

Curriculum Policy

Reviewed Date: September 2022

Next Review due: September 2023

1. Introduction

All students at Thornhill Community Academy receive a broad and balanced curriculum that is fit for purpose in today’s society. Every student, regardless of their starting point, background or circumstance, will receive a curriculum that will enable them:

1. Gain the skills, knowledge and qualifications they need to be successful in life
2. Develop skills and qualities that will allow them to contribute positively to society.

2. Curriculum Vision

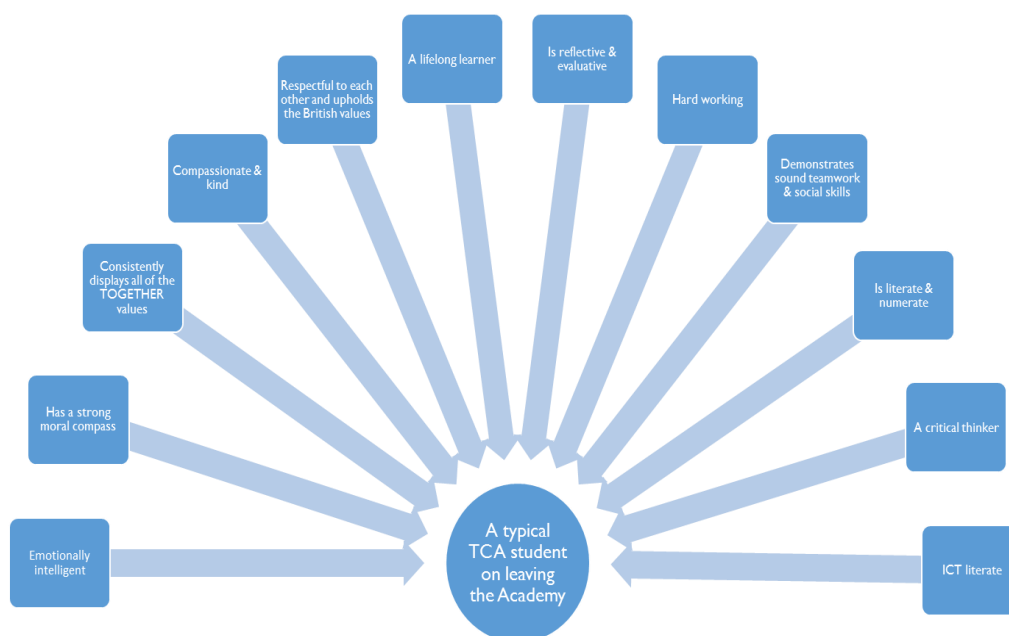
The curriculum at Thornhill Community Academy is personalised to meet the needs of all individuals. It is meticulously planned and rigorously evaluated to ensure improvements are swiftly made to enable sustainable progress for all.

Thornhill Community Academy’s curriculum policy is based on the following aims:



3. Curriculum Outcomes

The curriculum at Thornhill Community Academy has been crafted to provide all students with the key skills and qualities required to ensure success in future their ventures. As such, the diagram below outlines the skills and qualities that the curriculum will develop in all students by the time they leave TCA at the end of Year 11:



4. Roles and Responsibilities

The Headteacher will ensure that:

All statutory elements of the curriculum, and those subjects which the Academy chooses to offer, have aims and objectives which reflect the aims of the Academy and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.

- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Governors annually.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
- The procedures for assessment meet all legal requirements and students and their

Parents/Carers receive information to show how much progress the students are making and what is required to help them improve.

- The Governing Body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- The Governing Body is advised on statutory targets in order to make informed decisions.

The Governors will ensure that:

- It considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.
- It contributes to decision making about the curriculum.

SLT, as Department Line Managers will ensure that:

- They have an oversight of curriculum structure and delivery within their departments.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses within their departments.
- Schemes of learning are monitored and reviewed on a regular basis.
- Robust and regular assessment procedures are in place
- Levels of attainment and rates of progression are discussed with HoDs on a regular basis and that actions are taken where necessary to improve these.

Heads of Department will ensure that:

- Long term planning is in place for all courses. Schemes of learning will be designed using the Academy pro-forma and will contain curriculum detail on: context, expectations, key skills, lesson purposes, learning outcomes, learning activities, differentiation resources stretch and challenge
- Schemes of learning encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- They keep the appropriate SLT line manager informed of proposed changes to

curriculum delivery.

- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- Ensure that the Academy curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within the Academy and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive coordinated support to enable them to make the appropriate curriculum choices at KS4.

Parents and carers will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.

5. Monitoring, Evaluation & Review

The Governor Body will receive an annual report from the Headteacher on:

- The standards reached in each subject compared with national and local benchmarks.
- The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- The number of students for whom the curriculum was disapplied and the arrangements which were made.

The Governor Body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

EQUALITY IMPACT AUDIT AND ACTION PLAN

Put X in the PLUS column to indicate if you judge that the policy has a positive impact on a group.

Put X in the neutral column to indicate if you judge that the policy has a neutral impact on a group.

Put X in the MINUS column to indicate if you judge that the policy has a negative impact on a group.

In making a judgement *due regard* has been paid to the requirement to:

- i. Eliminate unlawful discrimination, harassment and victimization
- ii. Advance equality of opportunity
- iii. Foster good relations

PROTECTED CHARACTERISTICS		PLUS	NEUTRAL	MINUS	ACTION
1	Age		X		
2	Disability		X		
3	Gender Reassignment		X		
4	Marriage and Civil Partnership		X		
5	Pregnancy and Maternity		X		
6	Race		X		
7	Religion or Belief		X		
8	Gender		X		
9	Sexual Orientation		X		
Other					