

Curriculum Policy Trust Policy

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<i>Trust/school-mandatory policies</i>	Curriculum Policy – School Arrangements
<i>Optional school policies</i>	
<i>External</i>	

Document Control

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Please note this list may be updated by the responsible officer when change arises in the organisation, without the need for committee meeting review/approval.

1 Policy Statement

“Excellence with Integrity and Equity”

This policy statement provides a rationale for learning that will help us, as a trust, to focus our strategic thinking, our school improvement priorities and our allocation of endeavour and resources.

In line with the values of Learning Partners Academy Trust (“the trust”), we are clear that we want to provide all our young people with learning that inspires and which enables all to achieve excellence. In the pursuit of this we will be brave innovators, recognising the value of working together to improve outcomes for all. Furthermore, we are determined to pursue these ambitions with integrity – where the subjects studied are those that provide our learners with the best that has been thought and said and where they are prepared for the opportunities, responsibilities and experiences of the adult world. We also believe that excellence should be complemented by equity: central to the work of our schools is the provision for our most vulnerable learners including the disadvantaged and those with special educational needs or disabilities. Empowered by this curriculum we will achieve outcomes that drive social mobility and give everyone freedom of choice throughout their lives.

2 Curriculum Principles

- Across our trust, the curriculum will be designed to ensure that our young people thrive, achieve and flourish. It will enable them to understand what it is to be human and equip them for life so that they become kind and model citizens. It will not only develop our young people academically but socially, emotionally, culturally, physically, creatively and spiritually. Our commitment to providing learners with a wide range of extra-curricular clubs and activities will add depth and breadth to our provision and allow our learners to follow their hobbies and interests outside of the formal curriculum. We will ensure that we engage our learners in an ambitious and high-quality careers programme that, in our secondaries, meets the requirements of the “Baker clause” and Gatsby benchmarks, encouraging them to be aspirational and ambitious so that they can secure a bright future and enjoy fulfilling careers.
- Through our curriculum - and our commitment to evidenced-based pedagogy - learning is the foundation of every lesson. Our approaches to teaching and assessment will be based on the latest research. We pay attention to how the brain and memory works. Our teachers plan learning so that it is clearly sequenced, portray the curriculum so that it is intelligible to young minds and use assessment to expose learners’ thinking and to adapt their teaching. Excellence in learning for all is the outcome. These approaches will be supported by trust-wide systems for teacher professional development and quality assurance that drive continuous improvement.
- Whilst our knowledge-rich curriculum will be designed to ensure the very best academic outcomes for our young people, at its heart will be our schools’ determination to achieve excellence with equity and integrity: where we bring advantage to the disadvantaged, where barriers to learning are successfully overcome and where there are no limits to the achievement and ambition of all our learners.

In the Early Years and Primary Phase	In the Secondary Phase
<ul style="list-style-type: none"> • All learners will access the full National Curriculum. • All learners will be offered extended school curriculum experiences which meet the needs of the school community. Educational experiences will be matched to the unique context of each school in the trust. <p><i>For the Early Years and continuing through into the Primary Phase</i>, we will provide a curriculum that is shaped by the guiding principles from the new EYFS framework. These principles are set out below:</p> <ul style="list-style-type: none"> • every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. • children learn to be strong and independent through positive relationships. • children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers. • children – including those with special educational needs and disabilities - develop and learn in different ways and at different rates. <p>Our Early Years curriculum has planned, purposeful play and focusses on the development of physical dexterity, language skills and social awareness. The curriculum will provide opportunities for these children to learn to read and write, develop skills in maths, find out about the world around them and develop an understanding of art and design.</p> <p><i>In the Primary Phase</i>, we will seek to ensure that all children, whatever their background, starting point and life experience, develop a strong grasp of the key learning skills, attitudes and knowledge they need to make an excellent start to secondary education. This will be delivered through the crafted experiences of a stimulating, broad and balanced context-based curriculum that is not restricted to just skills and knowledge for Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> • Our focus will be on providing learners with a broad and ambitious academic and vocational curriculum throughout Key Stage 3 and 4. As a commitment to that breadth and ambition, we will be setting challenging EBacc participation targets for learners (including those who are disadvantaged or who have special educational needs) from 2022 onwards. Overall for the trust, this target will be at least in line with the DfE’s ambition of 75%. • In addition to the above, we are determined that our curriculum will take account of the specific talents, interests and aspirations of individual learners and the distinctive offer of each of our family of secondary schools serving their communities. • Our schools’ 11-16 curriculum is a five-year curriculum. In those schools where the balance of learning shifts towards Key Stage 4 during Year 9, a careful audit is taken by school leaders to ensure that all National Curriculum subjects are studied in sufficient breadth and depth at Key Stage 3. For those schools with a sixth form, the curriculum may be seen as a seven-year curriculum.

For our primary schools this will mean a curriculum where:	For our secondary schools this will mean a curriculum where:
<ul style="list-style-type: none"> • All learners experience the explicit (content of what children learn) as well as the implicit curriculum (culture and values). • All learners from 3-11yrs will have first-hand learning experiences at least termly, including trips, visits and learning experiences in school. • The PSHE and RSHE curriculum will be underpinned by the trust's values and delivered to all learners at least weekly. • All learners will be taught in classes where quality first teaching is foremost. • All learners are taught in language rich school environments across the trust. • Learners will be explicitly taught the skills and tools to survive and thrive. • All pupils will be taught a modern foreign language before transitioning to secondary school. 	<ul style="list-style-type: none"> • At Key Stage 3 and Key Stage 4, all our learners will follow the full range of mandatory subjects and programmes of study set out in the Secondary National Curriculum, December 2014. • All our learners will follow a GCSE curriculum in English, English Literature, Maths and Science until the end of Key Stage 4. • All learners will be offered a subject (leading to an approved qualification) in each of the four "entitlement areas" – the arts, design and technology, the humanities and a modern foreign language – at the end of Key Stage 3. • In line with the trust's EBacc ambition, the vast majority of pupils – including those who are disadvantaged or who have special educational needs – will follow both a language and a humanities subject at Key Stage 4. • RE will be taught as a discrete subject at Key Stage 3: at Key Stage 4 it may be taught as a discrete subject, across the curriculum or through drop-down days or a combination of these. • Relationships, Sex and Health Education, Citizenship and Careers Information, Advice and Guidance will be taught at Key Stage 3 and Key Stage 4. Academy leaders may choose the most effective way of delivering these aspects of the curriculum but they should be subject to the same robust monitoring as other subjects on the timetable.