



Curriculum policy

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1. Aims

The Mulberry Schools Trust Vision:

A Mulberry education is premised on three underpinning principles:

1. Access to education and the chance to be educated is a human right in a civilised world. A state school like those in the Mulberry Schools Trust should provide a high quality education for every child regardless of the barriers. As well as the intrinsic value in this there are important social and economic reasons for doing this that affect the peace and security of our society profoundly.

2. Education should provide rich intellectual and personal development for individuals and communities of people. An education offered by the Trust is concerned with the spiritual, moral, social, cultural and physical development of people so they have self determination and can create for themselves fulfilled, happy lives. It is also concerned with equipping people for employment, making a contribution to the economy as well as enabling them to sustain themselves financially.

3. Education is a public good. To have universal school education brings economic and social benefits to the whole of society as well as enriching the human condition: it creates greater peace, prosperity and economic and social well-being. The Mulberry Schools Trust is outward facing and contributes to education beyond the doors of its own schools.

In line with this vision, the specific aims of Mulberry Academy Woodside are set out in the school's curriculum intent statement:

At Mulberry Academy Woodside, our curriculum is driven by ambition and the pursuit of academic excellence for all students. We are committed to providing a challenging, inclusive and knowledge-rich curriculum that meets the needs of all learners, including those with SEND, empowering every student, regardless of starting point, to achieve their full potential.

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 governing boards 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 governing board

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation.

4 The governing board 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 pupils to cover the requirements of the funding agreement

- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils 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
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Head teacher

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

3.3 Senior leader responsible for curriculum

- Work with Assistant Head Teachers that lead teaching learning, the SENCo and Heads of Department to lead curriculum development across the school.
- Ensure effective systems are in place for the monitoring and evaluation of the intended curriculum.
- Support curriculum leaders and teachers by providing information on barriers to learning and 'ways to help' students with SEND
- Ensure that next steps are identified and acted upon.

3.4 Heads of department

- Ensures that all curriculum plans align with our curriculum intent. The curriculum explicitly outlines what is to be learnt and is rigorous and up-to-date.
- The curriculum plans are coherent so that learning is well linked.
- Learning within the plans is well sequenced so that prior learning supports all students to attend to new and more demanding and complex content.

- Analyse tracking data and adapt lessons resources and curriculum plans accordingly
- Develop a collaborative approach to lesson planning and sharing resources
- Homework is explicitly planned within the curriculum to ensure that knowledge is secure.

3.5 All teaching staff

- Implement the curriculum in line with the Mulberry Academy Woodside T&L policy.
- Teach responsively, adapt curriculum plans and pedagogy in response to regular assessment and analysis of formal assessment data.
- Plan and teach with their students with SEND in mind.
- Have high expectations so that students experience high quality and challenging lessons that meet the expectations outlined in our rigorous curriculum.
- Students receive their full entitlement to homework to support the development of independent study skills. Homework is challenging and is used to prepare students for the next sequence of learning or ensure that prior learning is remembered.
- Act on feedback given from instructional coaching sessions and monitoring activities in terms of curriculum design and implementation.

4. Inclusion

Mulberry Academy Woodside aims to raise attainment to exceptional levels, and we value the contribution that every individual can make to MAW, regardless of ability or background. We have the highest expectations of all, in a caring and supportive environment. Our students are active citizens and make a positive contribution to the local, national and global community. Teachers set high expectations for all pupils.

They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds • Pupils with SEN
- Pupils with English as an additional language (EAL) At Mulberry Academy Woodside

‘Every Teacher is a Teacher of SEN’ and therefore every teacher is responsible for:

- Providing every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice.
- Promoting independence, equality and consideration for others.
- Ensuring that we celebrate the wide range of our students’ achievement.
- Supporting all students to excel by offering multiple pathways for progression.
- Equipping students with the skills and attributes necessary for adult life.
- Creating a welcoming atmosphere for parents and carers. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that

teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our Equality policy and in our SEND policy.

5. Organisation and planning

The curriculum at Mulberry Academy Woodside:

- is driven by a commitment to provide exceptional educational experiences for every child, every day.
- Is a rich, challenging and ambitious curriculum and is built on the foundations of our teachers' great subject knowledge. It is fundamentally inclusive of all students, offering a wide choice and a wealth of opportunities for academic and applied learning.
- Provides coherent and ambitious learning pathways set out for all students of all abilities.
- Ensures the highest academic achievement for all our students.
- Ensures that a significant proportion of students access and achieve highly on the EBacc pathway or are supported on quality vocational courses.
 - Has an extended component that provides exceptional educational opportunities and broadens the educational experience of all students.
- Encourages creative expression through a strong programme of creative opportunities both inside and outside of lessons, including a wide range of enrichment opportunities for students.
- Is about a commitment to social action and the community.

The curriculum supports the teaching of the four fundamental British Values and students' spiritual, moral, social and cultural development through PSHE lessons, assemblies and tutor time. Relationships and Sex Education are taught through both the science curriculum and the PSHE programme.

- Ensures the best possible preparation for each next learning stage towards aspirational destinations by providing students with information, advice and guidance throughout their time in the school but particularly at key transitions. All Year 10 and 11 students receive one to one impartial careers guidance.

Each subject/department area:

- Has an agreed subject intent statement that aligns with the schools curriculum intent and set out the vision and aims for the students
 - Has a clearly set out curriculum plans that adhere to and support the Woodside way (see also T&L policy)
 - Has in place high quality curriculum plans that tailor to all students and clearly sets out the long and medium term learning aims
 - Curriculum plans are appropriately adapted to support the learning needs of all students.
 - Appropriately resourced, supported by ICT where appropriate

- Curriculum planning will be reviewed, evaluated and developed regularly to ensure the curriculum design is adapted to the needs of every cohort.
- Curriculum design is representative of engagement with relevant and up to date research, professional guidance and cognitive science.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and is delivering a “broad and balanced curriculum” which includes the required subjects, through:

- School visits
- Meetings with staff, senior leaders, middle leaders and others
- Meetings with students, the school council, and student leaders

Heads of department monitor the quality of education throughout the school through:

- Learning walks
- Lesson drop-ins
- Book looks
- Reviewing class files
- Homework reviews
- Student voice: student interviews, student surveys
- A system of department reviews that seek to triangulate evidence from all of the above

Heads of department also have responsibility for monitoring the way in which resources are stored and managed.

- Uptake of enrichment is monitored through our Evolve system to ensure that all students have access to this wealth of opportunities regardless of ability, gender or background, are able to access all opportunities and are actively participating in and contributing to school life.

7 This policy will be reviewed annually by the Head Teacher. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Teaching and learning policy
- Assessment and reporting policy
- Examinations policy (including policy relating to non-examination assessment)
- SEND policy
- Equality policy
- Careers policy

- Sex and relationship education policy