



Diocese of Norwich
St Benet's
Multi Academy Trust

The Harleston Sancroft Academy

Curriculum Policy (Secondary Phase)

Policy Type:	Academy Policy
Approved By:	Local Governing Body
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Person Responsible:	AHT

THE HARLESTON SANCROFT ACADEMY CURRICULUM POLICY (SECONDARY PHASE)

The Academy's curriculum **intent** is to create and change life chances for students, whatever their background. Exams provide a proxy of the learned knowledge; a sample of what is covered in the subject's knowledge domain. We focus on instilling students' knowledge beyond the exam, by teaching a broad and balanced curriculum.

The school **implementation** of the curriculum means that a pattern of shared and distinctly taught knowledge emerge from their teaching. A strong curriculum builds up this crucial, important body of knowledge piece by piece. This curriculum is underpinned by the Academy's core values of generosity; responsibility; service; trust; creation; hope, as well as broader British Values of democracy; the rule of law; individual liberty; mutual respect for different faiths and beliefs and for those without faith.

We continually measure the **impact** of the curriculum. Our curriculum design provides a clear framework of how departments teach to the whole knowledge domain. The school believes that the curriculum is the progression model. This means that students have made progress if they have learnt a subject's programme of study. We therefore place more emphasis on teaching to the curriculum and not to the test. As previous knowledge is revisited regularly, students are encouraged to develop mastery in their subjects. Regular summative assessments provide insight into how far students have learned the knowledge of the curriculum in Key Stage 3 (Years 7-9). There are three summative assessments per year.

We believe that:

- A strong curriculum is underpinned by teachers who are knowledge experts.
- A strong curriculum includes careful selection of knowledge, purposeful sequence of knowledge, space to revisit content and concepts regularly, has high quality and challenging content.
- A strong curriculum has reliable and valid summative and formative assessments.

Special Educational Needs

The Harleston Sancroft Academy believes in an inclusive education for all and is dedicated to providing a "whole school" approach to raising achievement in line with students' starting point. In accordance with our Special Educational Needs and Disability Policy, school effectively supports individual students' needs to ensure equality of opportunity within the academic system and across the broader curriculum. The school also offers a bespoke nurture provision, in the form of the A-Team, which supports our more vulnerable students with their social, emotional, and academic needs. Through a personalised and inclusive learning environment the school supports all students to go from 'ASHS to Anywhere'.

Maths Curriculum Fluency & Reasoning

Mathematical fluency and confidence in numeracy are regarded as preconditions of success across the national curriculum. All subjects promote mathematical fluency and reasoning in lessons and via enrichment activities such as cross-curricular 'drop-down days'.

Reading

Reading is prioritised to allow pupils to access the full curriculum offer. Students in Years 7 to 9 have dedicated reading twice per day via the Accelerated Reading programme. Individual students also receive literacy support where required. Reading widely around each subject knowledge domain is promoted by all faculties and homework is often used as an opportunity to encourage this.

Career, Information, Advice and Guidance

Careers and guidance is an integral part of the school curriculum at The Harleston Sancroft Academy. Good careers guidance broadens students' horizons, challenges stereotypes and raises aspirations. We give all students from age 11 to 16 years the opportunity to develop an awareness of pathways and make informed choices based on personal aspirations. It features a coordinated programme which is matched to the needs of the student. Every student has opportunities to learn from employers about work, employment and the skills that are valued in the workplace. These are in the form of a range of enrichment activities including visiting speakers, mentoring and enterprise schemes. The Gatsby Benchmarks are used to quality assure, via COMPASS (Careers and Enterprise Company), and continue developing our careers guidance.

Key Stage 4

Our main focus at Key Stage 4 is to ensure students study a challenging and purposeful GCSE curriculum which prepares them for Further and Higher Education and life beyond compulsory education. Students are introduced to a more in-depth study in each of their chosen GCSE subjects. The vast majority of Upper School

courses culminate in public examinations accredited by one of the major examining groups (mainly level 2 and 1 examination but entry level accreditation is available for students where level 1 accessible).

Personalised Academic Pathways

All students in Key Stage 4 receive statutory English, Mathematics, Science (equivalent to two or three GCSEs), Physical Education and Religious Studies. Students can choose further options from French, Geography, History, Computer Science, Engineering, Art and Design, Drama, Food and Cookery, Creative Studies, PE Health and Fitness, Music and Enrichment. Students may also have the opportunity to follow additional GCSEs in other subjects which are offered as optional extras taught at lunch time or after school. Most of these courses are two years' in duration, though some, like Science and English, begin in Year 9.

The offers in Year 10 and 11 are updated annually to be in line with students' requirements, changing syllabi, financial pressures and current government policy. The current offer conforms to changes made by the DfE, where progress 8 and attainment 8 became the headline accountability measures from 2016.

Governance

The governors' Curriculum and Standards Committee meet regularly to monitor, review, plan and consider developments and initiatives across the curriculum in conjunction with the Head of School, Deputy Headteacher, Assistant Head Teacher and members of the Senior Leadership Team. The committee receives regular updates on the work of faculties and subjects to ensure that the school meets its statutory requirements with regard to the curriculum. The Committee reports to, and makes recommendations if appropriate, to the full governing body at least once a term.

A number of governors have links to subjects and other areas of the school. The purpose of these links is to become better informed about the successes and constraints experienced by subjects and to support and encourage. Insight gained through this process contributes to full and informed curriculum discussion at meetings of the governing body.

Title	Review interval	Last reviewed	Next review	Changes made
Curriculum – Secondary Phase	3 year	December 2020	December 2023	Textual revisions