



DUKE'S

ALDRIDGE ACADEMY

POLICY	
Title	APPENDICES TO CURRICULUM POLICY

To be Reviewed	July 2023
Reviewed by	Nuriye Mertcan
Frequency of Review	Biennial

The Curriculum Policy provides an overarching framework which translates the values and aims of Duke's Aldridge Academy into effective Teaching and Learning, establishing the principles against which other policies and procedures are developed and quality assured. The curriculum meets local needs and covers the National Curriculum/subjects required by funding agreement, and other statutory requirements.

Appendix A: The school curriculum

Curriculum Intent and Aims

Young people will excel if what they are learning is challenging, inclusive, relevant to them and taught well. We provide a curriculum with academic rigour which is delivered consistently and effectively to stretch and challenge every learner. Our curriculum is underpinned by the development of skills, knowledge and understanding in English and mathematics, affording students the opportunity to access all other subjects at every level. Our curriculum builds on the foundations laid down at Key Stage 2 and prepares learners for the demands of Key Stage 5. We work collaboratively with a shared pedagogical practice to enhance the daily lived curriculum experiences of the young people at Duke's Aldridge Academy producing creative, resilient and successful adults.

- Provide a broad and balanced curriculum 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
- Develop pupils' independent learning skills and resilience
- 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 that enables them to work towards achieving their goals
- 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

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the academy has chosen to follow.

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 local governing committees set out in the Department for Education's Governance Handbook.

It complies with our funding agreement and articles of association.

Organisation and planning

Our Curriculum Model:

Our curriculum model is based on the SSAT's (The Schools, Students and Teacher network) 4 pillars of principled curriculum design:

- Intent
- Content
- Delivery and
- Experience

This model also utilises the pedagogic sequence and model:

- Teach
- Revise
- Assess and
- Review

The success of this sequence requires teachers to consider how to make all four elements cohesive, active and therefore truly meaningful for students in terms of retention and the development of higher-level application and skills. The “review” element of this model facilitates closing of the gap for students with their knowledge acquisition and retention.

What we teach:

Literacy and Numeracy skills are vital for all next steps, for career acquisition, for life advantage and for earning potential- therefore we prioritise these. These skills need to underpin every practice and action for the students at Duke's.

English Mastery has been in place since September 2019 to improve the challenge and opportunity for our students. The robust set of texts English Mastery provides brings cultural capital to all our learners, without further disenfranchising our most disadvantaged students with a text choice that fails to expose them to the breath of literature. The depth of domain knowledge it provides our students further enhances awareness, allowing them to understand challenging texts in the context of the world at the time of their inception. The demands of mastery expect our students to secure knowledge which is built on year on year, developing and demonstrating the skills they can transfer to other texts they read, allowing them to apply the same questioning, thinking, analysis and evaluation to a whole new body of work.

Rose Mathematics is used to provide teaching that goes from concrete to abstract;

teaching that enables our students to think about the maths they are using and understand it- not just apply it blindly because they are directed to do so. Ultimately, we want our students to be able to look at a presenting problem and successfully decide what maths to use to solve it- and do it well.

How we teach:

We aim for mastery in all subjects - i.e., moving from concrete to abstract, being able to apply knowledge previously learned to new situations and topics, making links from prior learning and being successful in new learning situations not previously encountered. Thinking like a writer, thinking like a historian, thinking like a geographer, thinking like a scientist etc.

“If you can't explain it simply, you don't know it well enough” Albert Einstein

Learning must lead eventually to mastery as mastering rules allows the learner to break and transform them.

Non-negotiables of every lesson:

- High Expectations evident in work appropriately challenging with stretch for all
- Structured Planning in which ordering of concepts is well planned, linked to long-term planning and the transitions between tasks are seamless
- Modelling using clear explanations, rooted in excellent subject knowledge which is reflected in Know/Shows
- Differentiation based on data which meets and exceeds the needs of all learners
- Questioning which are very-well considered for developing higher-level thinking skills (explain, analyse, justify)
- Academic monitoring to understand the exact point of error and reteach to this point i.e. “closing the gap”
- Returning to previous learning and making sure it has been embedded in long-term memory.

When we teach/How we plan:

We build knowledge systematically to get coherence over time, therefore which knowledge comes first is important as well as skills and dispositions and the relevant stage before moving onto more complex iterations of the domain.

The Mastery programmes we use are sequenced expertly to allow our students to ensure the discipline is coherent over time. We seek to do the same in all disciplines and ensure that the planning and teaching are sequenced on a spiral curriculum. For this we plan KS3 to build upon the work at KS2 and KS4 to meet the requirements of KS5. This model avoids repetition whilst deepening learning and developing the required skills for the upcoming key stage.

