



Diocese of Norwich  
St Benet's  
Multi Academy Trust

# **The Harleston Sancroft Academy**

## **Curriculum Policy All Through School**

**Policy Type: Academy Policy**

**Approved By: Local Governing Body**

**Date Approved by LGB: 31/01/2024**

**Review Date: 13/12/2024**

**Person Responsible: JPr, JAh**

## **Roles and accountabilities**

St Benet's Multi Academy Trust is accountable for all policies across its Academies. All policies, whether relating to an individual academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of responsibility, respect and dignity where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Headteacher. The Headteacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Trust are subject to the Trust's policies.

## **Curriculum Statement for Harleston Sancroft Academy**

### **Curriculum Intent**

All children are unique and the curriculum intent at Harleston Sancroft Academy is to provide our pupils with a knowledge-rich, vocabulary-driven, skills-based curriculum which will enable all pupils to 'Live life in all its fullness' (John 10:10).

By embedding knowledge-rich learning we create and build opportunities for children to look within and outside of their own context. We enrich their experiences through high quality vocabulary acquisition, leading children to develop a greater understanding of the world around them. A skills-based approach to contextualising learning, through thought-provoking questions and meaningful opportunities, enables children to apply what they have been taught. Through the implementation of our curriculum, a distinct body of knowledge relevant to our community, creates an ambitious curriculum which builds piece by piece through a carefully considered sequence from the early years through to the end of key stage 4.

### **Curriculum Implementation**

The implementation of the curriculum is underpinned by our core values - Hope, Perseverance, Wisdom, Love, Respect and Faith; as well as the broader British Values of democracy, the rule of law, individual liberty and mutual respect.

The curriculum has been built upon a clear understanding of what makes great teaching and effective learning with a recognition that everyone in our school

community is a learner, who can enhance and extend their understanding. We focus on building students' knowledge beyond the test, by teaching a broad and balanced curriculum.

## **Curriculum Impact**

We believe that the curriculum is the progression model. Students have made progress if they have learnt a subject's programme of study. We place more emphasis on teaching to the curriculum and not to the test. As a result of responsive teaching, regularly reviewing learning and revisiting knowledge, students develop mastery in their subjects. The impact of our knowledge-rich, vocabulary-driven, skills-based curriculum can be measured through academic success in national assessments and through our clearly-structured assessment framework.

The impact of our curriculum can be seen through the readiness of children to engage in their next steps. Children are equipped with the knowledge, vocabulary and skills necessary to continue on their learning journey, to be successful citizens in the world around them and to 'Live life in all its Fullness', from ***Sancroft to Anywhere***.

## **All Through School Curriculum**

All subjects, both core and non-core are mapped from EYFS to KS4 to form a progressive and aspirational curriculum. Subjects have ambitious goals (end of KS4) and waypoints (EYFS/KS1/KS2/KS3) to ensure high expectations of subject specific knowledge, skills and vocabulary are clearly defined and planned for, in order to enable children to flourish and grow (John 10:10) through the subject.

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 Sancroft. 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 bodies.

## **Personalised Academic Pathways**

All students in Key Stage 4 study statutory English, Mathematics, Science, Physical Education and Religious Studies GCSE. 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.

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.

## **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 both complex needs and nurture interventions, which supports our more vulnerable and complex students with their social, emotional, and academic needs. Through a personalised and inclusive curriculum within the learning environment, the school supports all students to go from Sancroft to Anywhere'.

## **Career, Information, Advice and Guidance**

Careers and guidance is an integral part of the school curriculum at The Harleston Sancroft Academy. Good career information, advice and guidance broadens students' horizons, challenges stereotypes and raises aspirations. We give all students (EYFS to KS4) the opportunity to develop an awareness of the world of work. In the Primary phase, children's horizons are broadened, through visitors and links with the wider community. Throughout the curriculum, links are explicitly made to the types of jobs that sit within and around each subject.

In the Secondary Phase, students develop an awareness of pathways and make informed choices to encourage ambitions, 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.

## **Governance**

The Local Governing Committee meets regularly to monitor, review and consider developments and initiatives in conjunction with the Senior Leadership Team, which includes curriculum development.

The curriculum link Governor works directly with the primary and secondary phase curriculum leaders to ensure they are better informed about the successes and constraints experienced by subjects and to support and challenge. Insight gained through this process contributes to a full and informed curriculum discussion at meetings of the local governance committee, ensuring the school remains compliant with the statutory requirements of the national curriculum.