



Montsaye Academy
The best in everyone™
Part of United Learning

Curriculum Policy

Reviewed by:	Mr G Baria
Applicable to	Staff and Students
Ratified by	Local Governing Body
Valid from	February 2023
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Respect ■ Honesty ■ Compassion

The curriculum provided by Montsaye Academy should engage and enthuse students and offer a broad range of subjects and/or activities during a student's time at school.

1. Principles:

The curriculum, in its broadest sense, should meet both the statutory requirements laid down in the National Curriculum and the learning needs of individuals, including the needs of those students on the SEND Code of Practice and those students identified as more able.

The curriculum should encourage learners to manage their own learning, so that they become increasingly independent, and should enable students to develop a range of Personal, Learning and Thinking Skills so that they are well equipped for future learning. The curriculum should also set a high level of challenge that seeks to provide stimulating and stretching activities that make students think and, at times, struggle, thereby encouraging perseverance and resilience in learning.

2. Curriculum aims:

Our aim is to provide the highest quality education for each individual student by delivering a curriculum that is challenging, interesting and enjoyable, which fosters a desire to achieve and which leads to a commitment to learning throughout life. To this end we aim to:

- provide equal access to curriculum opportunities for all students, regardless of age, disability, gender (or its reassignment), race, religion or belief, sex or sexual orientation;
- include a range of assessment practices and an evaluation of students' achievement in order to celebrate success and set future learning goals;
- help learners to achieve the highest possible standards and to meet their full academic potential;
- continually adapt our curriculum to acknowledge and take account of students' different starting points and rates of progress;
- extend the curriculum through a wide range of opportunities to take part in learning beyond the academy day and site;
- teach students to understand the fundamental concepts of forming good working relationships, respect and care for others and valuing individuals;
- develop skills, knowledge and understanding in all learners and encourage the all round development of each individual student; and
- to meet the expectations set out by the national agenda.

These curriculum aims are underpinned by our academy values of Excellence, Resilience and Aspiration.

3. 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.

4. Roles and responsibilities

4.1 The governing board

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

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, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for students to cover the requirements of the funding agreement
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students 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
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

4.2 Headteacher

4.3

The headteacher 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 students 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 students with different abilities and needs, including children with SEN

4.4 Other staff

Other staff at the academy will ensure that the school curriculum is implemented in accordance with this policy.

Heads of department/subject leads ensure the intent and implantation of the curriculum in their areas is adhered to and that the headteacher is updated of any changes to subjects delivered, as appropriate.

5. Characteristics of the Curriculum

The characteristics of the Montsaye Academy curriculum are driven by a belief that a successful curriculum requires **breadth, balance, relevance** and **differentiation**, and that **continuity, progression** and **coherence** in the learning experience can only be achieved by ensuring that the curriculum is well planned and appropriately sequenced.

Outlined below are details of how these characteristics will impact on the curriculum.

5.1 Breadth

Students will have access to a broad range of experiences in Key Stage 3 in order to explore a range of areas of interest. In Key Stage 4 the broadest range of option choices possible will be offered and the curriculum offer led - to some extent - by student choice. This will be equally true in Key Stage 5, however, it is acknowledged that staffing and access to specialist facilities will sometimes constrain the 14-19 curriculum offer.

The curriculum is broader than the formal timetable of subjects, despite this being the main mode of delivery, and should be thought of as tutor time and the numerous extra-curricular, cross-curricular and off-site opportunities for learning.

5.2 Balance

The curriculum will be planned in order that it will meet the individual interests, aptitudes, abilities and development of each student. The balance of the curriculum will not be the same for each student but for each learner balance will be sought in order to create the widest range of opportunities to meet their needs.

In Key Stage 3 the curriculum will cover all aspects of the new National Curriculum, with all subjects given the appropriate proportion of the total curriculum time available.

Alongside the statutory core curriculum all students will be encouraged in Year 9 to choose KS4 options in both technical and performance studies, whilst meeting the needs of the Ebacc agenda through choosing a humanities subject.

Students in the 14-19 phase will have access to a range of vocational and academic curriculum opportunities so that they may follow their particular interests and aptitudes.

The Relationships and Sex education, and Health Education programme will be delivered through a fixed time within the curriculum centred on the ethics curriculum and linked to the academy values of Excellence, Resilience and Aspiration. This will be predominately through tutor times, themed assemblies and ERA days where students will receive internal and external personal development. Other curriculum areas will make a valuable contribution to the Relationships and Sex education, and Health Education programme.

The curriculum offers opportunities for spiritual, moral, social and cultural development, as well as, covering fundamental British values through tutor times, assemblies, ERA days and in some subject areas such as ethics and philosophy.

In addition to offering breadth in terms of areas of experience, the academy acknowledges the need to provide a balance of teaching styles and learning opportunities. This combination of breadth of subject and variety of facilitated learning opportunities encourages students to develop their capabilities as learners.

