



Trinity Multi Academy Trust

**Policy:** Curriculum Policy

**Date of review:** July 2018

**Date of next review:** July 2019

**Lead professional:** C. Cripps

**Status:** Statutory

**Name of academy:** Trinity Academy Halifax

## **1. Aims and principles**

1.1 The curriculum at Trinity Academy Halifax comprises a broad and balanced range and depth of subjects, which aim to nurture high aspirations and prepare students for the opportunities and challenges of the rapidly changing world. The curriculum offer, along with quality first teaching, impacts positively on learning and progress, ensuring that all students develop both academically and as rounded citizens.

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 Halifax.
- To promote students spiritual, moral and social understanding by a varied Curriculum for Life programme which responds to the needs of TAH 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' 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.

### 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 The Trinity Experience policy

- In addition to timetabled academic subjects, all students follow a 'curriculum for life' programme which aims to develop their spiritual, moral, social and cultural understanding.
- Delivery of the curriculum for life programme will be provided for in year groups to be tailored to the specific needs of different age groups. The content of the curriculum for life programme 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 yearly bullying survey, analysis of the types of referrals made to the vulnerable student team and pupil voice.
- The core curriculum for life programme will be delivered through assemblies, vertical tutoring sessions and collective worship.
- Sex and relationships education, drugs and alcohol education and careers education will be provided through a variety of drop down days, assemblies and smaller group sessions where needed.
- In addition to the core curriculum for life programme, students will have the opportunity to partake in cultural trips, visits and residential trips, based on their interests and needs.
- The academy values of Empathy, Honesty, Respect and Responsibility play an integral part in the curriculum for life 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.
- These values are underpinned by annual whole school events such as the whole school act of remembrance, the Christmas Minster visit and Easter service. These events also reflect the academy's religious ethos.

#### 3.3 Religious Education Policy

- All students in years 7-10 study a core RE 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 phase 1 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 Phase 1 graduation.
- In addition to the 'graduation' involve clubs, students are given the opportunity to take part in a wide range of sporting activities, music, drama and dance classes, handwriting clubs, computer clubs, debating events and film clubs.
- There are daily academic 'achieve' sessions run by each curriculum area. Students are expected to attend these sessions if they have fallen behind in a subject, have a certain area where they need small group teaching or where they are not yet making expected progress. For more information, please see the separate 'achieve' policy.

#### 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 'word of the week' 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. 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 Phase 1

- Students have a 25 hour week and study a mixture of Maths, English, Science, MFL (Spanish or French), Geography, History, RS, Art and Technology, Performing Arts, Music and PE.
- Students who have difficulty in accessing the English and Maths curriculum attend English support classes in place of History, Geography and Modern Foreign Language lessons.

Y7/8	Ma	Eng	Sci	PE	RS	History	Geography	MFL	Tech	Drama	Music	Art	Nurture
L3a+	4	5	3	2	1	2	2	2	1	1	1	1	1
Nu	4	5	3	2	1	0	0	0	1	1	1	1	6

##### 4.2 Phase 2

- Students have a 25 hour week and study a core programme of English, Maths, double or triple Science, core RS and core PE.
- Students make their phase 2 option choices at the end of Year 8 and choose from a range of subjects from four different option blocks.
- All students choose between History and Geography in the Humanities option block and between ICT and Business in option block 1.
- In option block 2 students have the choice of a range of creative qualifications. Both GCSE and vocational courses are available to students.
- In option block 3 students specialise with an option which is appropriate to their needs and future career plans. In this option block there are a wide range of subjects available which comprise of a non-exhaustive list, including Modern Foreign Languages, a second Humanities subject, Religious Studies and a range of vocational courses.

<b>Y9</b>	<b>Ma</b>	<b>Eng</b>	<b>Sci</b>	<b>Hi/Gg</b>	<b>O1 Academic</b>	<b>O2 (Technical)</b>	<b>O3 (Creative)</b>	<b>RE</b>	<b>PE</b>
A	4	5	5	2	2	2	3	1	1
B					2	2	3	1	1
<b>Y9</b>	<b>Ma</b>	<b>Eng</b>	<b>Sci</b>	<b>Hi/Gg</b>	<b>O1 Vocational</b>	<b>O2 (Creative)</b>	<b>O3 (technical)</b>	<b>RE</b>	<b>PE</b>
C	4	5	5	2	2	3	2	1	1
D					2	3	2	1	1
<b>Y10</b>	<b>Ma</b>	<b>Eng</b>	<b>Sci</b>	<b>Hi/Gg</b>	<b>O1 Academic</b>	<b>O2 (Technical)</b>	<b>O3 (Creative)</b>	<b>RE</b>	<b>PE</b>
A	5	5	4	2	2	3	2	1	1
B					2	3	2	1	1
<b>Y10</b>	<b>Ma</b>	<b>Eng</b>	<b>Sci</b>	<b>Hi/Gg</b>	<b>O1 Vocational</b>	<b>O2 (Creative)</b>	<b>O3 (technical)</b>	<b>RE</b>	<b>PE</b>
C	5	5	4	2	2	2	3	1	1
D					2	2	3	1	1
<b>Y11</b>	<b>Ma</b>	<b>Eng</b>	<b>Sci</b>	<b>Hi/Gg</b>	<b>O1 Academic</b>	<b>O2 (Technical)</b>	<b>O3 (Creative)</b>	<b>RE</b>	<b>PE</b>
A	5	5	6	3	3	0	0	2	1
B					3	0	0	2	1
<b>Y11</b>	<b>Ma</b>	<b>Eng</b>	<b>Sci</b>	<b>Hi/Gg</b>	<b>O1 Vocational</b>	<b>O2 (Technical)</b>	<b>O3 (Creative)</b>	<b>RE</b>	<b>PE</b>
C	6	6	6	3	0	0	0	3	1
D					0	0	0	3	1

#### 4.3 Phase 3

The 6<sup>th</sup> Form programme of study allows students to pick three, and in some cases, up to four Level 3 courses. The academy offers a range of A-Level (academic) and BTEC (vocational) qualifications. Students can select either all academic or vocational qualifications, or a mixture of both.

### 5. Grouping of students

#### 5.1 Phase 1

Students are set in Maths and English based on base line assessments which they complete upon entry to the academy. Lessons in these subjects are 'blocked', so as to allow for set changes if the need for individual students arises. Decisions on set changes will be made between the class teacher, curriculum leader and deputy curriculum leader where appropriate. For all other subjects students are in 'teaching groups' where they are streamed according to base line assessments. Students will be with the same class for all of these lessons.

#### 5.2 Phase 2

Students choose four option choice subjects as detailed above. In the core subjects of English, Maths, Science and Humanities students will be set based on prior attainment. Where timetabling allows students may also be set in MFL. All options subjects and core PE are taught in mixed ability groups.

### 6. Monitoring and review of the curriculum

Monitoring of standards, systems and teaching and learning across the Academy is the responsibility of the Senior Leadership Group. 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 SLG link meetings.