

Curriculum policy

City of Peterborough Academy



REACH FOR EXCELLENCE

Approved by:

J OSullivan

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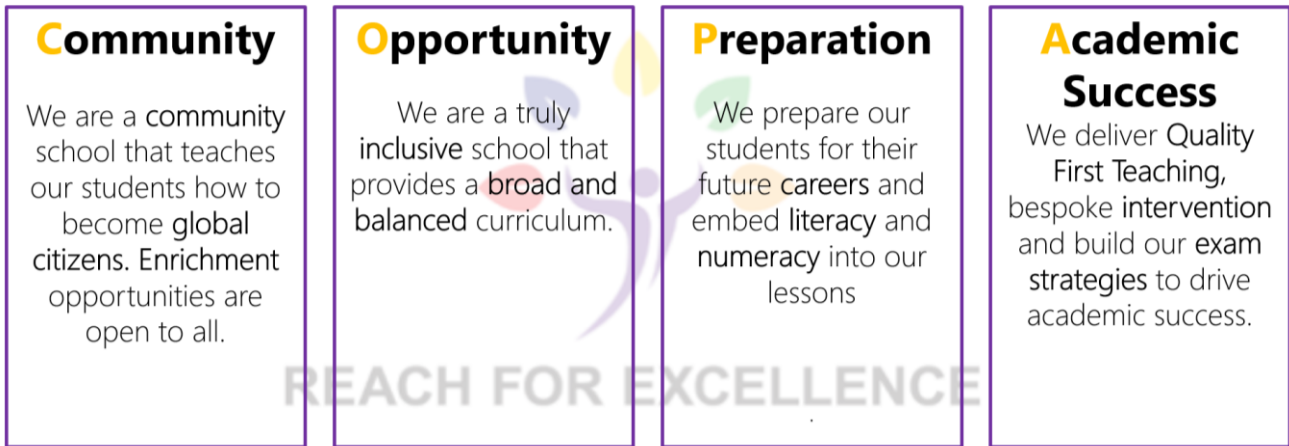
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1. Curriculum intent

Our curriculum intent is based on CoPA: Community, Opportunities, Preparation, Academy Success.



Community

Our curriculum supports our vision to be a **true community school** that enables all students to be **confident, compassionate and articulate** individuals with the skills to support them throughout their lives. We are an ethnically diverse school which gives us a brilliant identity. We embrace all members of our community and **celebrate diversity**. Diversity is celebrated and supported to ensure each pupil understands what it is to be part of an **inclusive and global community**.

We recognise that education is more than just academic success and aim to develop the whole person. We offer a wide range of **Enrichment opportunities** which are open to all.

Student leadership is promoted through the following pathways:

- Student leadership groups, such as Anti-Bullying Ambassadors, Mental Health Amabassadors and Eco Warriors.
- Head and Deputy Head Students
- Humanutopia Heroes
- Student Council
- CoPA Community Committee

We have a period 6 programme which offers over 30 enrichment activities for students in Years 7 to 10, and a targeted intervention programme for students in Year 11.

Opportunities

We are a truly **inclusive** school that provides a **broad and balanced** curriculum. Our academic curriculum is designed to be **challenging and ambitious**, providing opportunities for **questioning, curiosity and creativity**.

We believe in breadth within our curriculum and offer a full range of subjects at both KS3 and 4. With a high proportion of disadvantaged student in the PE1 postcodes, our curriculum must support an **aspirational outlook on future opportunities** for our students. In order to do this, our curriculum supports the development of **new schema and experiences** for our students. We offer an 'enhanced' curriculum to our students, providing opportunities for learning outside of the classroom, such as university visits, theatre trips, theatre performances, problem solving days and foreign visits.

All students have access to **high quality careers education** from year 7. This includes assemblies led by guest speakers from local and national industries, student interviews and work experience placements.

Preparation

We prepare our students well for future **education and employment**. The core skills of **literacy and numeracy** run throughout the curriculum.

Our Tutorial Programme is split between **PSHE and Tutor-Led Reading**. The PSHE Programme follows statutory guidance and supports our students to make positive decisions around relationships, mental health, illegal substances and active healthy lifestyles. The Reading Programme targets the demographic need of our community by exposing students to new cultures, people and ideas. The Tutor assumes the role of the 'expert reader' in the room and reads aloud to tutees. They model fluent, passionate reading.

Academic Success

We deliver **Quality First Teaching**, bespoke **intervention** and have refined our **exam strategy** to drive academic success.

Our curriculum aims to build students' resilience through **challenge and ambition**. The curriculum is **coherent and well sequence** emphasising:

- Powerful knowledge – what matters the most
- Cultural Capital – making it real.

Through our culture we **REACH** for success. Students are encouraged to persevere with tasks and think deeply as the route is not always easy.

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 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](#).

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The governing board

The governing board which for our academy is the GAT trust board, will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The GAT trust 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, science and (subject to providing the right to withdraw) religious education, 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
- 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 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 (GAT trust 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

3.3 Other staff

J O'Sullivan is the Senior Assistant Principal in charge of curriculum; the Assistant Principals for each faculty are responsible for the curriculum within their areas. Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

Our curriculum model is detailed below:

Key Stage 3			
	Year 7	Year 8	Year 9
English	4	4	4
Maths	3.5	4	4
Science	3.5	4	4
PE	2	2	2
Art	1	1	1
History	2	1.5	1.5
Geography	2	1.5	1.5
RE	1	1	1
PSHE	1	1	1
Computing	1	1	1
Spanish	2	2	2
Music	1	1	1
Technology / Performance Rotation	1	1	1
Total	25	25	25

Key Stage 4		
	Year 10	Year 11
English Lang/Lit	5	5
Maths	4	5
Science*	5	5
PE	1	1
RE/ Citizenship	1	1
PSHE	1	1
Option A	3	3
Option B	3	3
Option C	3	3

*Science is offered as combined or separate sciences, both of which are offered as appropriate.

We also offer GCSEs in students' home languages, which are studied in addition to GCSE options.

Year 10		
Option A	Option B	Option C
Geography	Sports Studies	Dance
History	Music	Health and Social Care
Spanish	Child development	Art
Computer Science	Food and Nutrition	Photography
	Enterprise and Marketing	Sports Studies
	Separate science	Geography
	Drama	Food and Nutrition

Year 11		
Option A	Option B	Option C
Geography	Sports Studies	Citizenship
History	Music	Health and Social Care
Spanish	Child development	Art
	Geography	Photography
	Enterprise and Marketing	Enterprise and Marketing
	Business Studies	History
	RE	

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)

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.

6. Monitoring arrangements

The GAT trust board monitors whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School visits by the Education Academy board, meetings with school leaders, CLFP (Curriculum led financial plan being inspected).

All schools continue with:

Curriculum leaders monitor the way their subject is taught throughout the school by:

- Conducting QA throughout the year, consisting of lesson drop-ins, learning walks, work scrutinies, pupil and staff voice.

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

This policy will be reviewed every year by Jessica O’Sullivan (SAP for curriculum). At every review, the policy will be shared with the GAT trust board and the academy council.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy and information report
- Equality information and objectives