



The
MAST
Academy Trust

Policy	Curriculum Policy for Kirkburton Middle School	
Owner (master document)	Assistant Headteacher (Teaching and Learning)	
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Approver	Local Governing Body	

Current version	V3.0
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Objective of Policy
To provide guidance on the policy in relation to Curriculum setting within the MAST schools' network.

Version Control	
Version Number	Summary of amends from previous version
2.0	Review and appropriate updates since last version, front cover amends.
3.0	3-year review

Sign off requirements	
Approvers	Position
Standards and Effectiveness Committee	Trust Board
Governors	Local Governing Body
Reviewers	Position
Natasha Greenough	CEO The MAST
Gail Howe	Trustee
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Overall Curriculum statement of Intent:

1. Aims

At Kirkburton Middle School our curriculum is rich and deep, broad and balanced and we ensure that all of our pupils follow a rigorous and challenging curriculum that is designed to prepare them for what is a fast changing and demanding world as well as for the next stage of their learning. Our intention is that our pupils will follow a curriculum that opens their minds to new and existing possibilities and aspirations, as well as being given the opportunities to explore the world around them locally, regionally, nationally and internationally. This will enable them to gain access to the vast opportunities this exploration provides. It is also important to us that children develop personally as well as academically, developing empathy with, and understanding of, the needs and beliefs of others. The skills of teamwork, personal organisation, independent learning, creativity and self-reflection are embedded throughout the curriculum.

Through our curriculum we want to develop resilience and a 'Growth Mindset' in our young people to enable them to become independent, analytical and questioning individuals who are confident in themselves and can achieve their own highest standards and personal best. Our ultimate aim is that our young people become well-adjusted, well-rounded adults who are healthy mentally and physically. We aim to develop pupils who feel they can clearly articulate their own belief systems and feel empowered to contribute to society and make a difference where they feel it is needed.

Our curriculum aims to:

- Provide a broad and balanced education for all pupils which adheres to the expectation of the National Curriculum and its challenging intent.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development through bespoke and regular teaching opportunities in RE and PHSE, but also within the broad curriculum where opportunities to develop character and promote equality are always taken.
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Supports pupils in developing resilience and an understanding of strategies for maintaining good mental health and emotional well-being.
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.
- Ensure pupils who have a SEND, have access to the full curriculum wherever possible alongside focused and specific support and interventions to ensure they make strong progress comparable to those from similar starting point.
- Promote the learning and development of reading through the effective teaching of Phonics for younger children and through providing rich opportunities for pupils to be exposed to a variety of texts which challenge their thinking.
- Prepares pupils for the next phase of their education and exposes them to the rich opportunities for future 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](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

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 Trust Board

The Trust Board will monitor the effectiveness of this policy across the schools within our Trust. It delegates responsibility for curriculum design to Governing Bodies under the framework of this policy.

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" and enough teaching time is provided for pupils to cover the requirements of the funding agreement. (A school week should be at least 32.5hrs per week)
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements
- The school has a considered approach to the wider curriculum and the opportunities available to all pupils, including those who may be disadvantaged, to be exposed to opportunities to develop their 'cultural capital'.
- It participates actively in decision-making about the breadth and balance of the curriculum and has a good understanding of how the curriculum plan is implemented and how its impact is assessed.
- It understands how any disapplication, or separation of teaching, operates and that there is sound educational reasons for this to happen
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, 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 pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate, in accordance with legislative guidance
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN and there is an equality of access in place.

3.3 Other staff

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

The Assistant Headteacher (Teaching and Learning), with support from curriculum strategic leaders will ensure that the school curriculum is implemented in accordance with this policy.

Names and contact details for staff can be found on the school website or by contacting the school office.

4. Organisation and planning

At Kirkburton Middle School there are a number of principles upon which our curriculum is built:

1) High challenge and high support:

The curriculum is intended to provide both challenge, which is a precondition for learning to take place, and the opportunity to enable pupils to receive the necessary support they require to be successful. To this extent we are constantly looking for opportunities for our pupils to develop further. We aim to instil in our children a Growth Mindset approach to themselves and their learning, encouraging pupils to always aim to achieve as highly as possible in all they do. At the same time, we provide small group support and interventions where pupils need additional time to develop and consolidate their skills in the core subjects, in particular where they have entered school below national expectations or appear not to be making at least expected progress.

