**Our mission -** 'To create and sustain an inclusive and outstanding learning community for all, rooted in the teachings of Jesus Christ, in which all will aspire to excellence in learning, teaching and care for one another, so all will achieve and grow as unique individuals made in the image of God'.

**Our Core Values;**

***Faith, Aspiration & Unity***

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic and Church of England Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

# CURRICULUM POLICY

| Curriculum Policy - Document Status | | | |
|---|---|---|---|
| **Date of review completion** | November 2024 | **Named Responsibility** | CCCS Committee (AW) |
| **Date of Policy Adoption by Governing Body** | January 2023 | **Next Review Date** | December 2025 |
| **Policy Basis** | HTA | | |

**Curriculum Policy**

The Holy Trinity Academy Mission Statement states that it is dedicated to:

> **The mission of Holy Trinity Academy is 'to create and sustain an inclusive and outstanding learning community for all, rooted in the teachings of Jesus Christ, in which all will aspire to excellence in learning, teaching and care for one another, and all will achieve and grow as unique individuals made in the image of God'**.
>
> **"I have come so that you may have life and have it to the full."** ***John 10:10***

As such our commitments within the Mission Statement include:

- Provision of an extensive and wide curriculum allowing all students to achieve their full potential
- Provision of high quality extra-curricular activities to complement the formal curriculum
- Promotion of Gospel values throughout the curriculum
- Open access to all areas of the curriculum for all students
- Provision of suitable advice and guidance when students move on to the elective curriculum at 14 and again at 16

## AIMS

The curriculum is the major means by which the school seeks to fulfil its' Mission Statement As such, we expect the Headteacher, in liaison with the staff, to draw up relevant management policies, procedures, programmes of study and schemes of work that allow this to happen. Below are brief details of the school's curriculum and related matters. Further information is to be found in other policy statements, for example Assessment, Recording and Reporting.

## CORE PRINCIPLES

The Curriculum policy is based on the following principles

- Promotion of the Gospel values
- Provision of spiritual and moral guidance to all students
- Provision of a personalised curriculum at Post 14 and Post 16
- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- 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
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals

- Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

**The Formal Curriculum**

## Key stage 3

All start by following a common curriculum of Religious Education, English, Maths, Science, Art, Drama, Music, French, Geography, History, ICT, Product Design, Physical Education and Personal Social & Health Education.

## Key stage 4

Our Key Stage 4 Curriculum is broad so that pupils can experience a range of opportunities across the curriculum; balanced because it is unwise for pupils to narrow down their options before the age of 16; relevant to pupils' individual needs and to the demands of a rapidly changing world; and personalised so that the level and type of work are suited to the ability and learning style of each individual pupil.

As a Faith School, it is right that all pupils take GCSE R.E. The time for P.E. recognises the importance of health and fitness in our lives. The value of the arts is recognised with the range of subjects available for students to select. It is a reflection of the global community to which they are heirs that all pupils should study Science, providing them with the skills to flourish in a rapidly changing technological world. All students study a foreign language and are offered the opportunity to be examined in their home modern foreign language.

Our curriculum offers flexibility and choice within a guided structure. Within this framework, which can accommodate the 'English Baccalaurate' predominantly our level 2 courses are GCSE, we offer BTEC courses for those who find this assessment pathway more accessible.

## Sixth Form

Our Key Stage 3 and 4 principles continue into the Sixth Form enabling clear lines of progression. The curriculum is built around subjects that complement each other. Students can study three, with some scope for four A 'levels. This includes a range of facilitating subjects and specialist subjects alongside the Extended Project Qualification. We aim to give students a sense of control over their Sixth Form programme enabling a broad education offering wide choice and essential skills for a rapidly changing world.

## Assessment, Recording and Reporting

Staff use a number of formal and informal assessment methods for a variety of purposes. Some of these assessments are recorded and all inform the various reporting systems employed. (See Assessment & Marking Policy)

Parents receive information about their child's current progress at various points throughout the year. The report contains diagnostic feedback with targets for improvement.

## Homework

Homework is a vital aspect of school's formal curriculum. It can prepare students for lessons, reinforce what has been taught and it develops important self-management habits. As such, homework is set in all subjects on a regular basis. The use of the Show My Homework system supports this communication.

## Grouping

Students in Years 7 & 8 are mostly taught in mixed prior attainment teaching groups for all subjects.

### Work Experience

During their time at the school all students are expected to participate in the Work Experience programme to help them prepare for the world of work. Normally this is at the end of the academic year for Year 10.

## The Informal Curriculum

It is recognised that for us to fulfil our Mission Statement and develop the character education of our students, we must provide the opportunity for students to participate in activities beyond the subject programmes of study. It is appreciated, however, that which might be on offer depends on the good will and interests of individual teachers. Presently, the extra-curricular provision includes:

- Expressive Arts activities including individual and small group music tuition.
- Dance Club
- Art Club
- Sports activities including training sessions and fixtures.
- Trips, both day and residential.
- Various other events and societies.
- The Duke of Edinburgh scheme.

A full list of extra-curricular activities is produced each term.

The 10:10, seven pillars programme supports the informal curriculum in the following areas.

1. Compassion
2. Service
3. Responsibility
4. Resilience
5. Teamwork
6. Achievement
7. Internationalism

The enrichment programme provides further opportunity for all students to participate a wide variety of activities.

## Spiritual, Moral, Social and Cultural Development

The school creates opportunities to enrich the students' spiritual, moral, social and cultural development across subjects and in the wider life of the school. Further information is to be found in the appropriate policy statement.

## Relationships

Key to what we seek to achieve is realised through the day-to-day life of the school. It is the responsibility of everyone to contribute to the creation of a friendly, happy and caring community.

# 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 SEN
- 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.
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 SEN policy and information report.

## Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits, Monitoring visits and governor meetings.

Heads of department, supported by lead teachers and line managers, monitor the way their subject is taught throughout the school by:

- Lesson observations, learning walks, book scrutiny and pupil voice.

Heads of department also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the curriculum lead. At every review, the policy will be shared with the full governing board.

## EVALUATION

Evaluation takes place on an annual basis. Using all observation data, information about government changes to the curriculum and pupil numbers, judgments are made about the overall quality of the curriculum and decisions are made about any changes required.

## Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

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.

## Roles and responsibilities

### 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
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### 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
- 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

### Other staff

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

## Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives
- Pupil premium strategy statement
- SRE policy