



Policy Title: Curriculum Policy

Drafted by:	C. Dunleavy/J. Hingley/D Adams
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Responsible for Day to Day Management:	C. Dunleavy/J. Hingley/D Adams
Responsible for Review:	C. Dunleavy/J. Hingley/D Adams

EQUALITY CHECKED

This policy/procedure seeks to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.
- Meet requirements under the Equality Duty.
- Set Equality objectives which are specific and measurable.



RATIONALE:

Schools within the United Endeavour Trust are committed to providing all students with an appropriate curriculum which encompasses a balance between the national demands and the abilities of the individual student. The curriculum must display breadth, balance, relevance, differentiation, progression and continuity. Teachers and departments / faculties should work together to create a curriculum which builds and creates a strong sense of progress from the education gained at Primary School and to lead on to a Post 16 provision. The curriculum of the school must be continuously evolving, forward looking and under constant review. The school will ensure that its statutory duties regarding the curriculum are carried out.

CURRICULUM ORGANISATION

Overall curriculum responsibility is held between the Assistant Principal Curriculum at Clayton Hall Academy / Assistant Principal Curriculum at Newcastle Academy and the Associate Principal at Sir Thomas Boughy Academy. These post holders will regularly challenge the Heads of Department / Faculty and support them in providing the most appropriate curriculum for the students in all year groups. It is important to recognise that some aspects of the curriculum cannot be covered adequately by 'discrete' subject areas. These aspects necessitate a 'whole curriculum' approach where departments / faculties in the school work closely together to achieve overall aims (see separately under Literacy, Numeracy, Careers Education, Information and Guidance (CEIAG) and Citizenship Policies).

Curriculum in Year 7 (Sept 2022) is likely to consist of the following:

Subject	Clayton Hall Academy Number of lessons (Percentage of timetable)	Newcastle Academy Number of lessons (Percentage of timetable)	Sir Thomas Boughy Academy Number of lessons (Percentage of timetable)
English	7 (14)	7 (14)	7 (14)
Maths	7 (14)	7 (14)	8(16)
Science	6 (12)	7 (14)	7 (14)
ICT	2 (4)	2 (4)	2(4)
PE	4 (8)	4 (8)	3 (6)
Geography	4 (8)	4 (8)	4 (8)
History	4 (8)	3 (6)	3 (6)
RE	2 (4)	1 (2)	2 (4)
PSHE	2 (4)	1 (2)	(See Character below)
MFL	One of French or Spanish 4 (8)	French 3 (6) Spanish 1 (2)	3 (6) – French 1 (2) – Spanish
Literacy	0	0	1(2)
Technology	3 (6)	3 (6)	2 (4)
Music	2 (4)	1 (2)	2 (4)
Art	2 (4)	2 (4)	2 (4)
Drama	1 (2)	2 (4)	
Character Curriculum	Not Applicable	2 (4)	2 (4)

- **At Clayton Hall Academy:**

- PSHE is covered in fortnightly lessons delivered by a dedicated team of staff and other events. As of September 22 PSHE, will be taught for 1 hour per week.
- Students use Accelerated Reader and Bedrock to enhance and develop literacy skills.
- Students use Hegarty Maths to enhance and develop their numeracy skills
- Once a fortnight, English lessons are timetabled in the Academy Library and the focus is reading.
- English and Maths are set by ability, all other subjects are taught in mixed ability groups although SEN students are placed together in order to facilitate extra support in the classroom.
- Year 7 students specialize in a language from Year 7 with the intention of improving student progress

- **At Newcastle Academy:**

- PSHE is covered in a fortnightly lesson, dedicated to PSHE
- Students use Bedrock to enhance and develop literacy skills.
- Once a fortnight, Bedrock lessons are timetabled in the Academy Library as part of the English curriculum and the focus is reading.
- English and Maths and Science are set by ability, all other subjects are taught in mixed ability groups although the majority of SEN students are placed together in order to facilitate extra support in the classroom.
- Spanish has been added in Year 7 as an additional language (all pupils will experience both French and Spanish)
- Music has been added as a discreet subject for Year 7
- **At Sir Thomas Boughey Academy: –**
 - PSHE / PD is taught during a one-hour timetabled lesson once a fortnight. In Years 7 – 9, this is also supported by a lesson on Character, which again is a one-hour timetabled lesson once a fortnight.
 - Students use Bedrock to enhance and develop literacy skills.
 - Once a fortnight, Literacy lessons are delivered by the Year 7 English teachers and are focused on the development of reading through teacher modelling of good reading.
 - English and Maths are set by ability, and all other subjects follow this setting although the majority of SEN students are placed together in order to facilitate extra support in the classroom. Due to the absence of KS2 results for Year 7 September 2021, CATS along with baseline assessments have been used to form sets.

