



# Curriculum Policy

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## 1 Introduction

- 1.1 The Sirius Academy Multi Academy Trust aims to be a Trust where individuals grow and communities flourish; a place where students and the communities work together to achieve the highest levels of learning and understanding of the world.
- 1.2 Every student is entitled to a curriculum that is rich and varied, challenging and inspiring and which enables every individual to achieve his or her potential to the highest possible standard, so that all, for the benefit of all, are able to shape their destinies and create a better world.
- 1.3 Every student is entitled to benefit from access to a curriculum and a range of learning experiences of the highest standard, which take account of unequal starting points that are provided irrespective of gender, ethnic background, age or disability.
- 1.4 Students benefit from access to a curriculum, which is rigorously planned to ensure breadth, depth and relevance and to enable progression, which takes account of needs and aspirations and which values and builds on the unique experiences of every individual.
- 1.5 Students extend and realise their potential when they participate in a curriculum that offers challenge, learning experiences and support matched to individual needs.
- 1.6 The curriculum at Sirius Academy Multi Academy Trust lies at the core of Academy activity. It should be broad and balanced, and meet the requirements of current legislation.

## 2 Aims

- To provide a statement of vision and set of policy principles for the curriculum which will underpin the work of Sirius Academy Multi Academy Trust
- To promote the full intellectual, personal, spiritual, moral, cultural and physical development of all students
- To promote British Values within all academies in the Trust
- To prepare students for the opportunities, responsibilities and experiences of adult life and for their next stage of education, training or employment

### **3 Managing the curriculum**

- 3.1 The Board of Directors determine the Academy Multi Academy Trust Curriculum Policy. The Quality Standards and Student Support Committee, guided by the Executive Principal, Deputy Principal and Heads of Schools and Vice Principal Curriculum will review and monitor the curriculum.
- 3.2 Overall responsibility for the management of the Multi Academy Trust curriculum lies with the Executive Principal, with most practical management aspects delegated to the Heads of School and Deputy Principal. Senior Leaders are attached to curriculum areas, with each area having a Curriculum Director. Curriculum Directors are responsible for the efficient and effective management and monitoring of their team areas and the implementation of the Academy curriculum in these areas.
- 3.3 Curriculum provision is monitored through an agreed whole Multi Academy Trust procedure. The Curriculum Leaders monitor the delivery of the Academy curriculum. This process is in turn monitored by members of the Senior Leadership Team, who report to the Heads of School and in turn the Executive Principal.
- 3.4 The process of monitoring and curriculum evaluation feeds directly into the annual Academy Development Plan for each school in the Trust, which forms the basis of Academy planning and development over a minimum of twelve months.
- 3.6 Agreed changes arising from evaluations are incorporated in development plans and curriculum policy and are dated.

### **4 Schemes of work**

- 4.1 Detailed schemes of work are required in every curriculum subject in all Curriculum Areas in all academies in the Trust. The production of schemes of work is the responsibility of Curriculum Leaders and the attached senior leader who monitor this process.
- 4.2 Schemes of work should include aims and objectives, resources to be used, classroom activities, literacy, numeracy, cross curricular themes, SMSC, British values and the use of ICT across the curriculum, differentiation, assessment and homework opportunities should be embedded and demonstrate clearly how teaching is linked to the National Curriculum and or specification.

- 4.3 Schemes of work must be constructed in accordance with the Academy's agreed long-term curriculum plans, and must plan for the learning development of students with the full range of aptitudes and abilities.
- 4.4 All schemes of work will be subject to regular review (annually in the first instance) by the relevant Curriculum Areas. The review process will be supported and monitored by the Assistant Vice Principals and Vice Principal for Quality Assurance across the Trust.

## **5 Weekly/daily lesson plans**

- 5.1 Teaching staff are required to plan each lesson. However, such plans will refer to the detailed schemes of work and are therefore likely to be brief in content. Formal lesson planning is only required for formal observations during the quality assurance process.
- 5.2 Planning should be available for Curriculum Leaders, members of the Senior Leadership Team and the Principal to inspect.

## **6 Student grouping**

- 6.1 Sirius Academy supports the use of grouping by ability where practical and relevant within the Multi Academy Trusts' academies curriculum and timetable. Curriculum Leaders in discussion with the Senior Leadership Team and the Academy timetable determine the exact nature of ability grouping in subject sets. However, final decisions on student grouping are the responsibility of the Executive Principal.
- 6.2 Details of student grouping arrangements are presented to the Quality, Standards & Student Support Committee for discussion, agreement and review.

## **7 Extra-curricular activities**

- 7.1 A full programme of extra-curricular activities should be provided with all Curriculum Areas required to provide at least one extra-curricular activity either during lunchtimes or after school. However, the Board of Directors recognises that the provision of such activities is not part of the contractual obligations of the teaching staff.

