

# Salford City Academy

## Curriculum Policy

2019 - 2020

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**Approved by:** [Name]

**Date:** [Date]

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### 1. Curriculum Intent

At Salford City Academy (SCA), our aim is to provide an excellent education for all our students, which brings out the best in all of them and prepares them for success in life. Our curriculum at SCA will aim to create an aspirational high achievement culture, taking into account student needs and styles and will allow everyone to experience success. Standards of attainment will raise so all students will be able to become active citizens and economically self-sufficient.

We feel our curriculum should raise our students' aspirations and their academic profile. More of our students should be progressing to university and other higher education institutions. Our curriculum intent is to ensure that we as an academy provide both academic qualifications and Education with Character programs to raise aspirations and allow more of our students to progress to higher education.

At SCA our curriculum principles will be

**Entitlement** – We believe that all students have the right to learn. SCA have adopted the United Learning Curriculum at both KS3 and KS4.

**Mastery** – We want all students to achieve a full understanding of the knowledge specified in the Curriculum for each year, and teaching should not move on until this is achieved.

**Stability** – We will not constantly amend the Curriculum: while we should make occasional adjustments in the light of feedback and experience, we will aim for stability over many years, so that teachers can develop expertise. We will constantly review and adapt assessments and teaching materials to support our students.

**Concepts not context** – The Curriculum incorporates a concise specification of knowledge with content to be taught and learned explicit in every scheme of work. Teachers at SCA will determine the best methodology to meet the needs of our students.

### 2. 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 through United Learning 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 governing boards set out in the Department for Education's [Governance Handbook](#). It complies with our funding agreement and articles of association.

### **3. Roles and responsibilities**

#### **3.1 The Local Governing Board**

The governing board will monitor the effectiveness of this policy and hold the Principal 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 academy 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 students to cover the requirements of the funding agreement
- Personalised provision is made for students with different abilities and needs, including children with special educational needs and disabilities (SEND)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs, BTEC and other vocational qualifications, are approved by the secretary of state
- The academy implements the relevant statutory assessment arrangements
- Leaders participates actively in decision-making about the breadth and balance of the curriculum
- Students 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 academy chooses to offer, have aims and objectives which reflect the aims of the academy and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed yearly by SLT and the governing board
- SLT manage requests to withdraw students from curriculum subjects, where appropriate
- The academy's SLT ensure all procedures for assessment meet all legal requirements
- The governing board challenges and supports decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-academy targets in order to make informed decisions
- Personalised provision is in place for students with different abilities and needs, including children with SEND

## 4. Curriculum Implementation

Our KS3 curriculum is challenging, engaging, personalised and enriched with a range of extra-curricular activities. Year 7 curriculum in Maths and English follow the United Learning scheme and ensures that the majority of students achieve their ARE (Age Related Expectation). At Key Stage Three we offer;

- English & Drama
- Mathematics
- Science
- Spanish
- History & Geography
- Religious Studies
- Citizenship
- Art & Design
- Music
- Technology
- ICT & Computing
- PE

Those students who are behind in their SAT and/or significantly below their chronological reading age receive additional support. This is provided through the HIVE provision to enable them to rapidly catch up. Also, students who are not at their chronological reading age are given additional support and provision to ensure that this is achieved as soon as possible. The provision is reading at form time, time to read to adults and the use of Lexia (at least 100 min per week) and other directed support.

Our Key Stage Four Curriculum provides students with guided pathway which meets their needs and challenges them to achieve. All our students have enrichment opportunities to increase their aspirations. At Key Stage Four we offer full GCSE courses in the following

- English Literature and Language
- Mathematics
- Double Science (Triple Science is available as an option)

Students are given additional time in the core subjects of English, maths and science to ensure that students have the essential skills needed for life and to access the full curriculum. At Key Stage Four, additional curriculum time is given to offer targeted support and challenge to ensure all students make at least national rates of progress.

At both KS3 and KS4 all students' progress aims to be in line with or if not exceeding national expectations. Students can then select to follow a guided pathway; EBACC, Level 2 or Vocational. They have a choice from the following subjects;

- GCSE History or Geography
- GCSE Spanish
- GCSE Computing
- GCSE Art & Design
- GCSE Religious Studies
- GCSE Citizenship
- GCSE Design Technology
- GCSE Photography
- BTEC Hospitality & Catering
- BTEC Construction
- BTEC PE

- BTEC Creative Media Production
- CACHE Child Care
- BTEC Business Studies
- BTEC Music
- BTEC Performing Arts/Drama

All students are offered the EBACC route for their guided option choice, and for identified students this is compulsory. For a small minority of students, we will ensure that the curriculum provision is personalised to meet their needs. For these students in year nine, they will be offered a vocational route.

The Academy has developed a comprehensive programme of delivery for year nine students, to ensure that courses that are chosen supports their ambition and aspirations for the future. This program supports careers fair, visits to universities in the area. In particular a specialism for Salford, students take part in visits and programs held at Media City in the local area.

For a very small number of our students, an alternative provision to support their academic progress in the academy.

The curriculum in each subject can be accessed on the Academy website. Subject specialism is at the heart of our curriculum and you will see differences in the way that the curriculum is constructed and assessed in subjects. Standardised written assessments, for example, play less of a role in performance subjects such as music, drama and physical education. The stability of our curriculum allows subject expertise to develop over time, and we are careful to provide sufficient time for teachers within the same subject to meet together. Further subject specialism is provided by United Learning's subject advisors.

