CAISTOR YARBOROUGH ACADEMY

Curriculum Policy

Written by	Approved by	Status	Last Review	Next Review
CMAR	Trustees	Ratified	October 2026	October 2027

Change	What was the change	Location
1. Literacy across the curriculum	Wording changed and added to strengthen the need for subject specific vocabulary and for students to become good communicators	Literacy across the curriculum p6 paragraph 4
2. Use of ICT across the curriculum	Updated 'ICT' terminology to 'digital literacy'	Use of ICT p. 6
3. Regulatory requirements	Included an explicit section on careers and British Values	Regulatory requirements p.7/8
4. Links with other policies	Added a paragraph setting out the policy's relationship with statutory requirements and guidance.	Links with policies p8

Introduction : School Aims and Values

Our values permeate through all we do; and this is evident in our curriculum policy and delivery.

We seek to ensure that all learners have the opportunity to excel, succeed and achieve beyond potential and fulfil their ambitions.

Our whole curriculum culture is built upon the principles of aspiration, excellence and fairness.

Our learners are individuals and we respect their needs. Furthermore, we expect everyone to respect the needs of others in our learning community.

We are ambitious for our learners; we expect all to work hard, to accept the challenge, to delight in the accumulation of knowledge and to find enrichment, reward and enjoyment in their learning.

We are determined to build upon the principles of reflective practice, evaluation and quality assurance in order to strive to be an improving Teaching & Learning community.

We aspire for our learners to be adaptable, resilient and confident people who embrace and grasp opportunities presented by change; to make a positive impact at Caistor Yarborough Academy and beyond.

We aim to ensure our curriculum enables our learners to become globally aware, culturally aware, self-aware, work ready and ambitious.

We do all that we can to ensure curriculum choices are made to best serve our students and prepare them for the next steps on their educational / lifelong learning journey.

Aims and Principles of the Curriculum

At Caistor Yarborough Academy we believe the curriculum should create an environment where questioning, academic risk-taking, divergent thinking and the freedom to learn from mistakes are all encouraged. We offer a curriculum designed to nurture high aspirations and prepare pupils for the opportunities and challenges for young people in the 21st Century. Our curriculum is designed to ensure pupils are globally aware, culturally aware, self-aware and work ready and ambitious.

Within the framework of a broad and balanced education for each pupil, we intend for our curriculum to allow a high level of personalisation so that each pupil can play to their strengths and develop specialisms and existing and new interests. The Curriculum Policy should be seen within the overall Aims and Ethos of the School, which are at the core of its objectives.

Our curriculum is designed to allow each pupil to:

- Achieve the best possible academic qualifications and standards for them.
- Ensure high levels of engagement, enjoyment and personal development.
- Equip learners with every advantage to succeed and contribute as valuable global citizens

We aim for our curriculum to develop pupils who:

- Are inducted into the essential knowledge, skills and discourse of subject disciplines and who are able to develop specialisms according to aptitude.
- Can appreciate human achievement in the field of languages, mathematics, science, technology, humanities, physical and aesthetic pursuits, creative and expressive arts and to experience a sense of personal achievement in these fields during their time at school.
- Acquire an understanding of the social, economic, environmental and political aspects of the world and the interdependence of individuals, groups and nations.
- Are able to link areas of knowledge in a spirit of enquiry and transfer skills from one area to another.
- Are resourceful and able to solve problems using the knowledge and skills they have gained.
- Have the knowledge to develop for themselves an active and healthy lifestyle.
- Are reflective learners who understand their strengths and how they can be used; who can identify areas for development and know what to do in order to make progress.
- Can show resilience in their learning, persevering even when tasks are difficult and understanding how to access help when needed.
- Can work effectively in a team but also concentrate for long periods of time alone and manage distractions.
- Are increasingly independent, can show initiative and organise themselves.

Every student at Caistor Yarborough Academy is entitled to receive a full, broad and balanced curriculum.

The curriculum will be organised to:

- Ensure breadth and balance relevant to the ages and maturity of learners;
- Meet the statutory requirements of the National Curriculum and ensure access to these for all learners;
- Take considered advantage of the different emphases that can be provided within the basic curriculum in response to pupil abilities, talents and aspirations;
- Ensure progression appropriate to the maturity and needs of the individual, including acknowledged special educational needs;
- Provide challenge and opportunities for learners to attain high levels of progress and achievement in preparation for their adult lives, responding to a variety of learning styles.

Fundamental to the curriculum is the quality of teaching and learning. We will look for ways to continually improve the quality of teaching, based on agreed quality standards and a reflective, collaborative approach. Assessment for Learning strategies are pivotal to continued improvement and progress. Along side live feedback throughout the lessons.

To improve the quality of learning we will continue to promote more independent and personalised learning, and to take continuing account of the needs of pupils of all abilities, including those who are academically more able.