Curriculum in Year 8 (Sept 2022) will consist of the following:

Subject	Clayton Hall Academy Number of lessons (Percentage of timetable)	Newcastle Academy Number of lessons (Percentage of timetable)	Sir Thomas Boughey Academy Number of lessons (Percentage of timetable)
English	7 (14)	7 (14)	7 (14)
Maths	7 (14)	7 (14)	8(16)
Science	6 (12)	7 (14)	7 (14)
ICT	2 (4)	4 (8)	2(4)
PE	4 (8)	4 (8)	3 (6)
Geography	4 (8)	4 (8)	3 (6)
History	4 (8)	3 (6)	4 (8)
RE	2 (4)	1 (2)	2 (4)
PSHE	2 (4)	1 (2)	(See Character below)
MFL	One of French or Spanish 4 (8)	French 3 (6)	3 (6) – French 1 (2) – Spanish
Literacy		0	1(2)
Technology	4 (8)	2 (4)	2 (4)
Music	2 (4)		2 (4)
Art	2 (4)	3 (6)	2 (4)
Drama	1 (2)	Performing Arts (Music and Drama) 2 (4)	
Character Curriculum	Not Applicable	2 (4)	2 (4)

- **At Clayton Hall Academy:**
 - In September 2022 weekly lessons will be delivered by a dedicated team of staff
 - Students use Accelerated Reader and Bedrock to enhance and develop literacy skills.
 - Students use Hegarty Maths to enhance and develop their numeracy skills
 - Once a fortnight, English lessons are timetabled in the Academy Library and the focus is reading.
 - English and Maths are set by ability, all other subjects are taught in mixed ability groups although SEN students are placed together in order to facilitate extra support in the classroom.

- **At Newcastle Academy:**
 - PSHE is covered in a fortnightly lesson, dedicated to PSHE
 - Once a fortnight, Bedrock lessons are timetabled in the Academy Library as part of the English curriculum and the focus is reading.
 - English, Maths and Science are set by ability, all other subjects are taught in mixed ability groups although the majority of SEN students are placed together in order to facilitate extra support in the classroom.
- **At Sir Thomas Boughy Academy:**
 - PSHE / PD is taught during a one-hour timetabled lesson once a fortnight. In Years 7 – 9, this is also supported by a lesson on Character, which again is a one-hour timetabled lesson once a fortnight.
 - Students use Bedrock to enhance and develop literacy skills.
 - Once a fortnight, Literacy lessons are delivered by the Year 7 English teachers and are focused on the development of reading through teacher modelling of good reading.
 - English and Maths are set by ability, and all other subjects follow this setting although the majority of SEN students are placed together in order to facilitate extra support in the classroom. Due to the absence of KS2 results for Year 7 September 2020, CATS along with baseline assessments have been used to form sets.

Curriculum in Year 9 (Sept 2022) is likely to consist of the following:

Subject	Clayton Hall Academy Number of lessons (Percentage of timetable)	Newcastle Academy Number of lessons (Percentage of timetable)	Sir Thomas Boughy Academy Number of lessons (Percentage of timetable)
English	7 (14)	7 (14)	7 (14)
Maths	7 (14)	7 (14)	8(16)
Science	6 (12)	7 (14)	7 (14)
ICT	2 (4)	3 (6)	2(4)
PE	4 (8)	4 (8)	2 (4)
Geography	4 (8)	4 (8)	4 (8)
History	4 (8)	4 (8)	4 (8)
RE	2 (4)	1 (2)	2 (4)
PSHE	2 (4)	2 (4)	2 (4)
MFL	One of French or Spanish	French	3 (6) – French
Literacy		4 (8)	1 (2) – Spanish
Technology	4 (8)	0	1(2)
Music	2 (4)	2 (4)	2 (4)
Art	2 (4)	2 (4)	2 (4)
Drama	1 (2)	Performing Arts (Music and Drama) 2 (4)	
Enrichment	Not Applicable	1 (2)	3 (6) – Curriculum for Life (small group)

At Newcastle Academy:

- **Year 9 is taught as part of the Key Stage Three Curriculum**
 - PSHE is covered in a fortnightly lesson, dedicated to PSHE
 - Students use Bedrock to enhance and develop literacy skills.
 - Once a fortnight, Literacy lessons are timetabled in the Academy Library and the focus is reading.
 - English, Maths and Science are set by ability, all other subjects are taught in mixed ability groups although the majority of SEN students are placed together in order to facilitate extra support in the classroom.

At Sir Thomas Boughey Academy:

- Year 9 is taught as part of the Key Stage Three Curriculum.
- All but LPA students in Year 9 continue to study the full curriculum.
- LPA students do not study MFL in Year 9 and instead study Curriculum for Life.
- PSHE / PD is taught during a one-hour timetabled lesson once a fortnight. In Years 7 – 9, this is also supported by a lesson on Character, which again is a one-hour timetabled lesson once a fortnight.
- Students use Bedrock to enhance and develop literacy skills.
- English and Maths are set by ability, and all other subjects follow this setting although the majority of SEN students are placed together in order to facilitate extra support in the classroom. Due to the absence of KS2 results for Year 7 September 2020, CATS along with baseline assessments have been used to form sets.

