

Trinity
Academy
Akroydon



Trinity Academy Akroydon

Policy:	Curriculum Policy
Date of review:	July 2020
Date of next review:	July 2021
Lead professional:	Assistant Principal: Curriculum
Status:	Non-Statutory

1. Curriculum Intent

1.1 The Curriculum at Trinity Academy Akroydon (TAA) offers pupils with a broad range of opportunities, both inside and outside of the classroom, which open doors, raise aspirations and develop their cultural capital. The curriculum is coherently structured to develop pupils' knowledge and skills in a broad range of subjects. We make no excuses for high academic standards, coupled with developing young people who embody our school values of Empathy, Honest, Respect and Responsibility. Our aim is to ensure pupils leave our academy confident, resilient, and prepared for the next stages of their lives.

Our Curriculum at Trinity Academy Akroydon:

- Is aspirational and inclusive, reflecting our academy values;
- Provides a wealth of academic and co-curricular opportunities;
- Leads to in depth knowledge and skill development of a broad range of subjects;
- Expands on cultural capital;
- Ensures pupils are confident, resilient and prepared for life beyond APA

1.2 Aims:

- To provide a varied curriculum offer to pupils which ensures deep understanding of individual subjects, leading to a rich body of knowledge.
- To ensure the best possible progress and highest academic achievement for all by tailoring the curriculum to individual needs, ensuring flexibility and responding to change where necessary.
- To ensure that pupils have appropriate careers information, advice and guidance at all stages, and that options are open to pupils through their academic achievement and experiences gained at Trinity Academy Akroydon.
- To promote pupils spiritual, moral and social understanding by a varied Curriculum for Life programme which responds to the needs of our pupils.

2. Objectives

2.1 For pupils

- To be fully engaged and involved in their learning at all times, always striving to be the best they can be and completing all class and homework tasks set for them.

2.2 For parents and carers

- To support their child's academic progress and curriculum experience by working with the academy through regular communication, attendance at parent consultation evenings and support of the 'graduation', 'involve' and 'achieve' programmes.

2.3 For teachers

- To provide quality first teaching for all pupils, allowing for the full range of learning needs of different pupils. Ensuring that a deep body of knowledge is given to pupils to enable them to make the highest possible progress.

2.4 For Curriculum Leaders

- To ensure curriculum coherence via regular review of schemes of work in line with national and local requirements.
- To monitor the academic progress of pupils across the curriculum and ensure any potential barriers to learning are recognised and strategies are put in place to remove them. To lead CPD within departments to ensure pupils are receiving quality first teaching with a focus on deep understanding of knowledge and acquisition of relevant skills.

2.5 For the Senior Leadership Team

- To ensure that a broad and balanced curriculum is offered which is appropriate to pupil's needs.
- To ensure statutory requirements are met by the curriculum offer and that national changes are monitored and acted on within appropriate timescales.
- To be responsible for the management of change in curriculum content over time.
- To ensure that Quality Assurance is consistent across the Academy and that the process is effective in raising achievement through sustained and continuous improvement in teaching and learning.
- To offer a programme of professional development that will ensure quality first teaching for all pupils.

2.6 For the CEO

- To review and agree the curriculum policy for approval by the Board of Directors.

3. Curriculum Delivery

3.1 Classroom policy

- All pupils will follow a broad and balanced curriculum offer within individual curriculum areas which aims to not only prepare pupils for statutory assessments but that also deepens their understanding of the subject and builds the skills needed for success academically and in the future workforce.
- All pupils will be expected to complete all tasks set in lessons, and in addition complete a range of weekly homework activities.
- If a pupil is absent, the class teacher will support the pupil to ensure they are provided with all relevant resources to catch up on missed class work / homework.

3.2 The Akroydon Experience

- The 'Akroydon Experience' permeates the academic curriculum and will be enhanced through assemblies, workshops by external agencies and by supporting significant local and national events and charities.
- Pupils will have the opportunity to partake in cultural trips, visits and residential trips, based on their interests and needs which aim to develop their spiritual, moral, social and cultural understanding.
- The academy values of Empathy, Honesty, Respect and Responsibility play an integral part in the 'Akroydon Experience'. Through initiatives such as daily 'Read and Discover', pupils have daily reflections built into their timetable to consider local, national and global events.
- These values are underpinned by annual whole school events such as the whole school act of remembrance and the Christmas Carol service.

3.3 Religious Education policy

- All pupils study a core RE programme. The programme comprises the teachings of a variety of religions and links to wider topics which broaden pupils' spiritual and moral education.

3.4 Involve and Achieve

- Education outside of the classroom is integral to the Akroydon Experience, and all pupils are encouraged to take part in an extra-curricular 'involve' clubs which include a wide range of sporting activities, music, drama, art, dance, reading and computer clubs.
- There are 'achieve' sessions for Y2 and Y6 pupils, which are run by Y2/Y6 teachers. Pupils are invited to attend these sessions, and parents contacted, if they would benefit from small group teaching or where they are not yet making expected progress. For more information, please see the separate 'achieve' policy.

3.5 Literacy

- We aim for all of our pupils to become literate and articulate communicators. In all subjects, pupils should be taught to correct themselves correctly and appropriately on paper and orally, and to read accurately and with understanding.
- The importance of vocabulary is valued by the academy. All pupils are exposed to new vocabulary through knowledge organisers and through the reading of challenging and varied texts.
- Pupils who need literacy support receive the support they need, whether in class or through the delivery of intervention programmes. For more information please see the separate SEN and Literacy policies.

4. Curriculum Organisation

Pupils have a 25 hour week and the statutory primary national curriculum is taught, including programmes of study and attainment targets for all subjects at key stages 1 and 2 (i.e. Maths, English, Science, Geography, History, RE, Art, Design and Technology, Computing, Music, PE and Spanish (KS2 only)). In Reception classes, the statutory framework for the Early Years Foundation Stage is followed.

5. Grouping of pupils

Pupils are taught in mixed-ability classes as follows:

EYFS and KS1: Nursery, Reception, Y1, Y1/Y2 (mixed age class) and Y2

KS2: Y3, Y4, Y5 and Y6

6. Monitoring and review of the curriculum

Monitoring of standards, systems and teaching and learning across the Academy is the responsibility of the Senior Leadership Group. Monitoring of the quality of lessons on a daily basis is the responsibility of the Curriculum Leadership Team. Each subject has ongoing Quality Assurance throughout the year via learning walks, lesson observations, work scrutinies, pupil voice and weekly SLG link meetings.