

Curriculum Policy: Intent, Implementation and Impact

Responsibilities

It is the responsibility of **all students** to demonstrate *outstanding character in the classroom* by engaging with their teachers, subject content and activities provided during a lesson to develop a growth mindset and be exceptional.

It is the responsibility of **all teachers** to enable effective delivery of the curriculum continually reviewing, reflecting and improving on teaching practice.

It is the responsibility of the **Heads of Faculty** and **Faculty Leadership Teams** to monitor and improve the quality of the curriculum & teaching and learning within their department, and to offer high quality CPDL.

The **Quality of Education Team** and **the Principal** are responsible for monitoring the quality of curriculum & teaching and learning across the academy, recognising and sharing effective practice, and addressing areas of development at both individual and whole school levels.

Governors have a duty to monitor that the processes are in place and that the school is addressing students' learning needs.

Curriculum Intent

To provide all students with a curriculum which develops, enriches and empowers **a love of learning** through quality first teaching ensuring every child **knows more, remembers more and can do more**.

All learning is underpinned by a **positive culture of reading** (for understanding, knowledge and pleasure) to ensure **equity of access and to deepen students' knowledge of the wider world**.

All learning is **systematically checked** for understanding through **formative and summative assessments**, which informs adaptations and planning, and supports students in achieving their potential.

Key Principles

Our curriculum is:

Ambitious for all, academically, socially and culturally. It allows students to challenge their understanding of a subject and broaden their horizons whilst developing cultural literacy. It allows students to solve complex problems and think critically for themselves.

Balanced, promoting personal development through intellectual, moral, spiritual, aesthetic, creative, emotional and physical development. The curriculum celebrates diversity and equality whilst educating students and empowering them to question and debate.

Broad with equity of access for all. We offer a large number of subjects across both academic and vocational structures at Key Stage 3, 4 and 5.

Coherent, structured and sequenced. A spiral and interleaving curriculum which focuses on progression by building knowledge over time.

Connected and designed to link knowledge and skills both within the subject, different subjects and other learning experiences. It develops an interdisciplinary understanding of skills and knowledge ensuring students can see the value of what they are learning and its relevance to their lives and future life choices.

Subject Curricula

Every subject has an intent statement, which summarises core principles and aims for staff and students.

Subject Teams have identified the golden threads that run through their curriculum. These are a combination of knowledge and skills and allow students and staff to articulate how they are improving and building expertise across Key Stage 3 and 4. Each golden thread reflects an element identified in the subject's intent.

At Key Stage 4 and 5, students' work is assessed against GCSE, A Level or Vocational Qualification criteria. At Key Stage 3, subjects each itemise Age Related Expectations, so staff are clear what students should know, and should be able to do, at that point in their school career. Content and skills for each subject have been itemised and mapped, in detail, to ensure content is covered to maximise progress and retrieval across all five years.

Quality assured Schemes of Learning are used in day-to-day teaching practice to deliver each unit. These include common elements, experiences, assessment, and outcomes which enable effective delivery of the curriculum.

Teaching and Learning

Quality First Teaching: The T&L Aspects

The aspects listed below (in no particular order), are to be used by teachers as a way of planning effective lessons to maximise the progress of students:

- **High expectations, ambitious academic goals and positive relationships**

Clear, consistent routines foster a climate for learning in which students are able and expected to discover their true potential. This is supported by our Behaviour Policy.

- **Explanation and modelling**

Teachers plan opportunities to share subject-specific expertise. The 'I do-We do-You do' model is used in all lessons, so that students become confident to engage with new learning and develop prior knowledge.

- **Questioning, retrieval and discussion**

Dialogue is planned to support students recalling previously learned knowledge, to provoke thought and to deepen subject-specific understanding. Each lesson starts with a Do Now Task which supports retrieval and preparation for that lesson's learning.

