





## CURRICULUM POLICY

2020-2021

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## **1. INTRODUCTION**

Dean Trust Ardwick recognises the importance of offering a broad and balanced curriculum which is underpinned by our core purpose and shared school vision.

The Curriculum Policy has been designed to familiarise our stakeholders with the Dean Trust Ardwick curriculum by providing an overview, outlining the school's approach to the curriculum and clarifying its aims.

## **2. LEGISLATION & 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 we have 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 governing boards set out in the Department for Education's Governance Handbook.

### **2.1 Dean Trust Policies**

This policy operates in conjunction with the following Dean Trust policies and documents:

- The Dean Trust Curriculum Statement.
- SEND Policy.
- Sex Education Policy.
- The Dean Trust Secondary School's Teaching and Learning Policy.

### **2.2 Dean Trust Ardwick Policies**

This policy operates in conjunction with the following Dean Trust Ardwick policies and documents:

- SEND Policy.
- Careers Education Information and Guidance Policy.
- Sex Education and Relationship Education Policy.
- Examinations Policy.

### 3. CURRICULUM INTENT

The principles that underpin the curriculum across The Dean Trust are driven by our mission (we always put pupils first) and our aim (to work in the areas of greatest challenge).

We believe that it is the educational right of the child to receive a comprehensive education committed to academic excellence – regardless of background or social standing. Working in the ‘areas of greatest challenge’ means that we work with some of the most deprived and disadvantaged children in the country.

At Dean Trust Ardwick we recognise the emancipatory value of the curriculum and use it as a vehicle to break the link between a young person’s background and where they get to in life.

Providing pupils with access to knowledge is the best way to challenge inequality and provide our young people with the opportunities to succeed in life. Pupils need knowledge to understand and interpret the world. Without it they may find themselves excluded, marginalised and dependent on those that have it.

For these reasons, the Dean Trust Ardwick curriculum is knowledge-led, meaning that the school is focused on ensuring that:

- Knowledge content is specified in detail.
- Knowledge is taught to be remembered, not merely encountered.
- Knowledge is sequenced and mapped deliberately and coherently.
- The curriculum embraces ideas from cognitive psychology.

### 4. CURRICULUM AIMS

- **Provide pupils with access to powerful knowledge that:**
  - a. Takes them beyond their experience.
  - b. Helps them to understand, interpret and critique the world.
  - c. Enfranchises them as citizens of the world.
- **Develop pupils’ ability to clarify and communicate their knowledge and understanding by:**
  - a. Building their vocabulary to successfully articulate their knowledge.
  - b. Encouraging them to employ knowledge rationally and creatively across contexts.
  - c. Developing the confidence and ability to discuss and debate issues with articulacy, coherence and precision.
- **Fostering a love for learning so that pupils:**
  - a. Intrinsically value the pursuit of knowledge.
  - b. Possess a desire for continuous self-improvement.
  - c. View hard work as its own reward.

## 5. CURRICULUM MAP

The curriculum focuses on embedding deep understanding of key concepts in each subject and it is based on high-expected standards of pupils.

The map below shows how the timetable of 30 lessons is split between the subjects at each year group. Each lesson lasts for 50 minutes and there are six lessons a day.

	Key Stage 3			Key Stage 4		
	Year 7	Year 8	Year 9	Year 10	Year 11	
No. of lessons						
1	English	English	English	English	English	
2						
3						
4						
5						
6	Maths	Maths	Maths	Maths	Maths	
7						
8						
9						
10						
11	Science	Science	Science	Science	Science	
12						
13						
14						
15						
16	Modern Foreign Languages	Modern Foreign Languages**	Computer Science	R.E PSHE & Citizenship	R.E PSHE & Citizenship	
17			Modern Foreign Languages	Physical Education	Option Block A	Option Block A
18						
19						
20	Humanities*	Humanities	Geography	Option Block B	Option Block B	
21						
22						
23	R.E, PSHE & Citizenship	R.E, PSHE & Citizenship	History	Option Block C	Option Block C	
24	Physical Education	Physical Education	R.E, PSHE & Citizenship			
25			Physical Education			
26						
27	Technology & Art	Technology & Art	Technology & Art	Option Block D	Option Block D	
28						
29						
30	Performing Arts	Performing Arts	Performing Arts			

## 6. GCSE OPTIONS

All pupils in Year 9 must pick one pathway to follow when selecting their GCSE options. There are three pathways that contain four option blocks. Pupils must select one subject from each option block. The three available pathways are:

- Separate science pathway: pupils must opt to study separate sciences, a humanities subject (geography or history) *and* a language (French or Spanish). This pathway gives pupils the opportunity to achieve the English Baccalaureate Certificate. Pupils will be able to pick a further subject of their choice.
- English Baccalaureate Pathway: pupils must opt to study a humanities subject (Geography or History) *and* a language (French or Spanish). This pathway gives pupils the opportunity to achieve the English Baccalaureate Certificate. Pupils will be able to pick a further two subjects of their choice.
- Open Pathway: pupils must pick four subjects, including one E-Bacc subject from Option D.