Our Key Stage 3 curriculum is anchored in excellence, embraces curiosity and encourages risk taking. The promotion of scholarship and challenge is at its heart. Students are encouraged through this scholarly approach to become masters in a subject field, especially in English and mathematics which supports their learning across the curriculum. Our curriculum provision at KS3 allows students study a broad range of subjects over two years. In addition to a core of English, Mathematics and Science, students are taught Humanities: Geography, History and Religious Education, a Modern Foreign Language: French or Spanish, Design Technology: Food Technology, Textiles and Resistant Materials, Art, Computer Science and Information Communication Technology, Performing Arts: Drama and Music, Sport & Physical Education, Personal, Social& Health Economic Education.

Students are fully prepared for their transition from key stage 3 to 4 through individual 1:1 interviews to ensure that their personalised needs are being met, whilst parents are inducted into the process through a very well attended options evening.

Our Key Stage 4 curriculum builds on strong foundations from key stage 3 whilst providing our students with an excellent platform for further study in FE and the option to continue their studies at a top university or through an apprenticeship. As a school we have created an ethos in which our students are equipped with the tools to question the world around them, are able to tackle difficult challenges in a positive and diligent way. Above all, we aim to nurture students who can operate independently in the world: who can develop their own ideas, and who have initiative and

drive. Our wide GCSE offer allows students to achieve the EBacc with the number of students studying towards these qualifications increasing over the last five years. Our inclusive curriculum design consisting of traditional GCSEs, vocational courses and foundation learning enables students to build individualised course packages meeting the needs all; from the most academically inclined, to those who are best motivated by practical approaches to learning.

Our PSHEe/RSE curriculum is delivered as a subject on the curriculum, these cover topics such as work experience, sexual health and relationships, Spiritual, moral, social and cultural development, drug awareness, British values, Careers guidance, education, information and guidance, Aldridge Attributes, mock interview day and study skills. This is further supported through the tutorial programme which promotes wellbeing, develops revision skills and addresses what it means to be a global citizen. More detail can be found in the individual policies.

We are committed to our students experiencing the world of work in preparation for life beyond Duke's. Each student in Year 10 has a week's work experience in the summer term to promote independence and gain an insight into their chosen career path as well as a 1:1 careers interview by trained staff. Students in Year 11 experience interview skills day off site in time for their college interviews and applications. Post 16 providers are invited to Year 11 parents' evenings as well as assemblies. Students are supported with their applications during a drop-down day where providers are also present and conduct interviews. Those requiring additional support for interviews are escorted to their interviews by members of the differentiation department. A number of MAT students have consistently gained scholarships to prestigious independent schools over last few years.

We provide opportunities for students to sit GCSEs in their home language.

Please refer to our website for individual subject curriculum plans.

The KS3 curriculum spans Years 7-9 over a two-week cycle made up of 50 periods.

The KS4 Curriculum spans Years 10 -11 over a two-week cycle made up of 50 periods.

Additional SEND and EAL support is provided through English lessons in mainstream with additional in class support and withdrawal classes where necessary.

Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English and Mathematics, and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

Monitoring arrangements

Local Governing committee will receive reports from the Principal 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, ethnicity and targeted student groups, compared with national, local benchmarks and MAT
- 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

Local Governing committee monitors coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Visits
- Student voice
- Reports at meetings
- Presentations at meetings by subject leads

Heads of Faculty monitor the way their subject is taught throughout the academy by:

- *Learning walks*
- *Book Scrutinies*
- *Lesson Observations*
- *Student outcomes*
- *AP data analysis*
- *Student voice*

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

This policy will be reviewed biennially by Curriculum and Standards committee. At every review, the policy will be shared with the full local governing committee.

Appendix B: Individual subject statements and curriculum coverage

The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#) and [The Independent School Standards 2019](#).

More information about the curriculum can be found in the curriculum booklets for each year Group on our website.

https://drive.google.com/drive/folders/1-4ulNfqGbIswRD5ObHEieOVfij9ltTaq?usp=share_link

Please contact Mrs Mertcan, Vice Principal – Curriculum Development and Learning, via email nme@dukesacademy.org.uk should you require more information on any aspect of the curriculum.

