

Curriculum policy

RSA Academy, Tipton

Approved by: [Name]

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1. Intent

To achieve a consistent vision for curriculum at the school, in line with the curriculum expectations of Central RSA Academies Trust, enabling vibrant and engaging learning experiences for all students.

Our curriculum aims at The RSA Academy, Tipton, in line with trust, are to:

Seek to develop confident and creative learners who can thrive in a changing world.

In order to achieve this, we have identified the **Knowledge**, **Skills** and **Experiences** which students are entitled to at CRSAAT academies and the conditions in which our core **Attributes** will be nurtured. (these are found in an appendix at the end)

Knowledge <ul style="list-style-type: none"> • Expert • Purposeful • Fluent • Self-regulating • Self-directing 	Attributes <ul style="list-style-type: none"> • Risk tolerant • Resilient • Reflective • Empathetic
Skills <ul style="list-style-type: none"> • Problem-solving • Collaborative • Communicative • Literate • Metacognitive • Pragmatic 	Experiences <ul style="list-style-type: none"> • Engaged • Enthused • Cosmopolitan • Autonomous • Champion • Self-aware • Responsible

Our curriculum will be the realisation of our shared aspirations for our learners

Our curriculum will:

- *Provide a broad, balanced and exciting education for all students as they grow up in Tipton*
- *Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations*
- *Promote a positive attitude towards learning*
- *Be ambitious for all students with appropriate levels of challenge and support for all*
- *Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals*
- *Develop students' independent learning skills and resilience, to equip them for further/higher education and employment*
- *Fully embed the trust curriculum principles of KASE (knowledge, attributes, skills and experiences) in how learning is planned, delivered and improved; 'The What', 'The Why' and 'The How' of teaching.*
- *Support students' spiritual, moral, social and cultural development*
- *Support students' physical development and responsibility for their own health, and enable them to be active*

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 school 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 LAGB 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 Academy Governing Board (LAGB)

The LAGB will monitor the effectiveness of this policy (which requires sign off at Trust Board level, in line with the Trust Scheme of Delegation and hold the Principal to account for its implementation.

The LAGB 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, and science, and enough teaching time is provided for students to cover the requirements of the funding agreement*
- *Proper 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 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, including the RSA Commitment to Arts and Culture, and the World Beyond School*

- *As part of the RSA Commitment to the World Beyond School, students are provided with independent, impartial careers guidance, and that this is appropriately resourced and complies with GATSBY benchmarks.*

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 students will be met*
- *The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the LAGB*
- *They manage requests to withdraw children from curriculum subjects, where appropriate*
- *The school's procedures for assessment meet all legal requirements*
- *The LAGB is fully involved in decision-making processes that relate to the breadth and balance of the curriculum*
- *The LAGB is advised on whole-school targets in order to make informed decisions*
- *Proper provision is in place for students with different abilities and needs, including children with SEND*

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Middle Leaders work with the curriculum lead to ensure all course pathways are fit for purpose

As part of the Central RSA trust key staff work as part of designated subject leads to plan and implement a curriculum at all key stages that delivers our KASE principles.

4. Organisation and planning

The curriculum at the RSA Academy reflects the ethos and values of the Royal Society of Arts (the RSA) and the family of RSA academies within the Central RSA academies Trust. We believe that maintaining a broad and balanced curriculum across Key Stage 3 and 4 is vital to enable our students to be fully prepared for further study and the world of work. As such we have revised our Key Stage 3 curriculum across the CRSAAT to ensure that all students receive both breadth and depth within their subjects, moving it from a two-year to a three- year key stage.

'Curriculum' to our school is all that a student experiences from when they arrive in the morning to when they leave site, as well as homework, and all other activities related to school, such as visits and events out of school. This is part of what we call RSA Distinctiveness, and we track this activity to ensure that our students access appropriate activity, and that those who will benefit most from certain activities are specifically targeted.

Key Stage 3

- *A balanced suite of subjects that meets the requirements of the National Curriculum is offered across years 7 to 9*
- *All students study Mathematics, English, Science, History, Geography, Art, Music, Drama, Design (ICT, Food and Design technology), Physical Education, ICT, Religious Education and a language(French or Spanish), apart from students identified with lower English prior attainment who will currently get additional English curriculum time. All students will also take part in a lesson of accelerated reader each week.*
- *All subjects are co-designed across the trust by key teaching staff.*
- *All subjects are mapped to enable a progressive curriculum across the 3 years of study*
- *Intended curriculum outcomes will be converted into engaging learning activities, with entitlement to identified events and activities as part of the curriculum delivery*

- *Students will be challenged to think deeply, building on KS2 to develop into curious, confident and resilient learners*
- *There will be an agreed and standardised assessment methodology for KS3 across the Trust ensuring subject integrity and opportunities to moderate across the Trust with subject experts*