A 3-year Key Stage 3 provides students with the time and space to gain this secure understanding. In our lessons you will typically see all students grappling with the same challenging content, with teachers providing additional support for students who need it. Rather than moving on to new content, our higher attainers are expected to produce work of greater depth and flair.

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide sufficient opportunity for guided and independent practice. We use Barak Rosenshine's Principles of Instruction (2012) to develop our teaching practice:

1. Begin a lesson with a short review of previous learning
2. Present new material in small steps with student practice after each step
3. Ask a large number of questions and check the responses of all students
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage students in weekly and monthly review

In order to allow the mastery approach to be effective (i.e. students learn what they are expected to in the year they are expected to), early catch up is essential: we aim to promptly identify and support students who start secondary academy without a secure grasp of reading, writing and mathematics so that they can access the full curriculum.

## **PSHE & Citizenship**

The Citizenship and PSHE curriculum at Salford City Academy aim to provide students with knowledge, skills and understanding to prepare them to play a full and active part in society. The curriculum is designed to support the development of the Academy's values, alongside British values. Schemes of work have been planned to respond to issues that arise in the academy and wider community. Flexibility is built in to the curriculum plan to allow teachers to proactively respond to issues in a timely way. Content is informed by student voice; such as the request for knowledge relating to managing future financial decisions.

The Citizenship curriculum aims to foster students' awareness of democracy, government and how laws are made and upheld. Teaching in Citizenship will equip students with the knowledge and interest to explore political and social issues. Explicit and regular reference to British Values is covered throughout the Citizenship curriculum.

The PSHE curriculum takes full account of the government's statutory guidance on RSE and health Education. (February 2019). We aim to prepare students to take their place in society as responsible and risk aware citizens. The curriculum has been carefully sequenced taking into account age appropriateness to provide students with knowledge that will enable them to make informed decisions about their well-being, health and knowledge and to develop the resilience to ask for and know when to seek support and advice.

## **Education with Character**

At the Academy we aim to foster a culture of developing the 'whole child'. We aim to provide opportunities for students, which will inspire, excite and prepare them for adult life. We provide opportunities to participate in activities, which will raise aspirations, allow students to make informed decisions about their future goals, opportunities to develop confidence and develop organisational skills and working as part of a team. We also wish to promote the importance of health and wellbeing of all our students and provide opportunities to participate in activities, which are fun, and which develop health and fitness.

### ***Aspire (Careers)***

These activities are to raise aspirations and provide guidance and support to students for their future. Students will develop knowledge and experience opportunities to help them make informed decisions on future life goals.

### ***Engage (Enrichment)***

Students will have the opportunity to join in and be enthused with the many high quality sporting and different experiences, that normally students would not have the opportunity to experience, offered after academy. These activities promote health and wellbeing as well as developing confidence and teamwork.

### ***Lead (Student Leadership)***

Students can apply to be part of the academy leadership team. This aims to support students in taking more responsibility and having a voice in academy. It will also develop their confidence and ability to lead and organise events.

## **5. 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 SEN
- 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 pupil 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 to support students to take part in all subjects.

## **6. Quality Assurance**

Governors will monitor whether the academy is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects.

The Principal and the Vice Principal (Curriculum) have responsibility for the day to day organisation of the curriculum and reporting it to the Local Governing Body. The Directors and Curriculum Leaders work with the SLT to provide a strategic lead and direction on the curriculum to ensure the academy delivers in its intent.

Curriculum Directors and Leaders will monitor the way their subject is taught throughout the academy by:

- Keep up to date and review developments in their subjects, both national and local level ensuring development planning links to academy objectives.
- To monitor and review the plans for teachers, ensuring their classes are taught the full requirements of the curriculum.
- Monitor and review long, medium- and short-term planning and ensure this meets the needs of different learners.
- Monitor the way in which resources are stored and managed.
- To ensure that formative and summative assessments are used to support learning.
- Students receive consistent and developmental feedback on their work.
- To carry out Lesson Observations and Learning Walks
- To facilitate Book/Folder scrutinies to share practice
- To carry out regular Student Voice activities
- Data Analysis

Curriculum Directors and Leaders will also have responsibility for monitoring the way in which resources are stored and managed.

## **Reporting and Assessment**

Assessment is essential in the development of the curriculum to suit the needs of the students. Across both key stages, students progress is regularly assessed and reported to parents. The Vice Principal (Teaching and Learning)

will use this data to monitor how effective teaching and the curriculum is, on the academic and personal development of all students in each year group.

### **Staff Development**

Internal and External CPD is delivered on a regular basis to ensure the academy's curriculum teams are kept up to date of any changes to improve the standards of teaching and learning through the curriculum. Performance management is used strategically to identify and address needs. All initiatives are monitored by the SLT for curriculum development to ensure that teachers are equipped to deliver the curriculum effectively.

This policy will be reviewed annually by the Vice Principal (curriculum) At every review, the policy will be shared with the full governing board.

## **7. Relationship with other policies**

This policy should be read in conjunction with;

- The Assessment Policy
- Feedback and Marking Policy
- Most Able Policy
- SEND Policy