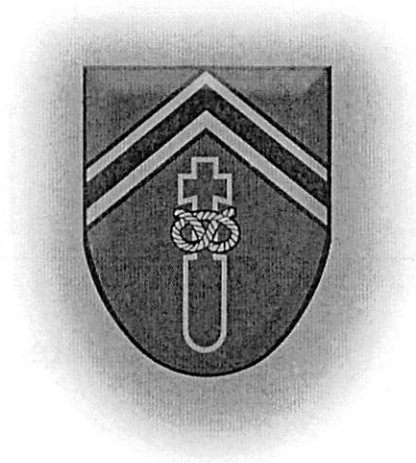


SIR GRAHAM BALFOUR MAT POLICIES AND PROCEDURES

SIR GRAHAM BALFOUR MAT



**CURRICULUM
POLICY**

SIR GRAHAM BALFOUR MAT POLICIES AND PROCEDURES

CHANGE CONTROL

Date	Issue	Details of change
Nov 2019	0.a	Major rewrite - Initial Draft
27/11/2019	1.0	
21/02/2021	1.a	Updated following review by Trustees
24/03/2021	2.0	Updated policy approved at Board Meeting on 24/03/2021

Next Review	Spring 2023
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AUTHORISATION

Approved at Board Meeting on 24th March 2021

Signed:



27/4/2021

Chair of Board

Date

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INTRODUCTION

A School's Curriculum is the structure that determines what our students learn and facilitates their achievements. This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010. 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.

AIMS

This policy sets out the principles underpinning the curriculum offer at all schools in the Sir Graham Balfour Multi Academy Trust (SGB MAT). The curriculum should help students to:

- Achieve high standards and make excellent progress.
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to learning, to 19 and beyond.
- Achieve qualifications that are of worth for employers and for entry to higher education.
- Become outstanding citizens of the future in Stafford and beyond.

KEY ELEMENTS

Curriculum Principles of Sir Graham Balfour MAT

For schools within Sir Graham Balfour MAT the curriculum is built on the following principles:

- The school has a broad, balanced and relevant curriculum that seeks to engage, educate and inspire our students.
- The curriculum seeks to address the MAT aims and in doing so, ensure that students have the best opportunities to achieve highly.
- The curriculum aims to raise attainment in all areas and aspects, especially in English, Mathematics and the subjects which make up the English Baccalaureate, due to their educational significance.
- The curriculum enables students to progress smoothly from Year 7 to 13, preparing them for the world of work or for Further/Higher Education.
- The curriculum allows for the sequential development of knowledge, understanding and skills within each subject area, in line with the demands of the reformed GCSE, BTEC, Technical Award and A level examinations.
- We at Sir Graham Balfour School seek to offer a broad range of extra-curricular provision for our students.

Curriculum Content at Sir Graham Balfour School

The school's curriculum comprises all the learning activity that takes place in the school day. In particular, the curriculum aims to incorporate the following:

- The key elements of the National Curriculum in Key Stages 3, 4 and 5, which we choose to adopt, as is our right as an academy.

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- Other non-statutory elements as appropriate to fulfil the curriculum principles outlined above.
- Examination courses appropriate to the needs of the students and the national context. Where necessary these are delivered collaboratively with our local partner institutions via the Stafford Sixth Form Partnership.
- The curriculum is always adaptable to the individual abilities, aptitudes and Individual learning needs of our students.
- The curriculum seeks to make students understand the synoptic links between and within subjects and to develop personal, learning and thinking skills.
- The curriculum is enhanced by a wide range of enrichment and extra-curricular activities.
- Key elements of our curriculum are outlined on the school's website, under the Curriculum tab.

Subject Curriculum Content at Sir Graham Balfour School

As well as delivering the specific requirements of exam board specifications and the objectives set out in schemes of work, the subject curriculum at Sir Graham Balfour School will support:

- The development of teaching and learning.
- The development of subject competencies.
- The ability of students to recall and retain skills, knowledge and understanding.
- High quality assessment procedures.

The quality of the subject curriculum will be judged against the criteria set out below to ensure that it meets the curriculum principles and curriculum content outlined in sections 2.1 and 2.2 of this policy.

Quality of Curriculum	Curriculum Purpose	Curriculum to Support Teaching and Learning	Curriculum to Support the Development of Subject Competencies	Curriculum to Support Recall and Retention of Skills, Knowledge & Understanding	Curriculum to Support High Quality Assessment
Exemplary	Strategic curriculum planning is at the heart of subject improvement by creating a 5/7 year curriculum that sequences the development of subject knowledge, conceptual understanding and key skills so that pupils can master all	The <i>achieved</i> curriculum matches the <i>planned</i> curriculum as the vast majority of pupils achieve the appropriate objectives set out in SoW. HoFs/HoDs systematically check for evidence of learning in books/ assessments to	The subject knowledge, conceptual understanding and key skills are applied to unfamiliar concepts in order to allow the pupils to continually work towards mastering the subject.	The curriculum is structured so that previously taught work is retaught as part of the long term plan. There is a strategic focus on ensuring that the retention of previously taught work is a core part of the curriculum based on the principles of long term memory	The curriculum supports assessment that is diagnostic in focus where a teacher's professional judgement is used alongside evidence of moderated and standardised work to ensure the accuracy of grade predictions.

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	elements of the subject. In doing so students develop a love of the subject and can achieve highly in GCSE and A-Level exams.	track progress and make necessary refinements to the curriculum to secure higher quality learning over time.		retention and interleaving.	
	High standards are communicated to teachers through the quality of suggested lesson resources to achieve each element of the curriculum. Pupils & teachers are clear how their learning will progress as they move through SGB.	A rigorous and well planned outline of key learning objectives/aims is created that allows teachers to plan individual lessons of the appropriate level of challenge and focus in order to develop students all round learning in the subject.	Over time the curriculum contains the correct balance of subject knowledge, conceptual understanding and key skills to allow the pupils to make secure progress in the subject.	Subject knowledge, conceptual understanding & key skill reviews are done at the end of each unit of work in order to prepare pupils for end of unit assessments. Links to previously taught work are made by teachers when appropriate.	Over time the curriculum contains the correct mix of assessment of subject knowledge, conceptual understanding and key skills to give an all-round grade.
Inadequate	To ensure that teachers all deliver common topics and assessments to specified deadlines.	To provide a one size fits all long term plan and SoW for all teachers of a subject to follow.	Knowledge, skills & understanding are emerging but the teaching balance may be skewed so pupils do not make the long term progress they are capable of.	Time and support is given for pupils to revise for pre-public exams and GCSE/A-Level exams.	Evidence of grades exist for all pupils through common assessments.
	To share exam board specifications with subject teachers.	A long term plan of topics to be taught is shared with subject staff.	Is content driven and focused on the rapid delivery of knowledge.	Revision is only done at the end of the GCSE or A-Level course.	Undefined and ad hoc.

MONITORING AND EVALUATION

The Staffing & Standard Sub-Committee of the MAT Board will formally review this policy every two years or more frequently if circumstances or legislation suggest it is appropriate.