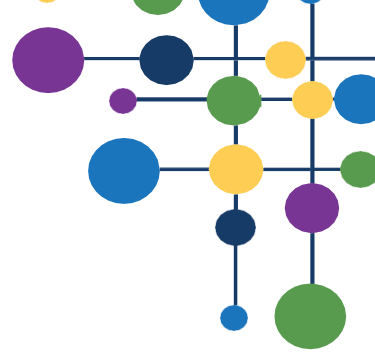


CURRICULUM AND ASSESSMENT POLICY

MAT Version	1.1
Name of policy writer	John McNally
Last updated	September 2019
Review date	September 2020
Approved by Directors	3 October 2019

Record of Alterations

<i>Version</i>	<i>Description of alterations</i>
1.0	Original
1.1	Added explicit guidance on physical education, and the use of assessment



Overview

The decisions about what we teach, when we teach and how we teach are at the very heart of our strategic objectives vision and values:

- EVERY pupil will access a broad and rich curriculum;
- Our pupils will leave us equipped with the skills and knowledge they need to be successful in the next stage of their learning or employment.

Each academy and every teacher has to make decisions about how to achieve these objectives, adjusting strategies to meet the specific needs of the pupils in their care. However, our minimum requirements, outlined in this policy, ensure that every child or young person receives their entitlement to the knowledge and skills they need to be happy and successful in the future.

Other relevant policies and documents

We recognise that some pupils need additional help to access the most appropriate curriculum for their needs. Further details of how we support such pupils can be found in our Special Educational Needs and Disabilities Policy and academy Pupil Premium Spending Plans.

The trust has also adopted a separate sex and relationships policy, covering how these matters are taught at the appropriate time and outlining parents' rights.

Safeguarding

Our safeguarding policy provides detailed guidance about how we teach pupils to stay safe and what to do if they have concerns.

Equalities Impact Statement

Our trust strives to be an inclusive environment where everybody is welcomed and supported. We aim to protect the rights of individuals and advance equality of opportunity for all.

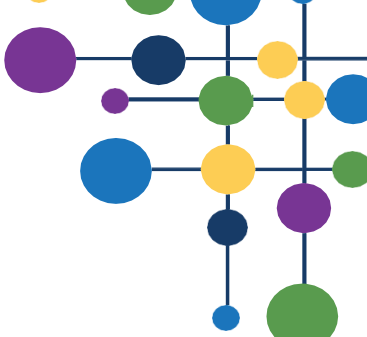
In the context of the curriculum, there are two relevant factors. Firstly, we encourage pupils to respect people with different characteristics by teaching about fundamental British Values. Secondly, we try to remove all barriers that could prevent children and young people from accessing our full curriculum.

Fundamental British Values

All our academies will teach pupils about fundamental British Values, summarised as:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having



- 
- none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
 - an understanding of the importance of identifying and combatting discrimination

It is up to each academy to determine how these values are taught in their setting. Leaders are expected to evaluate the priorities in their academy and adjust the curriculum appropriately.

Enabling all pupils to access the full curriculum

All academies must have in place an equalities plan, which must identify any barriers that prevent pupils with protected characteristics from accessing the full curriculum. The plan must identify how the barriers can be overcome, eliminated or how adaptations will be made.

In addition, every child with a disability will be supported by our special educational needs coordinators, to ensure the fullest possible access to the curriculum.

Disadvantaged pupils and those needing help to catch up

We recognise that some pupils may need additional help to catch up to their peers because of gaps in previous learning or unfamiliarity with different aspects of culture. We also know international research has established a strong link between poverty and underachievement in education.

Every academy will help pupils catch up if they fall behind and describe in their Pupil Premium Spending plans their strategies for overcoming any barriers to achieving high standards. The plans will be evaluated annually.

Wider Curriculum Considerations

Religious Education

All our pupils will study religious education, in accordance with the trust's funding agreement.

Physical Education

We consider physical activity and development to be a crucial part of the curriculum. Physical education is a compulsory element of our curriculum and we expect each pupil to follow a programme of study that at least matches that specified in the national curriculum.

Sex and Relationships

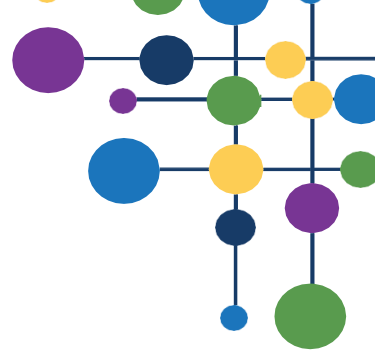
All our academies will teach age-appropriate content about sex and relationships in accordance with our funding agreement. A separate policy is available for parents and other interested parties.