## 7. ORGANISATION & PLANNING

### 7.1 Curriculum Design

An effective knowledge-led curriculum is taught to be remembered, not merely encountered. The Dean Trust Ardwick curriculum embraces ideas from cognitive psychology so that subjects can be remembered in detail. This involves an approach to curriculum planning that maps opportunities to build on prior knowledge, revisit key ideas and explicitly make connections between topics so that pupils develop meaningful schemas through sequencing and retrieval practice.

### 7.2 Learning Plans & Knowledge Organisers

Teachers create Learning Plans and Knowledge Organisers every half term to support pupils in their learning and to communicate, precisely, what they should be taught and what they need to learn. These are presented in the form of an A5 booklet and they are stuck into pupils' exercise books.

Each half term pupils are given a Learning Plan for each subject they study. Learning Plans outline the sequence of learning that will take place for a topic and they also outline the homework that will be set.

Pupils are also provided with a Knowledge Organiser for each subject they study. Knowledge Organisers are used to:

- Specify, in detail, the exact facts, concepts and precise definitions that pupils need to commit to memory.
  - Indicate what pupils will need to know for their assessments and tests.
- Support

- Help 'self-quizzing' revision.
- Enable pupils to reflect on what they know and what they still need to learn.

### **7.3 PSHE Provision**

Dean Trust Ardwick is dedicated to providing religious, PSHE (personal, social and health) and citizenship education across all year groups. PSHE also includes aspects of RSE, relationship and sex education.

- PSHE lessons are influenced by the IMatter programme which has been created by Manchester Council and the NHS to ensure a relevant and bespoke curriculum for pupils in Greater Manchester.
- Citizenship lessons cover the statutory advice from the Department for Education. Both curriculums also form part of the DTA safeguarding provision.
- Religious studies follow the statutory advice from the Manchester Standing Advisory Council on Religious Education (SACRE).

The range of skills and knowledge within these subjects is designed to equip our pupils for life within our school community and enhance their options and outcomes in the future.

### **7.4 Relationship & Sex Education**

The provision of relationship and sex education is undertaken within the Personal, Social, Health and Citizenship Education curriculum and the Science Faculty. The Science Faculty teaches the biological elements of sex education and the PSHCE curriculum concentrates on placing sex education within the context of loving relationships. The pupils are taught not to judge those who do not appear to follow the ideal.

More details on relationship and sex education can be found in the relationship and sex education policy, published on the school website.

### **7.5 British Values**

British Values are at the core of Dean Trust Ardwick's school ethos. We believe it promotes a culture of community and prepares pupils for life in modern Britain.

Throughout our country's history, we have faced change and embraced progress, and never more so than in the 21<sup>st</sup> Century. The world our children will experience in the future will be even more diverse as our communities and cultures continue to grow and adapt to challenges. Schools and families have the responsibility to prepare pupils for what changes they may face in their futures and equip them with the skills and mindsets they will need to positively contribute to British society in whatever path they choose. This will require resilience, empathy and the character to accept and respect the communities they will be a part of.

As part of the prevent strategy, British Values also ensures the safety of your child. Respect and Tolerance, Rule of Law, Individual Liberty and Democracy are practised

throughout all parts of school life, and not just through our curriculum. In doing so, we hope staff, pupils and families are proud to be a part of modern Britain and proud to belong to Dean Trust Ardwick.

## **7.6 Careers Information and Guidance Education**

Through a planned programme of activities (both integrated within and additional to our curriculum) pupils at Dean Trust Ardwick will:

- Develop strong character traits, employability and citizenship skills needed to seize the opportunities which exist.
- Have a thorough knowledge of the world of work and all opportunities therein.
- Be able to make informed choices about their pathways post-16 and beyond.
- Be able to make a successful transition into life beyond Dean Trust Ardwick onto an appropriate ambitious pathway.

More details on careers information and guidance can be found on the school website and within the school's policy.

## **8 ASSESSMENT**

Assessment at Dean Trust Ardwick is an integral part of the sequence of teaching and learning to assess to what extent the enacted curriculum has been understood by pupils within individual lessons and teaching sequences and then has been learnt in the long term.

Assessment 'data' (which can be quantitative (such as individual small grain analysis of test papers) or qualitative (such as oral and written responses within lessons) informs future planning including lesson and curriculum content, delivery methods, homework planning and future assessment.

### **8.1 Formative Assessment**

Formative Assessment is the assessment which is used within teaching sequences and within delivery to assess to what extent lesson content and concepts have been understood by pupils and to what extent the content is being learned. The way in which teachers at Dean Trust Ardwick use formative assessment and give feedback is described within our Feedback Policy.

The underlying principles of the feedback policy are for it be:

- Meaningful – research informs practices so that feedback advances pupils' progress.
- Manageable – the policy eliminates any unnecessary workload around marking and feedback, and it encourages faculties to adjust their approach as necessary. Teachers are trusted to incorporate the outcomes into subsequent planning and lessons.