Key Stage 4

- *All students study English, Maths, Science, and PE, plus choose four options best suited to their needs. These may be GCSE or Level 2 vocational subjects.*
- *Students are given independent advice alongside consultation with parents prior to making options choices.*
- *EBACC is available to all students who wish to study it, and students are actively encouraged through advice and guidance to do so where viewed as likely in their best interests to do so. However, it is never compulsory. As a school we have set targets to grow uptake of the EBACC.*

Key Stage 5

- *A variety of A-Level and vocational options are offered*
- *Students are interviewed to assess suitability to their chosen courses*

In addition, the curriculum aims for all students to

- *Follow a curriculum relevant to their particular needs, interests, strengths and aspirations, the curriculum will give students the opportunity to: - follow vocational courses pre-16 and post-16*
- *Have a work experience placement in Year 10 to prepare students for the world beyond school.*
- *Compulsory work experience placement in Year 12 for vocational subjects*
- *Explore key issues relating to Careers and Citizenship in accordance with the GATSBY benchmarks*
- *Engage in a wide range of extra-curricular activities enriching students' learning experiences, as part of RSA Distinctiveness*
- *All student experiences are tracked as part of the RSA Distinctiveness to ensure that all students have opportunities to experience a wealth of activities that enhance their learning journey. Opportunities range from visiting RSA house, attending a football match at Wembley, taking part in geography field trips, careers and skills workshops to being part of the '1 million mentor programme' in Post 16*

PSHCE in all years (including Citizenship, Sex and Relationships Education (SRE), Careers, Enterprise and Work Related Learning) and Religious Education at Key Stage 4 is delivered through a combination of tutorial time, cross-curricular and alternative curriculum sessions.

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 student 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.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

The LAGB monitor whether the school is complying with its funding agreement and teaching the agreed curriculum which includes the required subjects, through:

- *School Improvement Partner monitoring and reporting, under the leadership of the Trust Educational Improvement Team, on behalf of the Trust*
- *LAGB & EIT commissioned reviews when deemed appropriate*
- *School visits by appropriate governors, including, RSA Distinctiveness Governor, SEND Governor, standards governor as appropriate*
- *LAGB meetings*
- *Meetings with key personnel*

DLS monitor the way their subject is taught throughout the school by:

- *Work scrutinies*
- *Learning walks*
- *Student voice*
- *Assessment profiles*
- *Internal and external moderation*
- *Lesson observations*
- *Other methods as agreed as robust school QA*

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

This policy will be reviewed annually by the Senior Lead in charge of curriculum. At every review, the policy will be shared with the LAGB, before being signed off by the EIT.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy
- Teaching and Learning Policy
- Pupil Premium

Knowledge (what we want our students to know and understand):

Our students are all entitled to:

- Know, understand and have mastered the key concepts and questions related to, and arising from, each subject discipline (**Expert**)
- Locate their experiences within a broader sense of society and understand the purpose and relevance of subject disciplines (**Purposeful**)
- Opportunities for dialogue within subjects to build and use subject specific vocabulary (**Fluent**)
- Know and understand their own learning journey with opportunities to explore progress and shape that journey (**Self-Regulating**)
- Know, understand and contribute to the assessment process (**Self-Directing**)

Attributes (what we want our students to be like)

All schools will create the conditions in which these can be nurtured

Our students are all entitled to:

- Experience opportunities to take risks, doing so purposefully and with understanding (**Risk-Tolerant**)
- Demonstrate the willingness to persist and overcome difficulties in order to build resilience (**Resilient**)
- Reflect upon, and learn from, their own and others' behaviours (**Reflective**)
- Engage with, and develop appreciation of own communities (community spirited) and other communities including their lifestyles, cultures and values (**Empathetic**)

Skills (what we want our students to be able to do)

Our students are all entitled to:

- Generate solutions to authentic problems and challenges with originality as part of a creative process (**Problem-Solving**)
- Interact purposefully with others, including groups and teams, in a variety of different contexts (**Collaborative**)
- Communicate effectively, frequently and purposefully through different channels including discussion, debate and questioning developing Oracy skills (**Communicative**)
- Access texts in order to interpret/understand and write effectively for different purposes (**Literate**)
- Engage in, understand and take responsibility for, their part in the learning process and, in addition contribute to the learning of others (**Metacognitive**)
- Learn how to study, retain key information and perform confidently in public examinations (**Pragmatic**)

Experiences (what we want our students to have accessed and enjoyed)

Our students are all entitled to:

- Enjoy, experience excitement and find significant value in, their school experience (**Engaged and Enthused**)
- Take an active part in visits and trips which are beyond their own life experience or those of their school (**Cosmopolitan**)
- Access meaningful and extended opportunities to appreciate what Higher Education and Employment can offer (**Autonomous**)
- Be fully involved in an ambitious project which impacts on a wider audience than their peers (**Champion**)
- Be stretched by a range of experiences which challenge their view of themselves and their future (**Self-Aware**)
- Experience authentic responsibility in and around school (**Responsible**)