

World Class Curriculum Strategy 2016-2018

Reviewed by Academy Transformation Trust	February 2016
Adopted by Academy Transformation Trust in	March 2016

This policy links to:	
• Safeguarding	
• Achievement Strategy	
• SEND Strategy	
• Academy Improvement Strategy	
• World Class Teaching Guidance	
• World Class Curriculum Mapping	

REVIEW DATE: MAR 2018



Our Mission

To provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

We promise to do everything we can to give children the very best education that gives them the best opportunity to succeed in life. All of our academies have it in them to be outstanding and achieving this comes down to our commitment to our pupils, staff and academies.

1 Context and Purpose

The Trust actively reviews the curriculum in all its academies as part of the ATT review cycle. In June 2014, an external review of its Key Stage 3 and 4 curricula was commissioned. The purpose of these reviews is twofold. Firstly, to ascertain how prepared our academies are for the revised curriculum challenges and secondly, to provide an overview for the Trust in relation to curriculum priorities.

These reviews have demonstrated varying levels of curriculum related expertise across its core middle leaders. In the main, core subject leaders are well aware of revised subject expectations and are able to place these changes within a national context.

2 Curriculum Vision, Beliefs and Principles:

The Trust believes in the following curriculum values:

- A first class ATT educational entitlement is delivered by nurturing a relevant, engaging and all-inclusive curriculum which has learners' needs at its heart.
- All learners are entitled to an exciting, empowering and inspiring curriculum, which adds meaning to their lives and challenges appropriately.
- A broad, balanced and responsive curriculum will enable learners to be effective members of society.
- We will support our academies to stimulate the multiple intelligences, be they intellectual, emotional or social, of all learners regardless of their starting points.
- We will encourage independence and the development of individual interests and talents.
- Successful achievement in digital literacy, literacy and numeracy is the foundation of an effective curriculum.

2.1 The Trust believes that there is no 'one-size fits all' with regard to curriculum design and delivery as academies must put in place an innovative curriculum which best meets learners' needs. However ATT expects the curriculum in all academies to contain the following hallmarks of a world class curriculum;

1. be underpinned by clear ATT aims, values and a common purpose
2. develop the whole person – their character, values and attitudes alongside their knowledge, skills and understanding
3. be broad, balanced and creative; being underpinned by clear progression in subject knowledge and skills that meet the new national performance measures

4. provide a rich variety of stimulating and exciting learning experiences which leave learners' inspired and empowered
5. be inclusive, flexible and responsive to individual needs and interests, providing a range of pathways for all
6. embed the principle of sustainability by appropriately creating capacity and nurturing teaching and learning expertise
7. clearly relate the needs of current and future citizens, at both an individual and collective level, through a local, national and international dimension
8. encourage the use of learning environments and expertise beyond the classroom; through effective and exciting use of digital technologies
9. make meaningful links between areas of knowledge across the curriculum and the major issues of our time
10. embed the principle of sustainability by appropriately creating capacity and nurturing teaching and learning expertise

3 How we implement these Curriculum features

As a Trust we work with our academies to translate these curriculum features into practice through the following ways:

3.1 By developing Commonality

We work with all our academies to provide a common framework and personalised values for curriculum design. We support academies in reflecting on what works in their curriculum and to identify where changes may benefit the learning environment or pupils.

3.2 By supporting Collaboration

We encourage all staff to share Trust curriculum principles and pedagogy through a selection of subject forums and wider Trust events. We encourage discussion around these principles and as a Trust plan to offer more formal partnerships.

3.3 By encouraging Challenge

We use a range of evidence to challenge leaders when the curriculum on offer is not:

1. Exciting and engaging for learners
2. Equal to learner aptitudes

3. Enabling any learner to make progress

3.4 By providing Capacity

We provide support where there is insufficient capacity around the knowledge, skills and understanding of curriculum principles and design. We strengthen middle leadership, where appropriate, and can offer core and associate curriculum expertise.

3.5 By promoting Connections

We believe the curriculum should be connected to real life experiences and connections should be made across the curriculum and between phases. We encourage academies to make consistent and cohesive connections across subjects to further enhance pupil experience and enable them to develop the skills required for their next steps in education and work related learning.

3.6 By securing Competence

By working with academies to ensure that a potentially good curriculum is on offer for all and is effectively brought to life through good or outstanding teaching, which is reflected through partnership projects and external recognition (The Inclusion Quality Mark and the World Class Curriculum).

