provided they meet the entrance requirements for the course concerned. Students are however guided towards combinations of choices suitable for access to courses at college and university. These are arranged as 2 tiers and are referred to as (i) **General** – students study 3 A levels from Year 12, (ii) **Twyford Additional Programme/William Perkin Scholars Programme** – students may study 4 courses and would usually be expected to complete an extended project qualification. Students wishing to follow the Additional Programme will be expected to achieve at least Grade 7 in all GCSEs with Grades 8/9 in their A-Level choice subjects.

A full list of current 6th Form subject choices for both Twyford and William Perkin, the entrance grades and the option blocks can be found in the Key Stage Curriculum documents and the course guides: see linked documents.

The schools undertake a thorough analysis of the destinations of pupils in order to ensure the curriculum has allowed students to progress to their courses of choice (for example checking that the Trust curriculum model allows progression to Design and Engineering courses post-16 and post 18).

Cross Curricular Skills

Approaches to Teaching and Learning are highly evolved – with a focus on supporting students to gain a high level of metacognition (eg awareness of how they are drawing on prior learning and capitalising on new skills and content to good effect). Consistent strategies are used to support the development of literacy and memorisation (see links to checklist of cross curricular strategies). Resources and teaching activities are shared across and between schools. Regular exchanges and paired observation programmes between the schools as well as joint inset and curriculum conferences at departmental level, allow HoDs and Key Stage leads to share best practice in classroom delivery of the curriculum.

Students are made aware of generic thinking skills, which are consistently expressed as follows:

- Listen intently
- Read critically
- Write cogently
- Speak purposefully
- Memorise accurately
- Explore analytically
- Discern logical patterns
- Form coherent arguments
- Apply systems

The first five of these cross reference with literacy and retention and retrieval skills. The final four are higher order skills developed in subject contexts.

Independent learning

All core subjects are expected to set lesson preparation in every lesson which is used as a bridge between one lesson and the next. Lesson preparation should ensure that every student comes to the lesson prepared and ready to learn. Effective use of lesson preparation allows teachers to set expectations of 'low level tasks (such as memorising vocabulary or formulae, pre-reading or research) being undertaken outside the lesson in order to ensure lesson time is used effectively to work on more challenging activities. In Years 7-11, lesson preparation should normally take 15 - 20 minutes and is in contrast to longer written homeworks, which will be set 2 or 3 times per half term. These homeworks are longer pieces of work which will have been prepared for in class and are formally assessed as part of the students grades for the term/half term. Homeworks will give students the opportunity to apply and extend their class learning. In Years 12 - 13, students should be set at least one hour of independent work for each lesson from that day.

Accessing the Curriculum

Each department has its own area of Copia (the School's Virtual Learning Environment). Copia contains the overview of the curriculum (assessment objectives and skills), as well as lesson level resources. Students are strongly encouraged to use Copia to recap on an area of any topic, which they may not have understood, or to access resources to support their independent learning. Departmental areas will also contain links to extension activities.

Electives and Wider Learning

Twyford Trust schools encourage all students to gain the benefit from an extended school day. William Perkin, Ada Lovelace and Ealing Fields offer additional curriculum hours in applied science and ethics, respectively referred to as the elective offer. All four schools offer the students opportunities to undertake wider learning activities (or extended electives) which extend curriculum opportunities. In some cases, these will involve 6th Form students coaching or supporting clubs (such as Debate club or Science Club). In others, wider learning

may take the form of preparation for competitions (Maths Challenge, Maths Olympiad) or Youth Speaks Out).

Subjects such as PE, Music, Art and Drama will rely heavily on a programme of extra-curricular or elective activities to stretch and challenge students. All students in the Lower School are encouraged to take at least two extra-curricular activities and to retain at least one of these in Upper School.

The Pastoral Curriculum and SMSC

All students follow a compulsory pastoral curriculum which comprises PSHE, SMSC and CIAG, taught during tutor times and a workshop programme. The programme covers topics such as community responsibility, peer pressure, informed choices and careers guidance. It also includes awareness of issues such as bullying, internet safety, and substance abuse.

The pastoral curriculum has been developed to support the Christian identity of the Trust and uses bible stories and case studies of iconic figures as part of its core content.

Consistency of delivery between schools

Each of the Trust schools adheres to the same intent within its curriculum design, however implementation may vary slightly.

The current curriculum weighting for each subject in each school is given below.

Use of the same impact measures allows SLT/MLT and Governors to monitor the effectiveness of the implementation. Governors will expect SLT and MLT to revise the curriculum model or improve delivery if significant variations in impact are observed.

