



Changing Lives Learning Trust

RESPECT • RESILIENCE • ACHIEVEMENT • OPPORTUNITY

CURRICULUM POLICY

DOCUMENT CONTROL

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Version	Date	Comments	Author
01	March 2011		
02	March 2012	One minor amendment	
03	November 2012	Amendments to accommodate changes to the curriculum and length of Academy day	
04	April 2016	Reviewed and updated	James Jackson
05	January 2020	Reviewed and updated	Melissa Relph
06	October 2022	Reviewed and updated to take account of the number of academies in the growing Trust. Change of name has also been included.	Jonathan Johnson

1. CHANGING LIVES LEARNING TRUST

Changing Lives Learning Trust exists to change lives through learning. It's vision is to lay legitimate grounds to claim that our educational experience enables those we undertake to teach and train to have a preparation for life that is excelled by no other. This will be our distinction.

The curriculum adopted by the individual academies are localised and context-specific yet they all address three fundamental curriculum bases:

- The children and young people's minds and horizons are broadened because of our curriculum.
- Each child, each day experiences a full and richly lived reality of that curriculum.
- Each child learns and remembers more because of that curriculum.

Those bases mean:

- Through a collaborative model of systemic training we will energise a professional dissatisfaction in our craft because no matter how good we are we will all remain utterly convinced we can be better.
- Children and young people in our Trust will attend academies that are academically obsessed with delivering the pinnacle of teaching and learning, as though we invented it. It will not matter where they live, they'll have the very best schools right there in their own community.
- Under the expert guidance of academically brilliant adults the children and young people in our Trust will be learning the powerful knowledge, skills, attitudes and values they need to thrive and shape their world.
- Children and young people's learning talents will be nurtured and enhanced until it's time to let them loose on the next stage of their life with all the skills and potency borne from an unrivalled institute.
- Ultimately we will have legitimate grounds to claim that our educational experience enables those we undertake to teach to have a preparation for life that is excelled by no other. This will be our distinction.

Each academy must develop a curriculum that adheres to the following principles. It is for the autonomous Principal/Headteacher to justify their curriculum intent, implementation and impact within these principles and the vision laid out above.

The Trust will assess whether the individual curriculum meets these principles through external reviews.

2. PRINCIPLES OF CURRICULUM DESIGN

Ambitious – children and young people will learn and have a thirst for the powerful values, knowledge and skills they need to understand the world they live in, their place in it, who they are now and who they can be in the future.

Balanced – the curriculum will place equal importance on knowledge, intellect, creativity alongside moral, spiritual, emotional and physical development. Academy curricula will deliver breadth across all key stages to deepen children and young people's experience and understanding of the world around them. The curriculum will be a lived experience for every child every day.

Coherent – Curricula will be designed with clear and logical sequencing to secure **cumulatively sufficient** knowledge at each stage. Subjects will be true to their discipline. They will also forge powerful links between different subjects as well as to children and young people's own life experiences so that knowledge increases in power because it is increasingly connected across the breadth of the curriculum.

- Academy curricula will be inclusive, aspirational and never narrow the entitlement to knowledge especially for our most vulnerable children and young people.
 - Subjects and phases across the trust will have access to high quality domain-specific CPD and curriculum alignment.
 - All academies will have a specific focus on the importance of improving the literacy and oracy for all our children and young people in both the spoken and written language of each subject to better develop and close gaps in student's cultural capital and tackle social injustice.
 - Assessment in subjects will be meaningful and driven by the curriculum to sustain exceptional outcomes for all of our children and young people by constantly testing the depth of knowledge.
 - Children and young people will use feedback to improve because it will be meaningful, motivating and linked to the delivery of the curriculum and designated end points appropriate to age and experiences as well as being manageable for staff.
 - Reviews will take place regularly to ensure relevance and coherence of the curriculum in line with the designated trust and Academy priorities and to check efficacy and make improvements.
 - Academy curricula will be appropriately aligned to ensure academies can develop the knowledge and skills required within a Academy-specific context whilst being mindful of duplication of effort and workload.
 - End-points and starting points will be clearly defined and appropriate, providing a map through each subject for all year groups and key stages.
 - Curricula will be sequenced using evidence-based research on how children and young people learn and how to transfer key knowledge to long-term memory.
 - Trust and academies will provide evidence-based and relevant CPD to support the design and implementation of the curriculum at both whole-Academy and subject-specific level.
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- Academies will deliver a balanced curriculum that places equal importance on every aspect of a child's education, ensuring the development of key qualities.
- Academies will promote the connectivity between subjects to better establish links and commonality in language to support and develop children and young people.
- Subjects will provide a relevant curriculum that allows children and young people to make informed choices about their next steps.

3. ROLES AND RESPONSIBILITIES

The Principal/Headteacher is expected to ensure that:

- All statutory elements of the curriculum, and those subjects which the academy chooses to offer, have aims and objectives which reflect the aims of the academy and indicate how the needs of individual children and young people will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Governors' annually.
- Where appropriate, the individual needs of some children and young people are met by permanent or temporary disapplication from the academy's curriculum.
- The procedures for assessment meet all legal requirements and children and young people and their parents/carers receive information to show how much progress the children and young people are making and what is required to help them improve.
- The Local Governing Board is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- The Local Governing Board is advised on the academic performance of the academy and the progress towards any non-statutory targets in order to make informed decisions.
- The Local Governing Board is kept up to date with curriculum and accountability developments and changes as required by DfE policy.