Personal development

Personal Development matters must be taught to pupils in every year group. The exact content will be up to each academy to determine but must include the following (taken from OFSTED's Education Inspection Handbook):

- developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- promoting equality of opportunity so that all pupils can thrive together, understanding





that difference is a positive, not a negative, and that individual characteristics make people unique

- promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society
- developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media
- developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education

Individual academies are free to determine the best way to deliver their personal development curriculum – through individual subjects; specific timetabled lessons; assemblies and form time; or, 'drop-down' days.

Careers Education and Guidance

Our academies will offer a programme that meets the government's statutory guidance on careers advice and education, which can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

We expect our academies to have achieved the Gatsby Benchmarks by September 2020:

<https://www.gatsby.org.uk/uploads/education/good-career-guidance-handbook-digital.pdf>

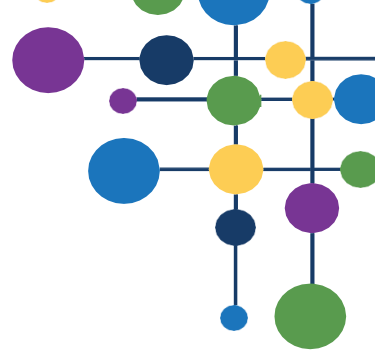
Clearly, the depth of our careers education programmes will be different for primary and secondary academies. Our expectations are that

Primary academies will offer a programme during key stage 2 that will make pupils aware of the different types of jobs available to them, challenge stereotypes and introduce enterprise skills.

Our secondary academies will offer a structured programme from year 8 onwards, and will:

- provide an effective careers programme that offers pupils: unbiased careers advice, experience of work, and contact with employers to encourage them to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire
- support readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.





Sixth Form students will follow the full curriculum entitlement to careers education, advice and guidance, as described in the national guidance for programmes of study:

<https://www.gov.uk/government/publications/16-to-19-study-programmes-guide-for-providers/16-to-19-study-programmes-guidance-2019-to-2020-academic-year>

The programmes must include an offer of meaningful work experience and support to secure places on higher education courses or employment.

Spiritual, moral, social and cultural education (SMSC)

SHARE academies believe the curriculum should offer far more than narrow, academic studies. We play a vitally important role in helping children and young people discover their wider talents and the wealth of opportunities available in life.

By offering a broad and balanced curriculum with personal development programmes, religious education and extra-curricular options, we can be confident pupils are developing spiritually, morally, socially and culturally. Individual academies will map out how SMSC is developed, adjusting their approach to the needs of each community.

Extra-curricular activities and opportunities

Extra-curricular activities can provide extremely valuable learning opportunities and we encourage all our academies to offer a rich, well-considered programme. It is for individual academies to decide the activities which are most appropriate for their pupils' needs. However, we expect our academies to offer a range of trips and educational visits, to enhance classroom learning, to support participation in a range of sports and to offer additional activities to boost pupils' personal development.

Pupils' spiritual, moral, social and cultural development is often enhanced through extra-curricular activities and we encourage our academies to offer a range of cultural experiences, such as school performances, trips to the theatre, museums or art galleries.

Programmes of Study

Early Years

We recognise the enormous benefits of providing a good quality early years curriculum in our academies and seek to give children the best possible start to their education.

All our primary academies will comply fully with the statutory guidance for the Early Years and Foundation Stage curriculum:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

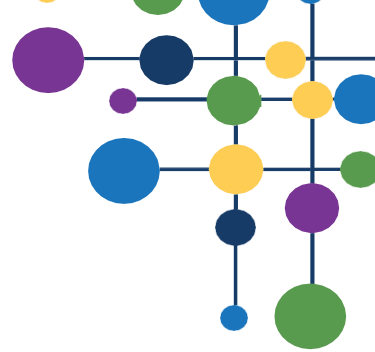
In addition, we aim to fully implement the non-statutory guidance in the good practice guide, "Development Matters in the Early Years Foundation Stage (EYFS)":

<file:///C:/Users/John/OneDrive/Documents/National%20Guidance%20and%20statistics/Early%20Years/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Key Stages 1 to 3

Our academies will cover the full national curriculum to virtually all pupils, unless there is a need to provide significant additional support. For example, a pupil struggling with





fundamental literacy skills may be withdrawn from languages lessons to undertake catch up work. The vast majority of pupils should be able to access the full curriculum and it is up to teachers to adjust tasks to make the curriculum accessible to all. Where necessary, other professionals, such as the academy's Special Educational Needs Coordinator (SENCO) may offer support or adjust the curriculum to meet specific learning needs.

