



DUKE'S

ALDRIDGE ACADEMY

POLICY	
Title	CURRICULUM
Date Revised and Agreed	October 2016
To be Reviewed	October 2018
Reviewed by	Nuriye Mertcan
Frequency of Review	Biennial

The aim of the policy is to provide an overarching framework which translates the values and aims of Duke's Aldridge Academy into effective teaching and learning.

It is important to recognise that this is not solely about the National Curriculum, although this is the legal foundation because it secures an entitlement for all students. The curriculum embraces all that is learned through the academy, whether it be in lessons or part of informal learning within and beyond the academy day. The curriculum policy for the academy should be broad-brush and should establish principles against which other policies and procedures -such as those for inclusion, sex education, academy visits, teaching and learning, and assessment can be developed or checked so that they are consistent and coherent.

The legal requirement of maintained schools is to:

- Teach the National Curriculum, religious education, sex education and careers education to secondary-age students
- Teach about drugs as per the science element of the National Curriculum
- Provide a daily act of collective worship
- Avoid political bias
- Make provision for students with special educational needs
- Decide whether to disapply aspects of the curriculum to provide more time for other aspects such as the work-related curriculum or basic skills
- Establish procedures for dealing with complaints (see complaints policy).

Purpose

The Governors and staff of Duke's Aldridge Academy will aim to provide a curriculum which will:

- meet requirements of the National Curriculum and other regulatory instruments;
- be broad, balanced and differentiated;
- enable each student to achieve to the maximum of his/her own individual potential;
- embed important skills in the curriculum, using a wide range of practical, theoretical and embrace creative learning opportunities;
- ensure that all students have equal access to the most appropriate learning opportunities available including an external provider in some cases.
- promote partnership between child, parent, teacher and the community;
- emphasise the pastoral dimension of the curriculum and its influence on the development of the character and attitudes of young people;
- ensure continuity and progression from the primary school, throughout Years 7 to 11 and on to further/higher education and training and employment;
- foster teaching styles which will offer and encourage a variety of learning opportunities;
- be recognised as including all those features of school life which produce its ethos such as the quality of interpersonal relationships; the concern for equality of opportunity; the values inherent in the way in which the academy is managed and organised;
- reflect the students'/students' place in their local, national and global communities;
- support the following aims. For students to:
 - be healthy
 - stay safe
 - enjoy and achieve
 - make a positive contribution
 - achieve economic well-being

The opportunity to benefit from the curriculum will be made available to every student in the academy, irrespective of ability - physical or intellectual, gender or cultural background. To achieve this, the curriculum will be non-discriminatory. It will cater equally for boys and girls, in lesson content, in classroom organisation, in the promotion of positive images in the fields of race, gender and disability and in the avoidance of stereotyped attitudes. It will promote a greater understanding of the different cultural backgrounds of students. Positive attitudes towards cultural diversity will be encouraged.

In particular, the Governors and staff believe that the curriculum should aim:

- To help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- To help students acquire understanding, knowledge and key skills relevant to school, adult life and employment in a fast-changing world.
- To help students to use language and number effectively.
- To help students develop personal moral values, respect for religious values and tolerance of other races, religions and ways of life.
- To help students understand the world in which they live and the inter-dependence of individuals, groups and nations.
- To help students to appreciate human achievements and aspirations.

Relationship to other policies

The academy policy on the curriculum embraces policies and procedures for admissions, assessment, careers education and guidance, charging, collective worship, drug education, equal opportunities, health and safety, homework, lettings, nutritional standards, performance management, race equality, academy visits, session times, SEN, sex education, staff discipline, and teaching and learning.

Roles and responsibilities of the headteacher

The Headteacher will 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 students will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), the use of numeracy skills and the use of information and communications technology
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Curriculum Committee annually
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the National Curriculum, including at full or part time alternative provision
- The procedures for assessment meet all legal requirements, and students and their parents / carers receive information to show how much progress the students are making, how they compare with national expectations, and what is required to help them improve
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on statutory targets in order to make informed decisions.

It is the responsibility of the headteacher to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other academy policies and procedures are checked /amended.

Roles and responsibilities of other staff

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

Roles and responsibilities of the governors

The governing body will ensure that:

- It considers the advice of the headteacher when approving this curriculum policy and when setting statutory and non-statutory targets
- Progress towards annual statutory targets is monitored
- National Curriculum test and teacher assessment results are published in the prospectus and in the academy profile, and progress towards meeting agreed targets is described
- It participates actively in decision-making about the breadth and balance of the curriculum
- Political issues are always presented to students in a balanced way.

Arrangements for monitoring and evaluation

The governing body will receive an annual report from the headteacher on:

- The standards reached in each subject, by every year group, against national averages and similar academies
- The standards achieved at the end of each key stage by gender and ethnicity, compared with national and local benchmarks
- The standards achieved by students with special educational needs
- The number of students for whom the curriculum was disapplied, the arrangements which were made, how students and parents were informed, how progress was monitored, the progress made by those students
- The evidence of the impact of national strategies on standards
- The views of staff about the action required to improve standards
- The nature of any parental complaints

This policy is partially based on Haringey Model Policy.