



BROOK MEAD
ACADEMY

CURRICULUM POLICY

Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Principal will take a key role in monitoring and evaluating the policy. The policy along with other academy policies will be available on the academy website. The Academy Council will review the policy annually and assess its implementation and effectiveness.

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Version:	Date:	Author:	Summary of Changes:
1.0	May 2021	RHI	New Policy

Introduction:

Every little child that is born into the world ... is one of the heirs of all the ages that have gone before.

Robert Tressell *The Ragged-Trousered Philanthropists* (1914)

At Brook Mead, we believe that knowledge is power and access to powerful knowledge is the right of every child. Our pupils will enjoy the riches of an ambitious curriculum, inheriting all the rich knowledge from the past to better shape the future.

We will give our pupils access to “the best which has been thought, said, written and created in every field of human endeavour so that they are knowledgeable, critical, enriched and well poised to lead fulfilling lives.” (TMET curriculum statement).

It is our firm belief that education should be about broadening horizons, enriching minds, passing on and creating new knowledge. Pupils will be taken on an exciting journey through each National Curriculum subject, leaving with a treasure chest of knowledge and skills which will be theirs forever to use for the betterment of themselves and the world.

We will keep the curriculum broad for all pupils, enabling them to study the English Baccalaureate subjects of English, maths, science, history, geography and a modern foreign language to GCSE level. Religious Education will also be studied to GCSE, befitting citizens in our diverse city. This will be augmented by enriching provision in the arts, computing, design and music. Sport and physical education will also feature to unearth talent and set pupils up for healthy lives.

Where pupils have additional needs, the curriculum will be adapted to enable all pupils to meet the same high expectations and have access to a rich and broad curriculum.

1. Curriculum Aims:

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to retrieve and apply these in ever more complex contexts.
- Ensure that the sequence of learning builds on previous knowledge whilst supporting future progression.
- Support pupils’ spiritual, moral, social and cultural development.
- Support pupils’ physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Have a high academic/vocational/technical ambition for all pupils.
- Provide subject choices that support pupils’ learning and progression, and enable them to work towards achieving their goals.
- Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc.
- Lead to qualifications which open doors and that are of worth for employers and for entry to further and

higher education.

- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment.

Our planning ensures our curriculum has:

- **Depth** so pupils are exposed to key concepts early and frequently to achieve mastery and automaticity.
- **Breadth** so that pupils gain knowledge, skills, understanding and qualifications in all key areas: aesthetic, social, physical, linguistic, literary, musical, historical, geographical, religious, mathematical, moral, ethical, scientific, spiritual and technological.
- **Opportunities for wider personal development** so that pupils cultivate wider dispositions and attributes such as kindness, concern for others, confidence in speaking and critical appreciation and awareness.
- Opportunities to learn about wider aspects of life through our **PHSE curriculum and careers guidance** work so that they can participate knowledgeably and safely in the wider domains of life.

We will also actively apply lessons from **cognitive science** in our implementation of the curriculum so that pupils remember and can do more. We aim for pupils to attain fluency and automaticity in key concepts which feature in our curriculum.

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 we have 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](#).

This policy complies with our funding agreement and articles of association.

3. Roles and Responsibilities:

The Academy Council

The academy council will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The academy council 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, science and (subject to providing the right to withdraw) religious education, 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 (SEND).
- All courses provided for pupils below the age of 16 that lead to qualifications, such as GCSEs, 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.

Principal:

The Principal 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 academy council.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The academy council is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The academy council 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.
- The impact of the curriculum on pupils and their outcomes.

Other staff:

Senior Leaders will:

- Line manage subjects to support curriculum development and high-quality enactment.
- Increase their knowledge of subject specific needs and discourse.
- Provide rich professional learning to improve staff expertise on curriculum thinking and research.
- Monitor the impact of curriculum on outcomes of all groups of learners.

Subject Leaders will:

- devise a rich and well sequenced curriculum.
- have in place clear formulated curriculum intent and, plans for its implementation and monitor the impact of the curriculum on all groups of pupils.
- train and support other staff within the department in its the enactment of the curriculum.
- identify CPD requirements within department, and, with the support of senior leaders, to prepare and deliver (in some cases arrange) CPD addressing these needs.
- Ensure pupils have access to cultural capital building experiences within the subject.

Teachers will:

- Collaborate to refine schemes of work
- Enact curriculum plans with fidelity
- Monitor pupils' progress within it.
- Engage in CPD sessions addressing emerging needs.

4. Organisation and planning

KS3 Curriculum overview:

The KS3 curriculum will consist of a total of 30 x 50 minute lessons over a weekly timetable:

Maths	5
English and Reading for Pleasure	6
Humanities: History (2), Geography (2), RE (1)	5
Science	5
French	2
Latin	1
Music	1
Art	2
Computing	1
PE	2
Cumulative Totals	30

We are particularly pleased to be able to offer **Latin** to all year 7s, the only state school in the region to do so. Thereafter, the curriculum model will be reviewed each year.

As we move to our new building in 2023, we will be able to offer **drama and design subjects**.

This will all be supplemented by **our co-curricular offer**, Brook Mead Bonus Time, which will further broaden the provision for our pupils.

