



## Trinity Academy Grammar

<b>Policy:</b>	Curriculum Policy
<b>Date of review:</b>	July 2023
<b>Date of next review:</b>	July 2024
<b>Lead professional:</b>	R. Stothers
<b>Status:</b>	Non-Statutory

## **1. Curriculum Intent**

1.1 The Curriculum for Life at Trinity Academy Grammar offers students with a broad range of opportunities, both inside and outside of the classroom, which open doors, raise aspirations and develop their cultural capital. The curriculum is coherently structured to develop students' knowledge and skills in a broad range of subjects. We make no excuses for high academic standards, coupled with developing young people who embody our school values of Empathy, Honest, Respect and Responsibility. Our aim is to ensure students leave our academy confident, resilient, and prepared for the next stages of their lives.

Our Curriculum at Trinity Academy Grammar:

- Is aspirational and inclusive, reflecting our academy values
- Provides a wealth of academic and co-curricular opportunities
- Leads to in depth knowledge and skill development of a broad range of subjects
- Expands on cultural capital
- Ensures students are confident, resilient and prepared for life beyond TAG

1.2 Aims:

- To provide a varied curriculum offer to students which ensures deep understanding of individual subjects, leading to a rich body of knowledge.
- To ensure the best possible progress and highest academic achievement for all by tailoring the curriculum to individual needs, ensuring flexibility and responding to change where necessary.
- To ensure that students have appropriate careers information, advice and guidance at all stages, and that options are open to students through their academic achievement and experiences gained at Trinity Academy Grammar.
- To promote students spiritual, moral and social understanding by a varied academic wellbeing programme (known as Weekly Wellbeing) which responds to the needs of our students.

## **2. Objectives**

2.1 For students

- To be fully engaged and involved in their learning at all times, always striving to be the best they can be and completing all class and homework tasks set for them.

2.2 For parents and carers

- To support their child's academic progress and curriculum experience by working with the academy through regular communication, attendance at parent consultation evenings and support of the 'involve', 'graduation', 'Year of Us' and 'achieve' programmes.

2.3 For teachers

- To provide quality first teaching for all students, allowing for the full range of learning needs of different students. Ensuring that a deep body of knowledge is given to students to enable them to make the highest possible progress.

2.4 For Curriculum Leaders

- To ensure curriculum coherence via regular review of schemes of work in line with national and local requirements.
- To monitor the academic progress of students across the curriculum and ensure any potential barriers to learning are recognised and strategies are put in place to remove them. To lead CPD within departments to ensure students are receiving quality first teaching with a focus on deep understanding of knowledge and acquisition of relevant skills.

2.5 For the Senior Leadership Team

- To ensure that a broad and balanced curriculum is offered which is appropriate to student's needs.

- To ensure statutory requirements are met by the curriculum offer and that national changes are monitored and acted on within appropriate timescales.
- To be responsible for the management of change in curriculum content over time.
- To ensure that Quality Assurance is consistent across the Academy and that the process is effective in raising achievement through sustained and continuous improvement in teaching and learning.
- To offer a programme of professional development that will ensure quality first teaching for all students.

#### 2.6 For the CEO

- To review and agree the curriculum policy for approval by the Board of Directors.

### 3. Curriculum Delivery

#### 3.1 Classroom policy

- All students will follow a broad and balanced curriculum offer within individual curriculum areas which aims to not only prepare students for national exams but that also deepens their understanding of the subject and builds the skills needed for success academically and in the future workforce.
- All students will be expected to complete all tasks set in lessons, and in addition complete weekly homework for each subject.
- If a student is absent, it is their responsibility to catch up on missed class work / homework. The class teacher will support the student to ensure they are provided with all relevant resources.

