



The
MAST
 Academy Trust

Policy	Curriculum Policy – Scissett Middle School		
Owner (master document)	Melanie Humphreys – The Mast Executive Administrator		
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Approver	Martyn Jones	Signature	<i>Martyn Jones</i>

Current version	V2.0 September 2019
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Next review due	Summer Term 2022
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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.

Sign off requirements	
Approvers	Position
Chair of trustees ratification	Martyn Jones
Local LGB adoption approval	Chair of Governors per LGB
Reviewers	Position
Natasha Greenough	CEO The MAST
Baljit Barring	Trustee
Headteacher and GB	Individual school
Unions consulted (if applicable)	Representative

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Curriculum Statement of Intent:

At SMS we ensure that our pupils enjoy a responsive, evolving curriculum that is rich in cultural exposure and underpinned by compassion. A curriculum which transcends the classroom and overcomes any perceived limitation. It is a curriculum which enables our learners to read, write, reason and problem solve and immerses them in broad, balanced, artistic and creative learning opportunities.

Our curriculum develops RESPECT, resilience, excellence, pride, enjoyment, creativity and trust. These qualities ensure that our learners have intrinsic values such as a healthy zest for life, a keen love of learning and demonstrate the confidence to excel.

This curriculum is designed to produce confident individuals who are next stage ready, a curriculum that also meets the needs of the whole child ensuring that they meet their full potential, a curriculum that is also mindful of our learners physical and mental health. We want our learners to be happy, fulfilled and productive so that they may develop a clear and ambitious path to map out their own futures. We wish them to drive towards their ambitions following the principles of growth mindset and demonstrate compassion, tolerance and respect in everything they encounter.

Therefore, our curriculum will ensure all learners have access to:

- Opportunities that allow them to develop aspirations in their future endeavours such as educational opportunities and careers.
- A broad range of academic, sporting and artistic subjects as part of the core provision.
- Learning experiences which allow them to explore their own identity, beliefs and views; to listen to those who may oppose them in order to develop understanding and tolerance.
- Information which allows them to keep themselves safe from harm and which promotes wellbeing in every aspect of their lives.
- An extensive range of opportunities outside of the classroom which enables the awakening of individual interests.
- A rich range of literature which develops a love of reading and an understanding of the world beyond their immediate surroundings with high quality teaching where the development of literacy and numeracy skills are woven through the entire curriculum

1. Aims

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 focussed and specific support 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 and less able 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" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- 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.

Mrs N Hunter Strategic Lead for English

Mrs N Robinson Strategic Lead for Maths

Mr S Home Head of Science Department

Mrs R Pocock Head of Humanities Department

Mr J McQueeney Head of Computing

Mr M Bishop Head of Technology Department

Mrs Scouarnec Head of French

Mr J Terry Head of Art

Mrs A Glencorse Head of Religious Education and PSHE

Mr J Davidson Head of Boys' PE

Miss C Turnbull Head of Girls' PE

Mr M Osborne Head of Performance

4. Organisation and planning

The school uses local information to inform the development of the curriculum along with the commitment to give all pupils full access to the National Curriculum and operates on a secondary style timetable for all pupils over 2 weeks.

All pupils have equality of access, but provision is adapted to meet the needs of some pupils and consequently fully inclusive. For example, English and Maths for pupils with significant gaps in learning is delivered in a small group context (no more than 6 pupils) and includes CPA practice in mathematics and phonic recovery (Fresh start or Lexonic) in English to ensure prohibitive gaps are

addressed quickly. This happens in all year groups where it is required and the school amends provision annually based on the needs of pupils. In order to rapidly address gaps in numeracy and literacy, teachers of English and maths in Year 6, have a timetabled lesson to work with small group/individual pupils responsively and address 'gaps' or misconceptions quickly.

The school has a comprehensive PHSE provision taught weekly; has a strong focus on mental health - an area identified in the ward report- and has met all the Gatsby Benchmarks. All pupils in Year 8 have access to 2 careers trips - one of which MUST be a university and the other could include apprenticeships; vocational courses; Post 16 providers dependent on the interest of the pupils. The school also has an annual careers fair.

We have specialist subject leaders of all strands of the curriculum, who are accountable for the curriculum design and implementation from Y6-Y8, along with the monitoring of how the curriculum is implemented and the impact that it has on pupils' acquisition of knowledge and skills.

As a middle school, one of the crucial features of the intent of our curriculum is to ensure that leaders have a full understanding of prior learning and are able to plan for next steps. This knowledge determines how we construct our curriculum. In planning their curriculum leaders are ambitious for all pupils including SEND and DA. When necessary the curriculum planning is adapted to meet the needs of pupils with profound SEND whilst still remaining broad and aspirational - for example pupils with very low literacy levels in Yr8 (RA below 9) engage in Lexonic to improve literacy skills in French lesson time, but also do conversational French to ensure equal access.

Literacy is at the heart of the curriculum intent and reading has a high profile in school. The school uses Accelerated Reader for all pupils, Fresh Start and Lexonic for catch-up reading and this academic year, introduced a "Book of Knowledge" completed once per week around a challenging non-fiction topical text (following a trial in 2018/19). Debating opportunities are also developed in Year 8 through a focussed reading session on a topical issue/newspaper report.

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)
- SEN 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)