Appendix C: Staff structure

WHO'S WHO AT DUKE'S ALDRIDGE ACADEMY		
Name	Acronym	Title
Monica Duncan	MDU	Principal
Cecil Cameron	CRC	Senior Assistant Principal: Student Personal Development and Well Being
Nuriye Mertcan	NME	Vice Principal: Quality of Education – Curriculum, Assessment and Inclusion
Victoria Webb	VVE	Vice Principal: Quality of Education – Teaching & Learning, CPD & Quality Assurance
Mohamed Kashif Mahay	MMA	Assistant Principal – Curriculum
Elisa Morata	EMO	Assistant Principal – Teaching & Learning
Charlie Sayer	CSA	Associate Assistant Principal/Director of English Faculty
Sam Bawden	SBW	Associate Assistant Principal/Head of Drama
Penny Anthony	PA	Head of MFL (Modern Foreign Languages)
Maria Christopher	MCH	Director of Expressive Arts Faculty & Technology
Baris Demirel	BDE	Head of Physical Education
Tyrone Hines	THI	Director of Maths and ICT Faculty
Valerie Sweeney	VSW	Head of Differentiation Department/SENCO
Heena Shah	HSH	Director of Science Faculty
Nil Tuptuk	NTU	Director of Humanities Faculty

Appendix D: 100 Wall and extra-curricular timetable

101. Be a prize winner at a CoA event

2. Walk or run 7 miles a week (a mile a day)

3. Be a Peer Mentor

4. Be a member of a House tournament

5. Visit The Ragged School Museum

6. Lead a section of a Maths lesson

7. Attend an extra-curricular club

8. Participate in raising money for a charity

9. Be a member of a winning team

10. Visit an external sporting site

11. Watch an eclipse

12. Be a captain for a fixture

13. Take part in a visit to France/Spain

14. Showcase a piece of your work in an academy exhibition

15. Organise a celebration for a holiday that you, yourself, don't celebrate

16. Win an Aldridge Attribute badge

17. Take a river taxi down The Thames

18. Have afternoon tea in London

19. Perform in a Duke's show

20. Demonstrate your linguistic skills to parents

21. Participate in a visit from a journalist / sound editor

22. Visit The Charles Dickens Museum at 48 Doughty Street

23. Visit a manufacturing company

24. Eat fish and chips on the beach

25. Take part in a borough sporting fixture

26. Read work by George Bernard Shaw and H. G. Wells

27. Experience working with a professional artist

28. Visit The Imperial War Museum

29. Campaign on a topic you are passionate about

30. Visit a castle

31. Cook something you have grown

32. Watch a historical film

33. Read a book written by a professional historian

34. Participate in Science Week

35. Learn a new language

36. Visit a place of worship

37. Take part in The Duke of Edinburgh Award

38. Represent your House in a debate

39. Write a letter to your MP

40. Interact with religious leaders of different faiths

41. Take part in Debate Club

42. See a "Theatre in Education" performance

43. Receive a Maths badge

44. See a film through Into Film

45. Take part in an assembly

46. Participate in GEV

47. Meet an entrepreneur

48. Watch a live performance of music or drama

49. Take a walk in the countryside

50. Talk to a scientist

51. Coach a team

52. Visit The Science Museum

53. Read historical fiction

54. Carry out a dissection

55. Take part in Music Club

56. Visit London Zoo

57. Visit Centre of the Cell

58. Visit The BETT Science Show

59. Be a member of The Student Academy Council

60. Officiate a sporting event

61. Take part in a visit to a French/Spanish cafe in London

62. Visit Poets' Corner

63. Interact with visitors from "Schools Abroad"

64. Visit The Wellcome Institute

65. Join Robotics Club

66. Participate in a mock election

67. Exposure to other cultures

68. Watch a series of Planet Earth

69. Participate in a STEM event

70. Identify a famous painting and research the author

71. See a play at The Globe Theatre

72. Enter an academy wide competition

73. See a live theatrical production in a West End theatre

74. Take part in Interfaith Club

75. Visit Highgate Cemetery

76. Eat fish and chips on Brighton beach

77. Eat a slice of "Tottenham Cake"

78. Work with The Chickenshed Theatre

79. Enter "Product in a Tin" competition

80. Visit The Design Museum

81. Make the most of every opportunity available

82. Visit The Sherlock Holmes Museum

83. Enter The Ready Steady Cook Competition

84. Learn a new swimming stroke

85. Take part in a catering event

86. Visit Tottenham Hotspur "state of the art" stadium

87. Visit The Sky News Centre

88. Listen to speeches at Speakers' Corner

89. Receive an attendance / punctuality award

90. Perform in an ensemble at a prestigious concert venue

91. Sample the distribution of organisms

92. Take part in a workshop with a practising artist or designer

93. Write letters to a pen pal

94. Be on the rewards board in Maths

95. Take part in the UKMT

96. Take part in Sports Day

97. Campaign about Children's UN Rights

98. Take part in Digital Day

99. Experience "My Money Week"

100. Skim a stone across the River Lea

101. Receive a Principal's Commendation Award

DUKE'S 101 CULTURAL EXPERIENCES