Enquiries

For any curriculum enquiries, the information below sets out the best person to contact:

(a) For any subject specific query, please contact the relevant Head of Department

(b) For any concerns relating to your child's progress across a number of subjects, please contact the relevant Head of Year

(c) For queries relating to the curriculum itself, please contact the Deputy Headteacher Curriculum Delivery

The curriculum should be seen in its widest sense as the entire planned learning experience. This includes formal lessons and events, routines, and learning that take place outside the classroom.

Although the majority of the pupils' formal learning experiences will be through subject based lessons, the curriculum is also planned and delivered to address a number of cross curricular dimensions. These are sometimes dealt with specifically through 'curriculum suspension' models where conventional lessons are suspended in favour of alternative models such as drop down days, or through thematic projects.

Literacy Across the Curriculum

We aim for all of our pupils to become literate and articulate communicators. In all subjects, pupils should be taught to express themselves correctly and appropriately on paper and orally, and to read accurately and with understanding.

Pupils should be taught to recognise and use Standard English.

In writing, pupils should be taught to use correct spelling and punctuation and follow grammatical conventions. They should also be taught to organise their writing in logical and coherent forms.

In speaking, all subjects contribute to pupils becoming literate and articulate. They should be taught to develop vocabulary and subject specific content. Pupils should be taught to use language precisely and cogently. Pupils should be taught to listen to others, and to respond and build on their ideas and views constructively.

In reading, pupils should be taught strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading. They should be taught strategies to aid revision, including how to retain information long-term for deep understanding.

Numeracy Across the Curriculum

Similarly, all subjects are responsible, where appropriate, for developing pupils' numeracy when opportunities arise during the course of the lessons. This can be done through asking pupils to use mental maths, basic mathematical formulae, tables and graphs to present data, and estimates and calculations.

Use of Digital Literacy (ICT) Across the Curriculum

Pupils should be given opportunities to apply and develop their digital literacy (ICT) capability through the use of digital tools, safely and effectively to support their learning in all subjects.

All pupils at Caistor Yarborough Academy have access to networked computers which can be utilised in lessons and the website and curriculum areas can support this work wherever the pupils are in the world.

Health and Safety

All subjects have a duty to ensure appropriate compliance with Health and Safety guidelines, but specific responsibilities lie with Science, Design and Technology, Computing, Art and Design, and PE.

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

a. About hazards, risks and risk control.
b. To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others.
c. To use information to assess the immediate and cumulative risks.
d. To manage their environment to ensure the Health and Safety.
e. To explain the steps they take to control risks.

Personalisation

In order to ensure every child achieves their personal best and is fully engaged in their learning, we offer a high level of personalisation within our curriculum, whilst ensuring it remains ambitious, broad and balanced and meets the needs of each individual pupil.

Personalisation is central to our approach in recognising and responding to the diverse needs, abilities, and aspirations of students, without narrowing entitlement at Key Stage 3. At Key Stage 4, students benefit from a wide range of subject choices,

alongside opportunities to pursue their personal interests and strengths.

Teachers use assessment and feedback to adapt learning, ensuring that lessons are appropriately challenging and supportive. Additional provision and targeted interventions are in place where required, with a strong emphasis on supporting students with Special Educational Needs and Disabilities (SEND) through high-quality teaching, reasonable adjustments, and collaboration with the SEND team, families, and external professionals.

A rich programme of extra-curricular clubs, trips and visits is also provided to broaden horizons and develop students' cultural capital. Through this personalised approach, we aim to raise achievement, promote equity, and prepare every student for success in their next stage of education, employment, or life beyond school.

Regulatory Requirements

The Academy's RSE Policy is delivered through the curriculum, both in content included in subject's schemes of work, through the PSHE programme and through other planned learning opportunities in the school.

At Caistor Yarborough Academy pupils receive timetabled lessons in Religious Studies and are taught PSHE, including drugs, alcohol and sex education, through the PSHE programme and tutor time and assemblies.

Careers education, information, advice and guidance is an integral part of the curriculum and is delivered through curriculum subjects and the wider careers programme. Pupils will be supported to understand the relationship between learning, skills, qualifications and future education, training and employment.

The academy will provide appropriate encounters with employers, further and higher education, training providers and other professionals alongside opportunities to develop employability skills.

Curriculum opportunities will also support pupils to understand British values, respect others, develop personal responsibility and contribute positively to their communities.

Pupils in all year groups receive two hours' sport in lessons each week.

Monitoring

Responsibility for the effective implementation of the policy lies with the Headteacher who delegates to the Deputy Head. Heads of Department and individual subject teachers also have a key role to play. The policy is supported by schemes of work developed by individual departments. The curriculum provision is reviewed annually at SLT and through Heads of Department meetings.

Links with other Policies and Regulatory Framework

The curriculum is designed with regard to the statutory framework for education in England, including the Equality Act 2010, the Special Educational Needs and Disability Code of Practice : 0 to 25 years, the National Curriculum framework where applicable, and relevant requirements relating to relationships, sex and health education, religious education and safeguarding.

This policy must be viewed in conjunction with the following policies:

- Sex and Relationship Education
- Anti-bullying Policy
- Equality Information and Objectives Statement
- CEAIG (Careers)
- Child Protection (Safeguarding)