5.3 Relevance

Each student should see the curriculum as being relevant to both their present needs and, in particular, their future aspirations. Students will have the opportunity, either through the formal curriculum or through other opportunities, to explore their aspirations for employment and, where practicable, to achieve industry recognised qualifications in their chosen field.

As well as providing knowledge and understanding, the curriculum will also focus on developing the skills and qualities required for successful participation in society. The academy will strive to engage the interest of, and motivate, students and to encourage a wide view of education as a lifelong learning experience.

The academy will work alongside local and regional opportunities to engage in business and careers experiences that provide a stimulus for students when considering learning pathways. The local, regional and national employment market in part shapes some of the decisions about future curriculum development and student choices.

5.4 Inclusion and differentiation

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.

All students at Montsaye Academy are entitled to be treated equally, regardless of age, disability, gender (or its reassignment), race, religion or belief, sex or sexual orientation.

All students require a curriculum which is differentiated according to their individual abilities, interests, attitudes, special needs and stages of development. The academy aims to set challenging learning aims each

lesson that are then scaffolded to enable all our students to access the learning in a lesson at the appropriate level and allows them to reach the challenge target.

Students in years 7, 8 and 9 will be set in mathematics and science according to ongoing assessment as well as a range of other factors. All other subjects will be taught in mixed ability groupings so that students are continually able to experience high levels of challenge whilst being supported by careful and relevant scaffolding.

The academy is committed to accessing and using a wide range of information about students' levels of achievement to guide the development of learning experiences at an appropriate level. Heads of Department, in consultation with Senior Managers, will decide on appropriate student grouping in subject areas which will result in a flexible mix of mixed ability groups for most students in years 7 to 11 and carefully considered setting in mathematics and science.

5.5 Continuity and Progression

Students succeed best when their new learning experiences are related to previous achievement. The factors that lead to a continuous and progressive curriculum for each student are:

- a clear framework for the whole curriculum;
- a curriculum which is composed of related experiences, including knowledge, skills and understanding;
- effective strategies for assessment of all aspects of students' development;
- liaison between phases of education which seek to ensure continuity and progression;
- partnership between school and home.

The academy is committed to building on the progress made by students at Key Stage 2. Therefore, teaching staff will aim to make full use of both the student performance data and other information collected about students through close liaison with colleagues in feeder academies.

Learning is seen as a lifelong process and every effort will be made to prepare students for the next phase of their education regardless of what it may be. Careers guidance will form a significant aspect of the tutor time programme. Other opportunities to explore career aspirations will be utilised to ensure all students have identified the correct pathway beyond Key Stage 4.

5.6 Coherence

Montsaye Academy aims to provide students with a coherent curriculum. Departments have developed schemes of work that are sequenced for logical and progressive learning experiences that aim to challenge each individual student. The intention is to provide clear learning objectives linked to individuals' needs and abilities. With all lessons setting challenges for students to stretch their thinking skills at all levels.

The Relationships and Sex education, and Health Education programme will also be delivered through various subject areas and the tutor group programme. There will be a clearly planned programme of extra-curricular activities at the academy which offers opportunities for students to gain wider experiences and, where applicable, qualifications.

6. Monitoring arrangements

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

- School visits
- Meetings with staff/middle leaders/students
- LGB meetings

Heads of department/subject leads monitor the way their subject is taught throughout the school by:

- Learning walks
- Lesson observations
- Work scrutinies
- Book looks
- Student voice
- Planning checks (where appropriate)
- Department meetings

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

This policy will be reviewed every three years by the headteacher. 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:

- Assessment policy
- SEND Report
- SEND Policy
- Equality information summary
- Equality policy

- Relationships and Sex Education Policy
- Student premium policy

Appendix A: Teaching groups, class sizes and grouping by ability

The academy day starts at 8.40am and ends at 3.00pm and consists of five 1 hour lessons. Lessons are split by two breaks, a 20 minute mid-morning break and a 30 minute lunch.

KS3:

Currently years 7, 8 and 9 students have the following number of periods per subject per week:

Subject	Periods
English	4
Maths	4
Science	4
PE	2
French	2
Geography	2
History	2
Ethics and Philosophy	1
Art	1
Design (Food, Technology, Product design, Textiles)	1
Computer Science	1
Performing Arts (Drama and Music)	1

KS4:

Currently years 10 and 11 students have selected options including a choice of a humanities subject (Geography or History) for their GCSE pathway and have the following number of periods per subject per week:

Subject	Periods
English	4
Maths	4
Science	4
Geography or History	3
3 option subjects including Art, Photography, Business, Health and Social Care, Design technology, Food technology, Drama, Ethics & Philosophy, Computer Science, ICT, French, Music, Dance, Sports studies, PE GCSE (students studying 3 single sciences will have 2 options and the additional 3 periods go to their science study programme)	3
PE (Core)	1