3.7 Partnership frameworks

When considering curriculum, the following documents may be useful:

- OFSTED Handbook
- New Accountability Measures from 2016 (DFE)
- ATT Achievement Strategy
- British Values Strategy
- Safeguarding Strategy
- SEND Information Report
- Careers advice, information and guidance Frameworks
- ATT World Class Curriculum Mapping document
- ATT World Class Teaching Guidance
- The Curriculum Foundation

3.8 The Trust's Curriculum priorities for 2016-18:

1. To support each academy to develop a clear Curriculum Vision statement, which incorporates Trust Curriculum values
2. To support academies in reflecting, evaluating and monitoring the impact of their curriculum offer on all learners from all starting points

3. To support all academies in the implementation of curriculum changes and in responding to revised performance accountability measures
4. To give pupils the necessary transferable skills to thrive in an ever changing world where technology is constantly changing
5. To encourage pupils to become critical thinkers, problem-solvers and team players
6. To support all pupils' creativity, social and communication skills and confidence
7. To encourage all pupils to investigate, evaluate and take risks in their learning

3.9 Our strategy includes:

- A commitment to develop a strategic approach across the Trust to improve the curriculum on offer to all pupils.
- Academies to have access to an Improvement Director who communicates national key curriculum changes on a regular basis.
- Curriculum learning walks where Trust members speak with pupils about their experiences both inside and outside the classroom.
- Ensuring that the curriculum on offer in all year groups is of a high quality and, where appropriate, prepares learners' for more challenging future study.
- An alternative pathway's curriculum to be explored to ensure inclusivity and engagement of vulnerable groups of pupils. These should include English and mathematics as well as vocational qualifications bespoke to individual needs.
- The Trust to review alternative provision and support academies when challenging external providers to ensure rigorous quality assurance is consistent and value for money
- The Trust to monitor that the impact of academies' work with further education and careers services. The Trust to ensure careers advice is high quality, impartial and supports pupils in making curriculum decisions which reflect their longer term aspirations
- The prioritisation of Fundamental British values within the curriculum on offer is documented on every note of visit.
- The Trust will ensure that the academy supplies clear and unambiguous information to parents about curriculum entitlements and option.
- A commitment to a FE and adult learning curriculum to educate the communities in which our academies are rooted, and improve the life chances of local people
- The Trust will encourage and support academies to apply for the World Class Curriculum Mark from The Curriculum Foundation

3.10 Trust Expectations

- Curriculum targets which explicitly relate to the revised performance accountability measures are included in Principals' Performance Management and regularly reviewed by the Principal Improvement Director

- Each academy, where appropriate, has a clear curriculum leader who is up to date with revised curriculum expectations and ensures that key Trust curriculum messages are received by all staff appropriately
- There is a curriculum structure diagram for each year group, with details of allocated time, displayed on each academy website
- Curriculum Leaders ensure that there is a range of appropriate pathways on offer for pupils of all abilities
- An action plan is written annually, and reviewed termly, to ensure progress is monitored against identified priorities in a systematic manner
- The academy scrutinises the progress of both individual pupils and identified groups of pupils, to ensure the curriculum on offer best suits learners needs' and prepares them well for their next steps.
- Academy websites are promptly updated to reflect curriculum expectations: there should be sufficient information on each academies' website including annual statements on the impact of the pupil premium, EYFS funding, sports' premium and Year 7 catch-up money. There should be statutory sharing with parents of curriculum information in order for The Trust to assess the breadth and balance of the academy's curriculum and whether it is likely to promote preparation for, and an appreciation of life in modern Britain.
- Curriculum Leaders should gather evidence about how well individual pupils and particular groups of pupils are learning, gaining knowledge and understanding, and making progress, including those who have special educational needs, those who are disadvantaged and the most able
- Middle Leaders are able to explain and evaluate curriculum choices. They are held to account for their curriculum decisions and their impact upon learners.
- Curriculum Leaders liaise closely with key staff to ensure that the curriculum supports revised frameworks for:
 - i. Safeguarding
 - ii. SEND
 - iii. Social Moral Spiritual and Cultural growth development
 - iv. OFSTED
- Each academy will ensure that learners receive access to high quality impartial careers guidance that prepares them for their chosen next steps and enables them to make well-informed decisions about their future plans at each stage of transition. This guidance will enable pupils and learners to develop clear, ambitious and realistic plans for their future, understand the options available and be informed about local and national skills needs.
- Meaningful work experience opportunities are planned as an integral part of the curriculum to ensure learners develop the skills and attributes needed to succeed post academy. Learners' personal, social, employability and independent learning skills should be developed through a range of planned activities experienced

throughout their academy life so they gain real knowledge and understanding of the work place.

- Academies will work with their wider communities to develop fruitful and constructive partnerships. Leaders should develop links with local schools in order to share good practice and widen training provision. Business and industry partnerships across the curriculum enhance provision and provide real life opportunities for learners.
- Curriculum leaders will ensure that 16-19 study programmes are designed to provide learners with structured and challenging individualised learning programmes that supports their development and progression in line with their future career plans. They should stretch learners and link clearly to training, employment or higher education, or work preparation maximising progression to the next stage of education, employment or an apprenticeship.