The Local Governing Board (LGB) will ensure that:

- It considers the advice of the Principal/Headteacher when approving this Curriculum Policy and when setting non statutory targets.
- The academic performance of the academy and the progress towards annual non-statutory targets is monitored.
- It contributes to decision making about the curriculum.

Senior Leaders will ensure that:

- They have an oversight of Curriculum structure and delivery within their assigned areas.
 - Detailed and up-to-date Schemes of Learning are in place for the delivery of subjects.
 - Schemes of Learning are monitored and reviewed on a regular basis.
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- Levels of attainment and rates of progression are discussed with teachers and leaders on a regular basis and that actions are taken where necessary to improve these.

Middle Leaders will ensure that:

- Departmental Curriculum Plans will enable any colleague to articulate the sequencing and scope of the curriculum, enabling them to answer the question “why this, why now?” As such, these plans in all subjects will identify:
 - Composite knowledge that children need to acquire.
 - Component knowledge that children will need to know, remember and apply to build the composite knowledge required.
 - The taught sequence of component knowledge that enables children build their subject-specific schemata.
 - Assessment opportunities to identify misconceptions and knowledge gaps that enables adaptive teaching to ensure students build their subject-specific schemata
- There is consistency in terms of curriculum delivery. Schemes of Learning should be in place and be used by all staff delivering a particular course.
- Where relevant, Awarding Bodies and courses are selected so that they best meet the learning needs of our children and young people.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.
- Assessment is appropriate to the subject and phase and the children and young people following particular courses.
- There should be consistency of approach towards Assessment.
- They keep the appropriate senior leader informed of proposed changes to Curriculum delivery.
- All relevant information/data is shared with those responsible for the management of information. This includes meeting deadlines related to external assessments etc.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee CPD needs with regard to curriculum expertise, planning and delivery within their area of responsibility.

Teaching Staff and Learning Support staff will:

- Ensure that the academy curriculum is implemented in accordance with this policy.
 - Keep up to date with developments in their subjects and phases.
 - Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of children and young people.
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- Share and exchange information about best practice amongst their colleagues in different academies and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their children and young people and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Children and young people will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within the academy and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices where appropriate.

Parents and Carers will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.

4. MONITORING, EVALUTION AND REVIEW

The Local Governing Board will receive an annual report from the Principal/Headteacher on:

- The standards reached in each phase-relevant subject compared with national and local benchmarks.
 - The standards achieved at the end of each Key Stage taking into account any important variations between groups of children and young people, subjects, courses and trends over time, compared with available national and local benchmarks.
 - The number of children and young people for whom the curriculum was dis-applied and the arrangements which were made.
 - The Local Governing Board will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.
 - Information about our curriculum can also be found in the Academy Self Evaluation Form (SEF) and our Academy Development Plan (ADP).
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ANNEX 1 – FOR COMPLETION BY EACH ACADEMY

CURRICULUM DOCUMENT 2022-2023

Teaching Groups, Class Sizes and Grouping by Ability

In Year 7 students are placed in prior attainment groups of approximately 30 and work in these groups for all subjects other than PE and also Art, Technologies, Drama, Computing, Music, Personal Development and Religion and World Views where students are split into groups of 23 to enable more effective delivery of the curriculum.

In Years 8-11 class sizes average 30 for high prior attaining students but are considerably smaller for those students for whom more support is required.

The academy day starts at 8.30 am and ends at 3.30 pm and consists of six 55 minute lessons split by two breaks one at 10.30 am (20 mins) and one at either 12.40 pm or 1.10 pm (30 mins).

Key Stage 3

Years 7 & 8

In Key Stage 3 students follow a wide and well balanced curriculum in line with National Curriculum requirements. Each subject area provides students with a variety of learning experiences that enables them to make good progress and develop appropriate knowledge, skills and understanding.

Currently Years 7 and 8 students have the following number of periods per subject per week:

Year 7

Subject	Periods
English	4
Maths	4
Science	5
Physical Education	2
Design Technology	3
Art	1
MFL	2
Music	1
Religion and World Views	1
PD	1
Drama	1
Geography	2
History	2
Computing	1

Year 8

Subject	Periods
English	4
Maths	4
Science	5
PE	2
Design Technology	2
Art	2
Geography	2
History	2
Music	1
Drama	1
MFL	2
RE	1
PD	1
Computing	1

Key Stage 4

Key Stage 4 begins at the start of Year 9 and runs through until the end of Year 11. Students follow a set of core courses all leading to a potential qualification. This core is supported by a range of optional courses. Within the combination of subjects available, the majority of students will study for the EBacc qualification.

Year 9

Subject	Periods
English	5
Maths	5
Science	6
PE	2
PD	1
RE	1
Options	
MFL (3), Humanities (3), Arts (2) and one other option (2)	10

Year 10

Subject	Periods
English	5
Maths	5
Science	6
PE	2
PD	1
RE	1
Options	
MFL (3), Humanities (3), Arts (2) and one other option (2)	10

Year 11

Subject	Periods
Maths	5
English	5
Science	6
PE	2
RE	1
PD	1
Options	
MFL (3), Humanities (3), Arts (2) and one other option (2)	10

The Sixth Form

Years 12 and 13

The academy offers a broad Post-16 provision providing a range of academic and vocational qualifications such as A Levels and BTECs. Every effort will be made to offer ~~slots~~ ^{places} in which students demonstrate particular interest as well as those that are enhanced by our specialist facilities. The most up to date offer is always available in our sixth form prospectus online. Every student will also undertake work experience and follow our specially designed enrichment curriculum made up of elements of PD, RWV and careers guidance.

Access to the EPQ and Level 3 core maths is also available.