

ATAM Academy

Curriculum Policy



1. CURRICULUM INTENT

Through a strong culture of excellence and standards, underpinned by Universal Sikh and British values, "Together As One" we will instil a love for learning and nurture all our pupils to:

- Excel academically, personally and spiritually as lifelong learners
- Think critically about the world they live in and contribute responsibly
- Develop their talents and interests through a wide variety of co-curricular opportunities

2. CURRICULUM VISION

Our curriculum is a 15 year journey from nursery to Year 13 (currently up to Year 11). It is planned as a 15 year sequence developing pupils knowledge and skills

Our curriculum vision revolves around a coherent cycle of learning. This means our students have a deep and connected understanding of where they have come from, who they are and what they might become. Underpinning this are our core values and British and Sikh ethos. We want our students to belong to their community and become skilled citizens who will shape a hopeful, compassionate, thriving future for themselves and others.

The Seven Sikh values are:

SAT	TRUTH
SANTOKH	CONTENTMENT
DAYA	COMPASSION
DHARAM	RIGHTEOUSNESS
HIMMAT	COURAGE
CHARDI KALA	RESILIENCE
PYAAR	LOVE

Inclusive

Our curriculum is accessible to all students and is planned to ensure everyone can enjoy their experiences and make visible progress, no matter their ability. We equip our staff with the resources to ensure that barriers to learning are removed and all

students are suitably challenged and supported. Literacy and numeracy are prominent within our curriculum as these provide a gateway to acquiring core curriculum and wider knowledge. Quality first teaching is the foundation for progress for all learners. Our intent and implementation of the curriculum are underpinned by the inclusive principles of TRUE. These principles and practices ensure all pupils are provided with framework and scaffolding for success.

- TIME
- ROUTINE
- UNDERSTANDING
- EXPLANATION

Balanced

Our curriculum is focussed upon providing students with an enriched educational experience, drawing upon both the EYFS, primary and secondary National Curriculum objectives to enhance students' life chances by embedding cultural capital throughout their academic journey. We empower students to use an enriched vocabulary enabling a better understanding of concepts and ideas and facilitating access to knowledge beyond their ordinary daily experiences.

Rich

Our curriculum draws upon the rich Sikh cultural traditions and British values to reflect and celebrate diversity. Equality is a central tenet of the Sikh faith, and our personal development curriculum emphasises this. Through our planned personal development and co-curriculum, we seek to develop young adults of strong moral character. We encourage staff to organise educational visits and develop the depth of their teaching to enhance the quality and enjoyment of the learning both in and outside of the classroom. We provide a range of extracurricular opportunities to support the development of our students' character and prepare them for life as balanced, happy, well-rounded individuals, who can succeed in whatever they apply themselves to.

Excellence and Ambition

Our curriculum is knowledge rich enabling students to know more and remember more. It is designed with both vertical (within a subject) and horizontal (across subjects) integration of skills. Students are encouraged to draw out conceptual links between subjects, honing their analytical, literacy and numerical skills. We expect all our students to strive for excellence in all that they do. Our ambitious

and integrated careers curriculum supports students in achieving long term goals and maintaining long term academic and co-curricular commitments.

Values

Through our focus on British Sikh values our curriculum teaches our students to become honest, selfless, compassionate, contributing, courageous, resilient, and caring members of society. We encourage our students to see themselves as citizens and not subjects, to have the confidence to lead, not simply follow, and to develop an understanding of their spirituality, community and personal responsibility enabling them to shape both their own destiny and the destiny of others. Our personal development curriculum and enrichment programme teaches students to treat one another with compassion and humility, and to respect the world around us. It supports students so that they can develop and look after their own physical and mental well-being.

3. CURRICULUM DESIGN

Sequencing

Subject leaders have defined the key concepts that underpin core and subject specific learning and have interwoven these to deepen learning. The increasingly complex sequence of learning challenges students to make connections within the subject enabling them to build a sophisticated understanding of the core knowledge and concepts. Each unit of study is divided into distinct components and builds towards a complex activity bringing together the constituent parts into compound knowledge. We are now evaluating and reviewing our curriculum plans with a view to developing increased horizontal integration of numeracy and literacy skills across the foundation subjects.

Assessment and Re-teaching

Students' understanding and ability to recall accurately are assessed throughout the units of study. The information gathered through frequent low stakes recall and formative assessment activities and formalised summative assessments are used to inform the planning of regular reteaching weeks. Reteach weeks are used to reteach areas of the curriculum students find challenging or have difficulty recalling. Reteach weeks are used to recap learning and embed the foundational knowledge required for students to effectively progress onto the next units of study.