Current timings at William Perkin, Twyford, Ealing Fields and Ada Lovelace

Hours per week	Yr Grp	English	Maths	Science	MFL	History	Geog	RE	Art	Comp	Music	PE	Other Dr/Sing
Twyford 5x5 + sport= 25.5 hours + 40 mins Past/ SMSC per week	7	3.5 (210)	3.5 (210)	3.5 (210)	4 (240)	1.5 (90)	1.5 (90)	1.5 (90)	1 (60)	1 (60)	1 (60)	1.5 (90)	2 (120)
	8	3.5 (210)	3.5 (210)	3.5 (210)	4 (240)	1.5 (90)	1.5 (90)	1.5 (90)	1 (60)	1 (60)	1 (60)	1.5 (90)	2 (120)
	9	3.5 (210)	3.5 (210)	3.5 (210)	4.5 (270)	1.5 (90)	1.5 (90)	2 (120)	3 periods electives x2 (180)			2 (120)	/
	10	4 (240)	4 (240)	5.5 (330)	3 (180)	3 (180)		2 (120)	Option =2.5 (150)			1 (60)	Some P6
	11	5 (300)	5 (300)	5.5 (330)	3 (180)	3 (180)		/	Option =2.5 (150)			1 (60)	Some P6

Hours per week	Yr Grp	English	Maths	Science	MFL	History	Geog	RE	Art	Comp	Music	PE	Other Dr/Sing
William Perkin / Ada Lovelace 5 hrs 50 mins x5 = 27hrs 30 33pds + 40 mins Past/SMSC per week	7	5 (250)	5 (250)	5 + 2 (350) + (100 H/T rota)	4 (250)	2 (100)	2 (100)	1 (50)	2 (100)	2 (100)	2 (100 H/T rota)	2 (100)	1 (50)
	8	5 (250)	5 (250)	5 + 2 (350) + (100 H/T rota)	4 (250)	2 (100)	2 (100)	1 (50)	2 (100)	2 (100)	2 (100 H/T rota)	2 (100)	1 (50)
	9	5 (250)	5 (250)	7 (350)	5 (250)	2 (100)	2 (100)	1 (50)	2 periods electives x 2 (200)			2 (100)	
	10	6 (300)	5 (250)	7 (350)	4 (200)	3 (150)		3 (150)	Option = 3 (150)			2 (100)	
	11	7 (350)	5 (250)	6 (300)	5 (250)	3 (150)		3 (150)	Option = 3 (150)			1.5 (75)	

Hours per week	Yr Grp	English	Maths	Science	MFL	History	Geog	RE	Art	Comp	Music	PE	Other Dr/Sing
Ealing Fields 5 hrs 50 mins x5 (except Fri PM) = 27hrs 30 33pds + 40 mins Past/SMSC per week	7	4 (200)	4 (200)	7 (350)	4 (200)	2 (100)	2 (100)	3 (150)	1 (50)	1 (50)	2 (100)	2 (100)	1 (50)
	8	4 (200)	4 (200)	5 (250)	4 (200)	2 (100)	2 (100)	3 (150)	1 (50)	1 (50)	2 (100)	2 (100)	3 (150)

	9	5 (250)	5 (250)	6 (300)	4 (200)	2 (100)	2 (100)	3 (150)	2 periods electives x 2 (200)	2 (100)	
	10	7 (350)	5 (250)	6 (300)	4 (200)	3 (150)		3 (150)	Option = 3 (150)	2 (100)	
	11	7 (350)	5 (250)	6 (300)	4 (200)	3 (150)		3 (150)	Option = 3 (150)	2 (100)	

Hours per week	Yr Grp	English	Maths	Science	MFL	HUMS	RE	Triple or Eng	Comp	PE	Art	Music	Ethics/lit	Lang/lit	Option
Ada Lovelace 5 hrs 50 mins x5 (except Fri PM) = 27hrs 30 33pds + 40 mins Past/SMSC per week	7	5 (250)	4 (200)	5 (250)	4 (200)	5 (250)			2 (100)	2 (100)	2 (100)	2 (100)	2 (100)		
	8	5 (250)	4 (200)	5 (250)	4 (200)	5 (250)			2 (100)	2 (100)	2 (100)	2 (100)		2 (100)	
	9	5 (250)	5 (250)	6 (300)	4 (200)	5 (250)			2 (100)	2 (100)				2 (100)	2 (100)
	10 /11	5 (250)	5 (250)	6 (300)	4 (200)	3 (150)	3 (150)	2 (100)		2 (100)					2 (100)
						Or ICT									

Linked documents

Sample Curriculum Overview (Geography)

1. Cross Curricular skills checklists (Literacy and Retention & Retrieval)
2. Key Stage 4 options booklet – Twyford
3. Key Stage 4 options booklet – William Perkin
4. Key Stage 4 options booklet Ealing Fields
5. Key Stage 5 Curriculum document & course guide – Twyford
6. Key Stage 5 Curriculum document & course guide - William Perkin
7. Pastoral Curriculum overview