#### 3.2 Our Academic Wellbeing programme

- In addition to timetabled academic subjects, all students follow an academic wellbeing programme which aims to develop their spiritual, moral, social and cultural understanding.
- The content of the academic wellbeing programme is mapped in the same way that any other academic curriculum would be. It takes into consideration the statutory RSHE guidance, the national curriculum for citizenship and general themes within PSHE (supported and guided by the PSHE Association). Any additions or alterations to the curriculum map will be decided via analysis of a range of data available which gives evidence as to the education gaps students may have. Data will be taken from avenues such as the termly bullying survey, analysis of the types of referrals made to the vulnerable student team and pupil voice.
- Alongside our timetabled academic wellbeing programme, we will also be delivering assemblies and form time activities based around these topics.
- Sex and relationships education, drugs and alcohol education and careers education will be provided through this academic wellbeing programme, as well as responding to individual student needs through our pastoral and wellbeing systems.
- In addition to the core wellbeing programme, students will have the opportunity to partake in cultural trips, visits and residential trips.
- The academy values of Empathy, Honesty, Respect and Responsibility play an integral part in the wellbeing programme and all students and staff take part in a daily two minute silent reflection, aimed to provide space and time for thinking and reflecting on a world event.

#### 3.3 Religious Education Policy

- Students across both key stages study a core RS programme. The programme comprises the teachings of a variety of religions and links to wider topics which broaden students' spiritual and moral education.

#### 3.4 Involve and Achieve

- Education outside of the classroom is integral to the Trinity experience, and all key stage 3 students will take part in a minimum of one extra-curricular 'involve' club each week. Attendance at this club will form an integral part of our graduation programme.

- There are daily academic 'achieve' sessions run by each curriculum area, for students in key stage 4.

### 3.5 Literacy

- We aim for all of our students to become literate and articulate communicators. In all subjects, students should be taught to correct themselves correctly and appropriately on paper and orally, and to read accurately and with understanding.
- The importance of vocabulary is valued by the academy. All students are exposed to new vocabulary through the 'language of the lesson' initiative and through the reading of challenging and varied texts.
- Students who need literacy support are offered a tailored literacy programme to meet their individual needs. Our Key Stage 3 Literacy Hub exists in order to help our students reach their full potential. This comprises of additional level 1 English support lessons and personalised reading programmes. For more information please see the separate SEN and Literacy policies.

## 4. Curriculum Organisation

### 4.1 Key Stage 3 (Years 7-9)

Students have a 25 hour week and study a mixture of Maths, English, Science, MFL (French), Geography, History, RS, Art, Technology, Music, Computer Science, Performing Arts, and PE.

Students who have difficulty in accessing the full curriculum may follow one of our alternative curriculum pathways. These include our Literacy Hub provision or our EAL base. The Literacy Hub provision still covers all 13 KS3 subjects but with an extra emphasis on literacy and reading. The EAL focuses on ensuring our students have a sound enough understanding of the English language in order to access our curriculum.

### 4.2 Key Stage 4 (Years 10-11)

- Students have a 25 hour week and are offered a core programme of English, Maths, Science, core RS and core PE.
- Students make their key stage 4 option choices at the end of Year 9 and choose from a range of subjects.
- As well as these options, all students choose between History and Geography at the end of Year 9.
- From 2021, students will follow one of three pathways in KS4. The Inspire Pathway follows the full English Baccalaureate qualification (students study French, either History or Geography and two other option subjects). The Aspire Pathway students choose History or Geography and three other option subjects. The Vocational Pathway students choose History or Geography. A more personalised options process is followed for students on the vocational pathway; further information can be found by contacting the Assistant Principal for Curriculum.

## 5. Monitoring and review of the curriculum

Monitoring of standards, systems and teaching and learning across the Academy is the responsibility of the Senior Leadership Team. Monitoring of the quality of lessons on a daily basis is the responsibility of the Curriculum Leadership Team. Each subject has ongoing Quality Assurance throughout the year via learning walks, lesson observations, work scrutinies, student voice and weekly SLT link meetings.