



Curriculum Policy

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UCC Governor Approval Committee	Education
UCC Staff Role Responsible	Deputy Principal (Curriculum and Data)

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1. Curriculum aims

Our curriculum aims/intends to:

- 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

2. Legislation and guidance

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

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 Body's set out in the Department for Education's [Governance Handbook](#).

3. Roles and responsibilities

3.1 The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets

- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- 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 16 that lead to qualifications, such as GCSEs and BTEC, are approved by the secretary of state
- Students who start KS4 courses are expected to complete them, unless there are exceptional circumstances such well-being concerns or specific medical issues. The decision for students to drop subject lies with the Principal.
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Principal

The Principal 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 Body
- The Principal manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- 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 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

3.3 Other staff

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

The curriculum Deputy Principal works closely with the Principal and other member of the SLT to ensure that this policy is adhered to. They also are responsible for oversight of examinations and curriculum delivery including timetable construction.

Heads of department are responsible for the curriculum design and delivery in their subject area.

4. Curriculum Delivery

Our curriculum provides a depth and breadth of knowledge to our students, deepening their understanding and allowing for skilful performance.

We define:

- Knowledge as facts, information, concepts and key terminology.
- Understanding as the ability to connect and synthesise knowledge within a context.
- Skill as the successful application of knowledge and understanding to a specific task.

We believe knowledge and understanding form the building blocks for successful learning. Therefore, knowledge and understanding are taught explicitly to students so they can apply them skilfully within a variety of contexts.

Key features of our high-quality curriculum:

- Clear subject intent which is reflected in the curriculum plan for each subject.
- Ambitious and challenging.
- Clear sequence of content which shows that progress is planned for.
- Provides transferable knowledge needed for deeper understanding and skilful application.
- Assessment has clear purpose and is deliberately planned to support learning.
- Subject curriculum is regularly reviewed and evaluated.

Our curriculum planning is sequenced to allow for progression in the acquisition of knowledge, understanding and skills across all subject areas. Each subject leader is given autonomy to design their own curriculum, using the National Curriculum as a benchmark and adding in supplementary knowledge and units as deemed appropriate based on our high ambitions and the context of our students and school.

We deliver a 3-year KS3 as we want all of our students to study a broad and balanced curriculum for as long as possible. Whilst we do not enforce the EBacc combination of subjects onto all students, students are strongly encouraged to select a language and humanities subject in KS4.

All subjects have an overarching curriculum intent, which summarises the key concepts of their subject. Derived from this intent, subjects create an overarching curriculum map for each year group or key stage, which details:

- the subject intent for that period of time,
- the units and knowledge to be covered,
- the understanding students work towards,
- the acquisition of skills,
- the assessments used to inform future planning,
- the interleaving opportunities with other units, allowing students to make links across their learning.

Department plans are then sufficiently detailed to show how the pedagogy is delivered in the classroom to support this learning. The expectation is that all departments have long and medium term planning with short term planning personalised to the needs of the students by each class teacher. These day-to-day plans reflect the department's overarching curriculum aims for that unit.

All departments are expected to regularly review, evaluate and adapt their curriculum plans as necessary, using dedicated staff CPD time known as Embedding Curriculum Provision, where staff are given the opportunity to meet regularly both within and across subject teams to share best practice and develop staff expertise.

Heads of Departments are given budgets to secure curriculum resources, as well as time allocated to staff training and development.

Our curriculum covers the following statutory obligations in a variety of ways:

- Relationships and health education – comprehensive Personal Development Education (PDE) programme
- Relationships and sex education – comprehensive PDE programme; see separate Relationships and Sex Education policy.
- Spiritual, moral, social and cultural development – through subject content e.g. RE, English; PDE programme and assemblies programme
- British values – through subject content e.g. Citizenship; PDE programme and assemblies programme
- Careers guidance – see Careers Education, Information, Advice and Guidance (CEIAG) policy based on delivering the GATSBY benchmarks.

5. 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)
- Service Pupils

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.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Governors are linked to departments. They carry out visits and they report to the curriculum committee.
- Members of the SLT monitor curriculum provision through dedicated one to one meeting time with subject leaders.

Heads of department monitor the way their subject is taught throughout the school by:

- Carrying out learning walks alongside leaders but do not assess the quality of teaching.
- Yearly departmental self-reviews.

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

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment and Reporting policy
- Examinations Policy
- Non-examination assessment policy
- SEN policy and information report
- Relationships and Sex Education policy
- Careers Education, Information, Advice and Guidance (CEIAG) Policy