There will be three key summative assessment points for each year group (four for Year 11) during the course of the academic year. All departments/ subject leads have planned their summative assessments and ensure that they pinpoint the

nature and validity of the assessment, how the assessment will be marked and the knowledge/skills being assessed. The key summative assessment will be cumulative in nature – not just assessing a set amount of content or a topic but where possible, it should assess all coverage to that point. Where this is not possible, class based assessment combined with interleaving will be used. This ties in with our curriculum design, in which interleaving, recall and retrieval are key cornerstones

Memory and Retrieval

Our curriculum is deliberately designed to ensure that the knowledge learnt by students is stored in their long-term memory, allowing them to build upon it in order to develop a secure schema. We are beginning to implement the use of interleaving, spaced retrieval practice, repeated purposeful practice setting homework that revisits older content and the use of knowledge organisers for each distinct unit of study.

Reading

Reading is at the heart of our curriculum. Great importance is placed upon early reading and the acquisition of early reading and phonics skills, building children's skill, fluency and passion for reading as they move through the primary phase, into their secondary education creating a lifelong love of reading.

Our early reading phonics programme is Read Write Inc, following this pupils follow a guided reading curriculum complimented by the BugClub reading scheme. Throughout the primary phase weekly story time and library time foster a love of reading and expose children to texts that expand their language and open horizons.

We listen to children read throughout the 15 year learning journey and place great emphasis on the importance of reading a range of texts for both pleasure and academic study.

4. CURRICULUM IMPACT

- External examination results at both GCSE and A Level, including the numbers gaining top grades in a wide variety of subjects
- The range and variety of extra-curricular and enrichment activities and students' participation in them
- The retention of students

- The numbers of students applying to join the School in Year 7 and Year 12
- The proportion of students who are able to choose the courses they want to at GCSE and at A Level
- The destinations of our leavers at Year 11 and Year 13
- Annual reviews of the PSHE and assembly programme

5. LEADERSHIP OF THE CURRICULUM

- Specified members of the Leadership Team have responsibility for oversight of the curriculum and general organisation including overall strategic leadership, quality assurance, determining desirability and viability of courses, arranging advice and guidance, placing students and organising the timetable.
- Heads of Subject/ Directors have responsibility for strategic leadership and direction of their specific subject. Responsibilities include the organisation and regular review of schemes of work, monitoring and evaluating the work of the subject area, providing efficient resource management for the area and ensuring that the subject curriculum meets the needs of all pupils.
- Each Head of Subject / Director is managed by a member of the Leadership Team. Monitoring the Effectiveness of the curriculum
- The Vice Principal i/c Quality of Education is responsible for monitoring how the curriculum is implemented across the school.
- The link Leadership Team member is responsible for monitoring the effectiveness of the curriculum in the subjects which they oversee.
- Monitoring of the curriculum and its effectiveness on pupil learning takes place throughout the year using a variety of tools such as lesson observations, analysis of internal and external progress data and work scrutiny.
- The school have Quality Assurance cycle to monitor the implementation of the curriculum.
- The Standards Committee of the Governing Body oversees the effectiveness of the curriculum.

6. LESSON ALLOCATION

- 26 periods over 1 week
- Extended 6 period day on Monday
- A 3 year Key Stage 3

KS3 Curriculum																										
Periods	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
2023/4	Ma	Ma	Ma	Ma	En	En	En	En	Sc	Sc	Sc	RE	Mfl	Mfl	Hi	Hi	Ge	Ge	CS	Ar	DT	Mu	PE	PE	SS	PS
KS4 Curriculum																										
Periods	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Academic	Ma	Ma	Ma	Ma	En	En	En	En	Sc	Sc	Sc	Sc	Re/Ps	PE	MfL	MfL	MfL	Hum	Hum	Hum	Option			Option		
Mixed	Ma	Ma	Ma	Ma	En	En	En	En	Sc	Sc	Sc	Sc	Re/Ps	PE	MFL or Hum			Vocational			Option 1			Option 2		
Vocational	Ma	Ma	Ma	Ma	En	En	En	En	Sc	Sc	Sc	Sc	Re/Ps	PE	Option/ Intervention			Option			Vocational			Vocational		

7. OPTIONS AVAILABLE AT KEY STAGE 4:

GCSE Geography, GCSE History, GCSE Religious Studies, GCSE French, GCSE Panjabi, GCSE Art, GCSE Business Studies, GCSE Computer Science, GCSE Design and Technology, GCSE PE, BTEC Enterprise, Vocational Health and Fitness, Vocational Hospitality and Catering,

*option subjects offered are reviewed annually. All options are subject to availability of specialist teaching staff and capacity restrictions.

GCSE options are a guided choice with approximately 75 % of our cohort expected to take the Ebacc pathway, however this is dependent upon the needs of the pupils. The Ebacc pathway includes English, Maths, Science, Languages and a Humanities subject.

For more details on our GCSE options and option choices please refer to Year 9 curriculum information booklet