## **8 Curriculum content**

### Key Stage 3

- 8.1 At Key Stage 3, all students follow a common curriculum that comprises English, Maths, Science, ICT, Technology, Modern Foreign Language,

History, Geography, RE, PE, Art, Music and Drama. Some students follow a bespoke curriculum with an increased focus on literacy and numeracy. The contribution of individual subjects is enhanced by a range of activities which constitute the Academy's Enrichment Programme.

#### Key Stage 4

- 8.2 At Key Stage 4 students follow a broad curriculum including the subjects of English, Maths, Science, ICT, RE and PE with a range of choices from GCSE and BTEC/ vocational options. The majority of students will follow a curriculum, which allows the opportunity to achieve the range of EBacc qualifications.

### 9 Sixth Form

- 9.1 For 2015-16 the Post 16 curriculum at Sirius Academy includes a range of subjects at AS and A levels and vocational courses at Levels 2 and 3
- 9.2 A wide range of curriculum enrichment opportunities are provided for Post-16 students: these enable our students to have access to a very rich curriculum experience that may include work in the community.

### 10 Spiritual, moral, social and cultural provision

- 10.1 Every student is taught a programme of Personal, Social and Health Education through the tutorial programme. This programme includes a wide range of personal and social topics, and includes health and careers education. In addition, House Tutors will deliver a programme of active tutorial work that helps students to become independent. There are opportunities to explore spiritual and moral aspects of life throughout the curriculum. Students also cover RE, which specifically covers moral, spiritual and social aspects of human life, including a study of the major world religions.
- 10.2 Cultural education is provided by lessons in English, History, Drama, Music and Art but aspects of cultural education are found in all subject areas. Such education is also delivered through the programme of extra-curricular activities.
- 10.3 Citizenship is seen as a whole Academy issue that links what goes on in and out of lessons, based around three strands: social and moral responsibility, community involvement and political literacy.
- 10.4 Students are encouraged to participate in active citizenship throughout their time with the Sirius Academy Multi Academy Trust, with particular reference to the Single Equality Scheme Policy.

## 11 Access, Entitlement and Equal Opportunity

- 11.1 It is the right of every student to have access to a curriculum that is rich and varied, that challenges and enables every student to achieve to his or her potential, and that prepares him or her to take a full part in adult and working life.
- 11.2 The Academy curriculum aims to ensure that this is the reality of classroom experience at Sirius Academy Multi Academy Trust Schools. All students have different needs and backgrounds. Therefore, schemes of work, curriculum plans and timetable arrangements all need to ensure that students have full access to the curriculum and that teaching materials and styles are differentiated. Equality of opportunity is at the core of curricular provision.
- 11.3 Curriculum Directors have the responsibility to ensure that schemes of work and classroom activities reflect these aims. The Assistant Vice Principals monitor the work of Curriculum Leaders to look specifically at access and entitlement and to ensure that equality of opportunity is built into classroom practice. The Multi Academy Trust Vice Principals monitor this process across all sites.
- 11.4 The Senior Leadership Team in each school have a responsibility to examine and monitor the operation of the curriculum, as a whole, so that arrangements for teaching and learning enable rather than restrict access and equality of opportunity.

## 12 Curriculum planning

- 12.1 Overall curriculum planning is the responsibility of the Governing Body working through the Academy Quality Standards & Student Support Committee. The key objective is to plan and implement the curriculum for all learners, informed by the aim of the Multi Academy Trust and meeting statutory requirements within each school.
- 12.2 Detailed curriculum planning is normally undertaken in the first instance by teaching staff in Curriculum Areas, examined and supported by Curriculum Leaders and at whole Academy level by the Senior Leadership Team. Overall curriculum plans are then drawn up by the Senior Leadership Team for presentation to and for discussion with the Quality Standards & Student Support Committee.
- 12.3 The curriculum agreed by the Quality Standards & Student Support Committee and endorsed by the Board of Directors must:

Identify a broad, balanced entitlement for each child covering the following areas of learning:

- Linguistic and literary
- Mathematical
- Scientific and technological
- Human and social
- Aesthetic and creative
- Physical
- Spiritual, moral, social and cultural
- Promote students' intellectual, physical and personal development and prepare students for the next stage of their development
- Plan to develop students' understanding of equal opportunities and multicultural issues
- Provide suitable access, breadth, balance, choice, continuity, progression, variety and relevance
- Provide planned opportunities for students to discuss and explore moral and social issues such as personal rights and responsibilities and equal opportunities as well as British values
- Ensure that the timetable time allocation supports the curriculum and promotes the Academy's aims, objectives and principles
- Ensure that extra-curricular provision includes a broad range of activities and interests to which all students have access

12.4 The Heads of School and Quality Standards & Student Support Committee will also ensure that the planned curriculum is costed and appropriately resourced, monitored by the Executive Principal

12.5 Curriculum plans will feed into the Academy Strategic Plans and will be reviewed annually by the Quality Standards & Student Support Committee

### **13 Curriculum Policy review**

This policy will be reviewed annually by the Quality, Standards & Student Support Committee and presented to the Board of Directors for approval.