



# DUKE'S

ALDRIDGE ACADEMY

POLICY	
Title	APPENDICES TO CURRICULUM POLICY

To be Reviewed	July 2024
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/1-4uINfqGb1swRD5ObHEieOVfij9ltTaq?usp=share link](https://drive.google.com/drive/folders/1-4uINfqGb1swRD5ObHEieOVfij9ltTaq?usp=share_link)

Please contact Mrs Mertcan, Vice Principal – Curriculum Development and Learning, via email [nme@dukesacademy.org.uk](mailto: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 Pastoral Development and Well Being
Nuriye Mertcan	NME	Vice Principal: Quality of Education – Curriculum, Assessment and Inclusion
Simon Purrier	SPU	Vice Principal – Culture, Pastoral Care & Inclusion
Elisa Morata	EMO	Assistant Principal – Teaching & Learning
Charlie Sayer	CSA	Acting Assistant Principal/Director of English Faculty
Sam Bawden	SBW	Acting Assistant Principal/Head of Drama
Beverley James	BJA	Designated Safeguarding Lead / Counsellor
Penny Anthony	PA	Head of MFL (Modern Foreign Languages)
Maria Christopher	MCH	Director of Expressive Arts Faculty & Technology
Thomas Green	TGR	Head of Physical Education
Tyrone Hines	THI	Director of Maths and ICT Faculty
Valerie Sweeney	VSW	Head of Differentiation Department/SENCO
Heena Shah	HSB	Director of Science Faculty
Nil Tuptuk	NTU	Director of Humanities Faculty
Soyla Bailey	SBA	Whole School Mental Health Lead
Lara Burton	LBU	Business Manager - Examinations, Data and Systems Data Protection Lead
Yemi Akintude	YAK	Examination Officer / Safeguarding Admin Officer
De'Jon Baldwin	DJB	HR Partner
Susan Barrow	SBR	Finance Manager
Eileen Bolton	EBO	Accelerated Reader Coordinator
Sheila Cloherty	SCL	Senior Attendance Officer
Malachi Cox	MCO	School Within a School Manager

Benjamin Curry	BCU	Reprographics Officer
Sonia East	SEA	Executive Assistant to the Principal
Debbie Eaton	DEA	Cover Coordinator
Nicolette Georgiou	NGE	Admin/First Aid Officer
Chantelle Hall	CHL	School-based Social Worker
Ulynda Japaul	UJA	Administration Officer – Principal's Office
Nadia Kinkead	NKI	Librarian
Michaela Krivanova-Gozubuyuk	MKR	Finance Admin Officer
James Kuyoro	JKU	Estates Officer
Maureen Lee	MLE	Admin Officer - Receptionist
Andrew McAttee	AMA	Estates Manager
Jeannette Osborne	JOS	Estates Officer
Keisha Powell	KPO	Office Manager
Jermaine Rennalls	JRE	Marketing/Website Consultant
Sajdah Salani	SSA	HR Advisor
Emine Shevket	ESH	Library Assistant
Dave Spring	DSP	Consultant - Timetabling and Academic Data
Sashana Stappleton-Stone	SST	Deputy SENDCo
Valerie Sweeney	VSW	SENDCo
Lorraine Turner	LTU	Attendance Officer
Sandra Woodroffe	SWO	Administration Officer – Student Services

Appendix D: 101 Wall and extra-curricular timetable

# DUKE'S 101 CULTURAL EXPERIENCES

1  
Attend a new extra-curricular club

2  
Participate in Science Week

3  
Represent your house

4  
Take part in a music club

5  
Swim in the school pool

6  
Watch a series of Planet Earth

7  
Receive an attendance/punctuality award

8  
Learn about who your House is named after

9  
Make a sculpture using only recycled materials

10  
Make a presentation

11  
Be kind and helpful to a student you have never met before

12  
Have a conversation with Ms Duncan in Purple Lane

13  
Achieve 10 House Points

14  
Perform/Present something to your class

15  
Join an after school club

16  
Take on a role in your tutor group i.e. House Captain

17  
Take out a book from the library

18  
Help out a fellow student in need

19  
Receive a positive phonetic/postcard/email home from a teacher

20  
Memorise your login details and PIN

21  
Talk to a teacher you don't know

22  
Learn how to tie your tie

23  
Name 3 new people you have spoken to

24  
Write your own song

25  
Take part in a public speaking workshop

26  
Be a peer mentor

27  
Be a captain for a fixture

28  
Win a House Badge

29  
Learn some words in a new language

30  
Visit the Science Museum

31  
Visit White Hart Lane stadium

32  
See a Theatre in Education production

33  
Work with the Chicksnesh Theatre Company

34  
Represent Duke's in an out of school event

35  
Take a train from White Hart Lane station

36  
Visit Bruce Castle and learn about its ghost

37  
Demonstrate all the Aldridge Attributes inside and outside of school at least once

38  
Cook a cultural meal

39  
Play a musical instrument

40  
Write a poem

41  
Have artwork displayed in school

42  
Learn to say a phrase in a new language

43  
Thank a teacher

44  
Write an article for the Duke's Newsletter

45  
Visit Walthamstow Wetlands

46  
Learn how to juggle

47  
Be a participant in a House Tournament

48  
Visit an external sporting site

49  
Take part in the "Rubix cube" challenge

50  
Visit a place of worship

51  
Take part in the Duke of Edinburgh Award

52  
Take part in an assembly

53  
Enter an Academy wide competition

54  
Take part in Sports Day

55  
Interact with religious leaders of different faiths

56  
Make the most of every opportunity

57  
Receive a Principal's Commendation

58  
Take a selfie outside the Tottenham Hotspur club shop

59  
Visit Planetarium

60  
Learn 5 different "prompts" using A.I.

61  
Learn 10 things about nutrition

62  
Be a tourist for the day in London

63  
Be a school ambassador

64  
Walk or run 5km

65  
Write a story

66  
Receive 100% attendance for a term

67  
Participate in student voice

68  
Take part in a Humanutopia Workshop

69  
Learn Pi to 22 decimal places

70  
Visit a gallery or museum

71  
Learn the first 10 Fibonacci numbers

72  
Take part in an interview

73  
Send a thank you letter to your primary school teacher

74  
Learn the capital cities of 20 countries

75  
Take part in an escape room

76  
Read Shakespeare aloud

77  
Paint a picture of something new

78  
Take part in a school residential visit

79  
Visit London Zoo

80  
Take part in interview skills day

81  
See a play at a Theatre

82  
Donate to the Christmas basket challenge

83  
Create your own website

84  
Participate in external work experience

85  
Raise money for a charity

86  
Help at a parents evening

87  
Win an award at a celebration of achievement evening

88  
Show a visitor around the school

89  
Go to Bletchley Park

90  
Visit a university

91  
Pitch a business idea

92  
Visit a place of worship different from your own

93  
Write your CV

94  
Apply for 3 post 16 places

95  
Mentor a younger student

96  
Be a member of a winning team

97  
Participate in GEV week

98  
Raise money for a local charity or cause

99  
Complete a random act of kindness

100  
Read five books in a year

101  
Join your local library