Our curriculum offer is rich and broad, combining a real focus on key knowledge and skills, along with an exciting range of activities, both within lessons and beyond the classroom through a variety of enrichment activities. Our aim is to develop our pupils as fully as possible to become well-rounded individuals who are motivated to learn, achieve and feel confident to try new experiences.

2) Individualised and personal to a pupil's needs, skills and aspirations:

We are firmly committed to supporting our pupils irrespective of background to achieve to the best of their ability (and beyond). We ensure that pupils from a perceived disadvantaged background are supported, challenged and inspired to achieve and be given exposure to opportunities which will support social mobility both inside the classroom, and beyond.

Our curriculum is regularly reviewed and amended in order to respond to the needs of changing cohorts of pupils and national expectations of government and employers; in essence, we aim to remain up to date and be proactive rather than reactive in our approach. The school works hard to identify gaps in learning particularly in reading and maths, and provides interventions where appropriate in maths, phonics, reading spelling and grammar through Fresh Start and Lexia and Numicon programmes

3) Academic rigour and expectation:

We provide all pupils with a sound academic basis, building upon the work of our link schools, and expect all our pupils to be successful. The school supports and encourages our pupils to meet and exceed the national expectation that a curriculum should provide for successful study of the core subjects, whilst retaining a broad and balanced curriculum from entry to Year 6 through to the end of Year 8.

Assessment is planned carefully to provide pupils with the motivation to persist as learners. Meaningful and robust assessment, and regular feedback, helps pupils to understand what their strengths are and what they need to improve further. Also, good assessment celebrates achievement and endeavour through a Growth Mindset approach, encouraging pupils to challenge their own expectations and learning. The criteria for assessment dovetail specifically into GCSE

expectations at Year 9 through regular, focussed liaison with Shelley College curriculum leaders. Details can be found in the school and subject assessment policies.

4) Enriching experiences and opportunities:

Our careers education is delivered through subject areas and enrichment activities and opportunities from attendance at careers fairs, outside speakers and university visits. We have successfully achieved the Quality in Careers Standard Award and the Gatsby Benchmarks. Details of or careers education can be found in the Careers Policy.

Pupils are encouraged to participate in a range of enrichment activities both within and beyond the end of the school day to support both their academic and wider development. These include: acting as Befrienders and Young Leaders; STEM Club; participation in a wide range of sporting activities (competitive and non-competitive); school plays or musicals; extra art activities; music clubs; chess club; Warhammer Club; to name but a few. We encourage and give our pupils opportunities to participate in intra and inter-school competitions in a variety of disciplines at a local and national level.

5) Progression:

Progression is a major facet of our curriculum offer which ensures that pupils are well supported throughout their time at KMS, as well as at key transition points.

We aim to put the right building blocks in place (strengthening the work already undertaken in our link schools) for our pupils to be able to make smooth and rapid progress through transition points. We take seriously this responsibility to prepare our pupils to be successful and to take meaningful qualifications to prepare them for GCSEs in Year 11, further education (e.g. college, apprenticeships), higher education (University, higher level apprenticeships) and into a range of high-quality careers and professions.

Excellent teaching in a broad and balanced curriculum, underpinned by an effective holistic approach to Social, Moral, Spiritual and Cultural development of our pupils, will help to prepare them for life in modern Britain. Core British values are promoted throughout the curriculum.

Curriculum Balance

At Kirkburton Middle School we offer a broad and balanced curriculum comprising of; Art, Computing, English, Geography, History, Mathematics, Modern Foreign Languages (French), Music, Physical Education, Personal and Social Education, Religious Education, Science and Technology, delivered through a fortnightly timetable of five 55-minute lessons per lesson a day.

Subject lessons fortnightly breakdown

Year	Art	Computing	English	Geography	History	Maths	MFL	Music	P.E	P.S.E	R.E	Reading	Science	Technology / Drama
6	2	2	14	2	2	10	2	2	4	1	1		6	2
7	2	2	8	3	3	7	4	2	4	2	2	1	6	4
8	2	2	8	3	3	7	4	2	4	2	2	1	6	4

Pupils study two units of technology and one unit of drama on rotation throughout the year. At any one time, they will have 4 hours of either technology or drama per fortnight in Year 7 and 8, and 2 hours of either technology or drama per fortnight in Year 6.