- **Adaptive teaching**

Teachers use a variety of techniques to gauge and respond to students' understanding within a lesson. As a result of this, adaptations are put in place by teachers to meet the needs of individuals in each class.

- **Resilience and Metacognition**

Teachers provide opportunities for students to reflect on their learning and articulate their next steps. Students engage in purple pen work to develop their knowledge, and correct misconceptions live in the lesson. Students work in 'resilience zones' in class to build learning stamina and prepare them for life after school.

Literacy, Adaptive Practice and Character in the Classroom underpin each of these aspects.

Effective **literacy skills** not only underpin learning but also provide a springboard for success in both career and life.

Each of the six aspects listed are **adapted** by teachers to meet the needs of individuals in each class. This enables all students, in all lessons, each day to reach their full potential.

Students are expected to demonstrate and develop positive **Character in the Classroom** habits to support them becoming independent learners.

What lessons at Aston may look like:

To support students and facilitate staff in the delivery of a consistent experience for students, all teachers follow a similar lesson structure model in their planning. The length of each criteria below will differ dependent on where a lesson sits within a scheme of learning.

1. Do Now Task- Review prior and introduce future learning
2. Teacher input
3. Checking for understanding
4. Student practice
5. Sharing success and reviewing progress

Continuing Professional Development Intent

CPDL for teachers at Aston aims to address areas of development at **individual**, **departmental** and **whole school** level to improve the outcomes of our students.

Key Aspects of CPD

CPD at Aston is:

Responsive

Through regular meeting and inset time devoted to Professional Development that responds to the developmental needs of teachers.

Evidence-informed

Teachers have access to up-to-date educational research and an array of CPD opportunities afforded to them to ensure their teaching is as evidence-based as possible.

Individualised

Teachers are provided time to focus on the aspects of teaching & learning that they deem to be personal areas of development, to drive behavioural change in their classrooms.

Subject-specific

Through Faculty Time, teaching staff collaborate on improving areas identified in their Faculty Action Plans. Within whole-school CPDL, staff work together to develop their own teaching and learning based on focus areas and through Instructional Coaching.

Appropriate

CPD opportunities are designed to support teachers based on their career stage, experience and identified areas of development. For example, early career teachers access a large part of their professional development via the Early Career Framework Programme provided by University School London.

Teachers at Aston are provided with the opportunity to engage in external CPD programmes, such as the range of National Professional Qualifications and in the internal ACET Trust Excellence Programme.

In addition, annually teachers engage in professional development on a range of essential areas, such as Safeguarding, SEN training, and frequent briefings regarding individual students with specific needs.

Review and Impact

In order to assess the impact of our Curriculum, Teaching and Learning, the following structures are in place as a means of informing next steps in curriculum design, implementation and CPD opportunities for the school:

Academy Reviews

Led by the Vice Principal and QofE Team, subject leadership teams work alongside members of QofE to discover the student experience of the curriculum through 1-1 conversations with students. Questions are asked around key content, skills and development of students understanding across topics and year groups.

Progress

Ensure the progress of students is above that of their peers nationally. Progress is analysed at School and Subject level to identify strengths and areas for development in planning and/or implementation of the curriculum.

Faculty drop-ins

Focus on the quality of the curriculum and its implementation by teaching staff, offering feedback with reference to the T&L aspects.

Book scrutiny

Focus on the learning journey in books, pride, presentation and implementation of the assessment, feedback and response process.

Faculty curricular review

Faculty leadership teams regularly review and improve their curricula, including curriculum intent. This ensures curriculum development continues in line with the key principles above.

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Much of this is done at Trust level with HOFs from all schools. The website is then updated to ensure accuracy of information for parents and stakeholders. Student voice is also completed at faculty and academy level to inform the implementation and development.

CPD

CPD is responsive to the developmental needs of teachers as identified in the Academy Improvement Plan (AIP), Faculty Action Plans (FIPs) and regular lessons drop-ins. Training programmes are evaluated to ensure they are as effective as possible.