Curriculum in Years 9, 10 and 11.

At Clayton Hall Academy (2020/21) students in Years 9-11 are given some choice in terms of their curriculum. From Sept 22 students will complete a 3- year KS3 in years 7- 9. Students will be asked to select options in year 9. There is a core curriculum which all students will follow (English Language, English Literature, mathematics, Core and Additional Science (Trilogy Science) or Triple Science, a humanity subject (either geography or History), PSHE and PE). Students then choose 2 further options subjects from Art, Photography, Music, *Performing Arts*, Design and Technology, Graphics, Product Design, Food Technology, *Health and Social Care*, *Engineering*, *Construction*, Business Studies, PE, Computer Science, History / Geography as a second humanity, French/German/Spanish as a second language. (subjects in italics are level 2 vocational qualifications).

At Newcastle Academy students in Years 10-11 are given some choice in terms of their curriculum. There is a core curriculum which all students will follow (English Language, English Literature, mathematics, Trilogy Science, PSHE. and an EBacc subject (either Geography, History, French, Computer Science or Separate Science) and PE. Students are then able to 'opt' for three subjects from a range of subjects across a broad curriculum: Art, Performing Arts, iMedia, Film Studies, Hospitality & Catering, Photography, Health and Social Care, Sport, PE

At Sir Thomas Boughey Academy students in Years 9-11 are given some choice in terms of their curriculum. There is a core curriculum which all students follow (English Language, English Literature, mathematics, Combined / Triple Science, and an EBacc subject (either Geography, History, French or Computer Science) and Core PE. Students are then able to 'opt' for three subjects from a range of subjects across a broad curriculum. Students in Years 10 and 11 also have one hour per fortnight of Personal Development.

At Clayton Hall Academy:

Subject	Year 10	Year 11
English Language / English Literature	8 (16)	8 (16)
Maths	8 (16)	8 (16)
Core & Additional Science / Triple Science	8/13(18)	9 (18)
ICT (included in Option block for Y9 and Y10)		
PE	2 (4)	2 (4)
RE / ICT (bespoke offer)		5 (10)
A Humanity (either Geography or History)	6 (12)	6 (10)
A language (French / German / Spanish)	6 (12)	6 (10)
Option 1	5 (10)	5 (10)
Option 2	5 (10)	5 (10)
PSHE	2 (4)	2 (4)

- From Sept 2022 PSHE will be taught once per week.
- Students are set in English, Maths, Science and sometimes in languages. All other groups are mixed ability. Where teaching groups arrive at the same time there is flexibility for Subject Leaders to arrange the groups as they see fit.

At Newcastle Academy:

Subject	Year 10	Year 11
English Language / English Literature	9 (18)	9 (18)
Maths	9 (18)	9 (18)
Trilogy Science	9 (18)	9 (18)
PE	2 (4)	2 (4)
PSHE	1 (2)	1 (2)
Option 1	5 (10)	5 (10)
Option 2	5 (10)	5 (10)
Option 3	5 (10)	5 (10)
Option 4	5 (10)	5 (10)

- Students are set for English, Maths and Science. The other subjects are mixed ability dependent on option choices.
- Subjects on offer are all Level 2 vocational qualifications (these are shown in italics) or GCSE:
 - Art, Photography, *Performing Arts*, *Health and Social Care*, *Hospitality*, *Creative iMedia*, *Sport*, Computer Science, History, Geography, French, Film Studies , PE

At Sir Thomas Boughey Academy:

Subject	Year 10	Year 11
English Language / English Literature	9 (18)	9 (18)
Maths	9 (18)	9 (18)
Combined Science	9 (18)	9 (18)
Enterprise / Statistics	3 (6)	3 (6)
PE	2 (4)	2 (4)
Option A (Ebacc)	5 (10)	5 (10)
Option 1	5 (10)	5 (10)
Option 2	5 (10)	5 (10)
Option 3	5 (10)	5 (10)
Personal Development	1(2)	1 (2)

Students are set for English, Maths and Science. The other subjects are mixed ability dependent on option choices. However, where there is more than one group in an Option block, faculties / subjects can choose to set.

4. CURRICULUM ENTITLEMENT

To translate the school's vision into practice, particular attention is paid to the way in which students learn. It is the process of education which is important - an environment must be created in which students are actively involved in the learning process and not 'passive recipients of information'; this has implications for the way in which we assess our students. Assessment must follow naturally and not dictate the curriculum and must involve all relevant participants, including the student. Students must be encouraged to present all work as neatly as possible. Work missed through absence should be made up as soon as possible (see Assessment, Marking and Reporting Policy).

