



HIGHFIELD LITTLEPORT ACADEMY
An Active Learning Trust School



HIGHFIELD ELY ACADEMY
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HIGHFIELD ACADEMIES

CURRICULUM POLICY

THIS POLICY WAS APPROVED:	SPRING 2021
THIS POLICY WILL BE REVIEWED:	SPRING 2023
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	SIMON BAINBRIDGE

Highfield Ely Academy

To ensure that the offer in place for our learners is broad, balanced, aspirational and engaging, our curriculum and any associated qualifications are regularly reviewed.

Leaders and teachers meet throughout the year at designated Teacher meetings. We meet in Pathway groups. Any significant changes made to the curriculum are added to the School Development Plan (SDP).

Where possible, we gather the views of learners through the Student Council. We have a similar survey for support staff to add their voice.

We consider the following items:

- Feedback from students – is the curriculum meeting their needs? Is it suitably demanding, whilst being achievable? Is it engaging? Do they feel they are achieving their best?
- Feedback from teaching and support staff – what is their view regarding the needs of the learners? Do staff need additional support? What about CPD? Can they cover the required content? Do they need additional/different resources?
- Feedback from Department Leads – can we timetable effectively? Do we have sufficient suitably skilled staff to deliver the curriculum? Is the provision effective and fit for purpose?
- Have any amendments that previously made been successful?
- Next steps – taking into account all the above, what do we need to do to maintain and improve our curriculum?

Highfield Littleport Academy

To ensure that the offer in place for our learners is broad, balanced, aspirational and engaging, our curriculum and any associated qualifications are regularly reviewed.

Leaders and teachers meet throughout the year at designated Teacher meetings. We meet in Pathway groups. Any significant changes made to the curriculum are added to the School Development Plan (SDP). A record of changes, their implementation and impact as well as next steps identified is made. Each pathway conducts an overall review at the end of each academic year drawing together any significant changes and planning for these for the following years plans. All staff are actively involved in this process to ensure it meets the needs of all learners, particularly where cohorts change.

Where possible, we gather the views of learners through the Student Council. We have a similar survey for support staff to add their voice.

We consider the following items:

- Feedback from students – is the curriculum meeting their needs? Is it suitably demanding, whilst being achievable? Is it engaging? Do they feel they are achieving their best?
- Feedback from teaching and support staff – what is their view regarding the needs of the learners? Do staff need additional support? What about CPD? Can they cover the required content? Do they need additional/different resources?
- Feedback from Department Leads – can we timetable effectively? Do we have sufficient suitably skilled staff to deliver the curriculum? Is the provision effective and fit for purpose?
- Have any amendments that previously made been successful?
- Next steps – taking into account all the above, what do we need to do to maintain and improve our curriculum?