- Motivating – marking and feedback will help to inspire pupils to make progress by focusing on their thinking and what they are doing with their feedback.

Based on these principles, each Faculty has their own feedback protocols which ensure that corrective feedback and process feedback are provided timely and at the precise moments needed during teaching sequences both during individual lessons (mainly via questioning) to address any misconceptions and inform short term planning and over the course of a learning plan. These protocols include how each Faculty addresses spelling, punctuation and grammar errors and provides feedback which aims to develop pupils' literacy skills needed to communicate and clarify their knowledge within that specific subject.

## **8.2 Summative Assessment**

### **8.2.1 Key Stage 3 Summative Assessment**

At KS3, assessments are designed in this way to assess knowledge, understanding and skills, rather than limit the assessment and subsequently curriculum and teaching and learning at KS3, purely to GCSE style responses. Exams are timetabled in line with the Dean Trust assessment calendar. Feedback to pupils following these examinations follows the same sequence as formative assessment in which pupils will receive corrective and process feedback in improvement lessons.

### **8.2.2 Key Stage 4 Summative Assessment**

At KS4, pupils in Year 10 and 11 complete a programme of mock exams in line with the Dean Trust Assessment calendar. For GCSE qualifications, pupils will sit two full sets of mock examinations utilising past GCSE papers in Year 10 and two sets in Year 11. This includes a set of externally marked 'Trust Assurance' mock examinations for EBACC subjects. For vocational qualifications, summative assessment is more varied and falls in line with the awarding organisations' rubric and the planned unit completion timelines submitted to them. Where appropriate this includes coursework marking and submission, as well as mock examinations in preparation for externally examined units.

Feedback from mock examinations is provided to pupils within improvement lessons including at a small grain level to identify specific areas for improvement in relation to topic content and assessment objectives. Teachers utilise modelling within these improvement lessons to develop pupils' understanding and address misconceptions.

## **9. PUPIL GROUPINGS**

Pupils are assigned to one of two bands, of equal ability, for timetabling purposes. Within these bands pupils are organised as follows: -

### **9.1 Tutor Groups**

Pupils are assigned a tutor group using a number of factors. This relies mostly on the liaison with partner primary schools. The school also considers the balance of ability,

gender and friendships, where appropriate.

## **9.2 General Teaching Groups**

By combining the Key Stage 2 National Curriculum Tests (SATs) and Cognitive Ability Tests (CATs) we create a ranked list of pupils, which are used to help generate the teaching sets which pupils are assigned to.

In year 7 and 8 pupils are equally distributed into mixed ability classes for all their lessons. At year 9 onwards pupils are grouped by attainment and at KS4 pupils' groups also depends on their option choices.

## **9.3 Meeting Individual Needs**

All pupils will receive inclusive quality first teaching (QFT). QFT is the effective inclusion of all pupils in high-quality everyday personalised teaching; in all lessons pupils will be stretched, challenged and supported. However, some pupils may require additional support so that they can make the same level of progress as their peers. Support is given at different levels dependent on the pupils' needs.

## **9.4 Special Educational Needs and Disability (Send)**

Pupils who are registered for Special Needs will have Individual Education Plans (IEPs) which ensure that the curriculum followed by the year group is tailored to meet their needs. Support is given according to statutory entitlement and the deployment of Learning Support Assistants within teaching groups as deemed appropriate. Further information on SEND provision can be found on the website and in the school's SEND policy.

## **9.5 English as an Additional Language (Eal)**

All pupils with EAL will be supported to ensure that they can access the curriculum, make academic progress and successfully operate within society. Pupils with EAL are assessed on how proficient they are in English. Pupils identified as 'absolute beginners' and 'beginners' are withdrawn from lessons for a period of time so that they can receive intensive English Language teaching. Gradually pupils will be phased into a full timetable whilst still accessing support when necessary. For other pupils with EAL, who have some acquisition of English, support will be provided by the classroom teacher and they will receive intervention appropriate to their proficiency of the English Language.

## **10 HOMEWORK**

Homework is an important part of school life, contributing to pupil progress and attainment. It plays a key role in extending the knowledge, understanding and skills that are developed in school and provides opportunities for pupils to consolidate, enrich and extend their learning. Work that is set will consist of meaningful, manageable and motivating tasks or projects designed to extend the learning of the pupil outside the classroom and embed knowledge.

At Dean Trust Ardwick homework will be set on a weekly basis in accordance with the homework timetable published on the school's website.

## **11. ROLES & RESPONSIBILITIES**

### **11.1 The Governing Board**

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing board 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 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state.
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.

### **11.2 Headteacher**

The headteacher 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 board.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board 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.

### **11.3 Leaders**

Heads of faculty, subject leaders and curriculum leaders are responsible for:

- Ensuring the curriculum is enacted effectively at a faculty and subject level.
- Monitoring the way their subject is taught throughout the school.
- Monitoring the way in which resources are stored and managed.

#### **11.4 Other Staff**

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