The following subjects will feature in our curriculum:

- **Year 7** - English (including Grammar), Latin, Mathematics, Science, French, History, Geography, Religious Education, Music, Art, Computing, Physical Education, Reading for Pleasure and PSHE.
- **Year 8** - English (including Grammar), Latin, Mathematics, Science, French, History, Geography, Computing, Religious Education, Music, Art, Computing, Physical Education, Reading for Pleasure and PSHE.
- **Year 9** - English (including Grammar), Mathematics, Science, French, History, Geography, Computing, Religious Education, Music, Art, D&T, Drama, Physical Education, Reading for Pleasure and PSHE. A course is also begun in Citizenship, which includes Careers Education.

Physical Education includes a wide range of activities including, football, hockey, handball, cricket, netball, tennis, orienteering, health and fitness, gymnastics, basketball, badminton, volleyball, table tennis, dodgeball, athletics, rounders, softball.

- **Year 10 and 11** - Pupils will study English (Language and Literature), Mathematics, Science (Biology, Chemistry and Physics), a Modern Language, Religious Education and Physical Education. They may also choose additional subjects from a broad range including Geography and/or History, Business Studies, Computing, Art, Photography, Drama, Dance, Music, Sport, Product Design, Textiles, Food and Nutrition, Health and Social Care.
 - **Relationships and sex education**, and health education is delivered according to statutory guidance and school policy.
 - **Spiritual, moral, social and cultural development** is threaded through subjects, the personal development programme, tutor time and assemblies.
 - **British values** permeate the curriculum and are a lived reality.

- **Careers guidance** is delivered through our tutor time and PHSE programme and devised to suit the needs of pupils from year 8-11.

The Extended Day and Enrichment

Extracurricular activities offer the chance to try something new, discover a talent or passion and develop lifelong skills. We believe that enriching experiences and afterschool clubs should be used by ALL pupils, rather than the few who choose to take part. It is the right of every child and young person to benefit from a breadth of enriching experiences. Therefore, our school day is slightly longer Monday to Thursday and ends at 3.40pm. This will enable all pupils to take part in fulfilling wider opportunities to build better futures!

Typically, there will be sports clubs (such as football, basketball, netball, badminton), dance sessions, drama / speaking/ debating clubs, computing clubs, reading and poetry sessions, foreign language clubs, outdoor activities, Young Enterprise, UK Maths Challenge, art and photography and music clubs. Activities will be encountered on a rotation with pupils benefitting from a range every year. We hope to have a Brook Mead Brass Band, orchestra and choir as there will be a strong emphasis on music and performance.

A Commitment for the Arts and Sports

Sport and the arts, in their widest sense, are central to the wider development of young people. Arts and sporting events are often the most memorable events for pupils of their school lives, helping to break down stereotypes and liberating students who may be constrained in other subjects or areas of their life. Drama, dance, music and art help pupils work through and express powerful, sensitive, provocative ideas and emotions in a safe expressive place, challenged and supported by skilled staff. Therefore, music education, school productions, art and design education will contribute to our broad and balanced curriculum. Music scholarships will be made available to pupils, with the loan of an instrument, weekly peripatetic music lessons by professional teachers and weekly practice sessions as part of our orchestra or brass band.

Pupils will also be able to develop as leaders within their school and city with a well thought through programme of leadership development opportunities. We want them to use their leadership skills, sporting talent, musical or dramatic ability, be involved in charities and challenge themselves on the Duke of Edinburgh scheme. All of these develop a whole range of skills, which will help pupils to engage in fulfilling careers and to thrive more generally in later life.

5. Inclusion

At Brook Mead we are ready to serve all children from across the city no matter what their background, need or starting point. We will pride ourselves on being inclusive and believing in the potential of every child to flourish and succeed, given the right opportunities. We will retain our ambitious curriculum for each pupil but ensure that our teachers are trained to respond to additional needs and get the best out of our pupils. We will champion all pupils, especially those with special needs or in the early stages of learning English. Pupils will be supported when they enter the school with a wide range of information gathering from schools at the Year 6-7 transition. This information will be used to group pupils into form groups. Families will also be asked for information on their children. This will then be collated and shared with staff appropriately to inform curriculum, seating arrangements in lessons and responsive teaching.

The school will set high expectations for all pupils, using appropriate assessments to set ambitious targets and plan challenging work for all groups, including:

- Pupils with high prior attainment
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that barriers to achievement are addressed.

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 statement of equality information and objectives, and in our SEND policy and information report.

6. Monitoring Arrangements

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

- Visits
- Meetings with staff and pupils
- Reports from the Principal
- Reports from Trust wide quality assurance processes.

Subject leaders/curriculum leaders monitor the way their subject is taught throughout the school by:

- Setting out common schemes of work, leading on collaborative planning, learning walks, book scrutinies, etc.
- Subject leaders/curriculum leaders also have responsibility for monitoring the way in which resources are created, stored and managed.

Senior leaders monitor the implementation and impact of the curriculum through an annual cycle of quality assurance processes, the findings of which are reported to the academy council and inform school self-evaluation and school improvement planning.

This policy will be reviewed biannually by the Principal and Chair of the academy council. At every review, the policy will be shared with the full academy council.

7. Links with other Policies

This policy links to the following policies and procedures:

Assessment policy
SEND policy and information report
Equality information and objectives
Pupil Premium plan.
Relationships and Sex Education Policy.