Details on the national curriculum content may be found here:

www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4

In key stage 1, a strong emphasis must be placed on helping all pupils to read fluently and confidently. All academies will teach a recognised synthetic phonics scheme and provide intervention for children who are falling behind in their reading.

Individual academies are free to deliver content in the way that is best suited to their pupils' needs. They may also offer additional content, such as drama and dance – provided the content described in the programmes of study is taught in sufficient detail.

Pupils in our academies will complete the key stage 3 programmes of study, i.e. key stage 4 studies do not begin until year 10. A careers education programme will be delivered in key stage 3, to help pupils make informed choices in key stage 4.

Key Stage 4

Pupils will be given choices at the end of year 9, to enable them to study some subjects in greater depth, take courses that match their career interests or follow a bespoke route that maximises their chances of pursuing meaningful study or employment with training at the end of the key stage.

There are, in effect, three pathways available

Pathway 1

The majority of pupils are best served by continuing to study core and foundation subjects in key stage 4 before taking GCSEs at the end of year 11. We recognise the government has an ambition that almost every pupil will complete the E-Bacc (English language, English literature, mathematics, science and/or computer science, a modern foreign language, history and/or geography) and agree this is a good route for many pupils to follow. However, there are also occasions where pupils may wish to follow an equally demanding course, instead of one of the prescribed options and academies should consider such requests carefully.

Pathway 2

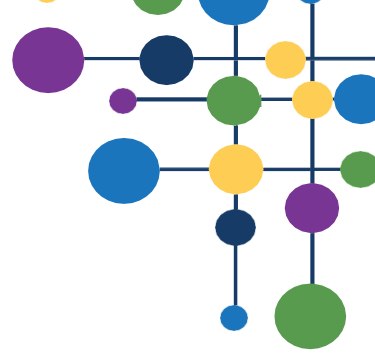
Some pupils can really benefit from a more flexible choice at key stage 4. For example, pupils may wish to choose courses which are directly relevant to their future career choice, others may want to specialise in the arts and another group may welcome the opportunity to take vocational courses with more emphasis on work-experience and continuous assessment.

Any pupil taking this route must be offered an individual careers interview, to ensure their choices match their career or further study plans.

Pathway 3

A small minority of pupils may need even greater flexibility in their curriculum choices. This could be because of specific, diagnosed needs, such as a cognitive impairment or other





challenges faced by the young person.

Pupils following this pathway may undertake additional work experience, attend a college placement or attend a registered, alternative setting.

Academy leaders must be able to demonstrate this pathway will benefit the pupil in question and will lead to meaningful employment or further study programmes.

Each academy will agree its pathways and option block structure with the CEO before the end of term 1 in the year before its implementation. Potentially controversial choices may be referred to the board.

Sixth Form

SHARE presently has one school sixth form. Our requirements are that the programmes of study must meet:

- (a) the Education and Skills Funding Agency guidance:
<https://www.gov.uk/government/publications/16-to-19-study-programmes-guide-for-providers/16-to-19-study-programmes-guidance-2019-to-2020-academic-year>
- (b) the needs and aspirations of students wishing to study in the sixth form, particularly those who wish to apply from within the academy at the end of year 11

In addition, we expect the enrichment programme to include opportunities for physical activity, sports and games.

Assessment

Good quality assessment is a vital element of curriculum design because it enables teachers to check whether pupils know and understand the content they have been taught.

Each academy will have an assessment policy that meets the following principles:

- Assessments should be focused on checking whether pupils know more, remember more and understand more of important curriculum content;
- Pupils with gaps in their knowledge or misconceptions must be helped to catch up – in the first instance by the classroom teacher;
- Teachers should use assessments to adjust teaching strategies;
- Assessment must not be too onerous for teachers – it should be focused on helping pupils to improve their knowledge and understanding of a subject;
- Different forms of assessment and feedback may be required for different subjects or different types of knowledge.

Data collection

We aim to keep data collections to a minimum, to avoid unnecessary workload for staff. Our requirement is that each academy must provide directors with two data reports in the course of the year, based on some type of formal assessment. Currently, this data is required by 1st December and 1st March in each year, with each academy having flexibility about when the assessments actually take place. Every effort should be made to use a common assessment across the trust for this data – for example a common past paper in GCSE mathematics or a common past KS2 reading paper.