The schools have developed a comprehensive Diversity and Equality Scheme, which encompasses all aspects of school life. Our intention is that students genuinely receive equality of opportunity.

Sex and Relationship Education (SRE) forms part of the curriculum and is delivered through Personal Development and subject contributions (see Sex and Relationship Education Policy).

Students should be encouraged to participate fully in all activities. Exemption from PE lessons is only acceptable on receipt of a note from a parent. If there is to be prolonged exemption then confirmation from a Doctor will also be required.

5. EXTENDED CURRICULUM POLICY

There is an extensive range of extra-curricular opportunities available for all our students throughout the school, be it during the school day, in twilight sessions or evenings.

The Library areas encourage access to books, and the internet as sources of information to broaden the knowledge of learners. This is further supplemented by the availability of the I.C.T. suites and iPads (Newcastle and Clayton Hall Academies and Year 7 at Sir Thomas Boughhey Academy) at lunchtimes and after the end of the school day including a homework club. These sessions are in addition to the full range of opportunities offered in the Sports and Arts.

At Newcastle and Sir Thomas Boughhey Academies there is a planned programme of curriculum days throughout the year (see Calendar) offering focused, but extended, opportunities to students. This enables students to benefit from outdoor activities, Careers activities, and charity work. The support of a growing network of partners at a local, regional, national and international level allows this programme to be offered to all students.

EQUALITY IMPACT ASSESSMENT POLICY CHECKLIST

Equality Impact Assessment of DMCS Policy						
Title of Policy	Curriculum and Teaching & Learning Policy					
PART 1	Positive Impact – reducing inequalities					
<p><i>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</i></p> <p><i>D = Disability, GA = Gender reassignment, P = Pregnancy & Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</i></p>	<p style="text-align: center;">How is the policy likely to have a <u>significant positive impact</u> on equality by reducing inequalities that already exist?</p> <p>All students access the curriculum and provision in accordance with the curriculum, teaching and learning policy. The curriculum is adapted to meet the needs of individual students both in terms of timetabling and differentiated provision.</p> <p style="text-align: center;">Could the policy have a <u>significant negative impact</u> on equality in relation to each of the following groups or characteristics?</p> <p>No. All students have the same curriculum entitlement.</p>					
Characteristics Indicate areas of likely impact ☐	Promote equal opportunities	Get rid of discrimination	Get rid of harassment	Promote good community relations	Promote positive attitudes	Promote/protect human rights
D	✓				✓	
GA	✓				✓	
P	✓				✓	
R	✓				✓	
R/B	✓				✓	
S	✓				✓	
SO	✓				✓	
A	✓				✓	
M/CP	✓				✓	
Equality Impact Assessment of DMCS Policy	Records					
Name of person responsible for policy	C Dunleavy/D Adams / J Hingley					
Date of EIA of Policy	May 2018					

A = Age, M/CP = Marriage and Civil Partnerships –applies in respect of employment framework policies

Equality Impact Assessment of DMCS Policy	Evidence
PART 2	
<p style="text-align: center;"><i>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</i></p> <p><i>D = Disability, GA = Gender reassignment, P = Pregnancy & Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation,</i></p> <p style="text-align: center;"><i>A = Age, M/CP = Marriage and Civil Partnerships</i></p>	<p>What is the evidence for your answers above? (list any quantitative and qualitative)</p> <p>Internal, Cross Trust and External Quality Assurance.</p> <p>Improved outcomes.</p> <p>Clayton provision has been rated as 'Requires improvement' in their last Ofsted, meeting the needs of all students.</p> <p>Newcastle and Sir Thomas Boughey, since their last Ofsted inspections, have showed measurable improvements.</p>

Equality Impact Assessment of DMCS Policy	Conclusion		
PART 3			
<p>Summary of findings</p>	<p>The curriculum displays breadth, balance, relevance, differentiation, progression and continuity. The schools aim to provide for all students regardless of their age, gender, ability and background, ensuring they experience personal fulfilment through the 'entitlement curriculum'.</p> <p>Teaching and learning develops students' social, moral and cultural skills which will support and enhance the learning and progress of students, incorporating the inclusion of cognitive development.</p>		

Equality Impact Assessment of Curriculum Policy	Next steps		
PART 4			
Category	Actions	Target Date	Person responsible
<p>Next Steps – Action Plan</p>	<p>To review provision in light of changes and developments to the national education agenda.</p>	<p>On- going, as changes announced.</p>	<p>C Dunleavy D Adams J Hingley</p>
<p>Practical changes required to reduce adverse impact</p>			
<p>Monitoring and evaluation and Review (publish revised policy)</p>	<p>Ratification of policy by Governors</p>	<p>March 2022</p>	