Apart from English and Maths pupils are taught in mixed classes, based on their prior attainment, drawn from a pair of tutor groups. In English and Maths, in all year groups, pupils are taught in broadly banded sets based on their prior attainment. The composition of these changes each year depending on the needs of the cohort.

In the vast majority of lessons, pupils will be taught by subject specialists who have a wealth of experience teaching at Key Stage 2, Key Stage 3 and 4 and where non-specialists are used they are well supported by Subject Leaders and other specialist staff.

For full details about curriculum coverage across each year group and within each subject area, please see the curriculum section of the school website.

<https://www.kirkburtonmiddleschool.co.uk/subjects>

Short & medium-term planning expectations

Subject leaders will ensure that the department completes and maintains up to date long term and medium-term plans which detail the key skills and knowledge necessary in each year group for pupils' to make exceptional progress.

Planning includes details of how pupils will be assessed, how subjects will teach careers education relating to their subjects, and how disciplinary literacy will be delivered.

Yearly discussions take place between the Headteacher, Assistant Headteacher (Curriculum, teaching and learning) and the Subject Leader to ensure that plans for teaching and learning meet the expected standards of the Trust,

All teaching staff are responsible for their own short-term planning and follow the principles set out in the Teaching and Learning policy in order to maximise progress and retention of knowledge for pupils.

Resources available to support curriculum delivery

The school has a range of resources to support the curriculum from traditional textbooks (including electronic textbooks), websites such as MyMaths, TT rockstars, SpellingShed and many others. The online platform Seneca Learning is also used in several subjects to set homework tasks and all pupils and parents are given individual logins to this resource. We also have some excellent specialist teaching spaces in school including a well-equipped science lab, a large resistant materials workshop complete with 3D printer and laser cutter, a purpose-built food technology room, a small drama studio, specialist music room and extensive outdoor PE spaces including an all-weather pitch. We have good ICT resources which include an IT suite for timetabled lessons together with a bookable set of desktop computers in our learning resource area (LRA). We also have bookable laptops and tablets to support learning. Departments may submit bids to the Headteacher if they require additional resources which fall outside the means of their curriculum capitation.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More-able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an Additional Language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil

achieving. They will ensure pupils have the opportunity to grow in independence and avoid 'over scaffolding' wherever possible.

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

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Reviewing annually the curriculum plan including the proportion of time spent on each aspect of the National Curriculum in each year group
- Understanding how the curriculum is delivered and how skills and knowledge are directly taught and sequenced through link Governor meetings/visits.
- Understanding of how Relationships and Sex Education is delivered in an age-appropriate way through link Governor visits.
- Having an oversight of how the school develops reading and the impact of the strategies used by the school for all pupils including SEND and those who are disadvantaged.
- Understanding of the quality of implementation of the curriculum through Headteacher reports and external validation including through Trust Peer reviews.
- Using Impact evidence to challenge leaders and ensure the curriculum is developed and adapted to meet the needs of learners in Governor meetings.

Leaders will monitor the quality of the curriculum through:

- Work Scrutiny at least half termly to assess the quality of implementation of the curriculum and to evaluate the effectiveness of skills and knowledge acquisition
- Evaluation of assessment information to measure the impact of the curriculum and to ensure it is adjusted to ensure gaps in learning are addressed
- Lesson Observations to check teacher subject knowledge; pedagogical content knowledge; sequencing and clarity of instruction.
- Learning Walks
- Pupil Voice – ideally with books – to test pupils' acquisition of skills and knowledge and how teachers support them in their learning.

All of the above are referenced in more detail within the monitoring and evaluation policy

This policy will be reviewed every 3 years by the Trust Board and Governing Body at each school

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment/feedback policy (School policy)

- SEND policy and information report (Trust policy)
- Equality information and objectives (Trust policy)
- Teaching and Learning including CPD (School policy)
- Monitoring and Evaluation (School policy)
- NQT and RQT provision (School policy)