



Curriculum Policy – DCP 026

Policy Owner: Julie Richardson

Policy Date: 29 September 2016

Introduction

The Drapers' Multi-Academy Trust (MAT) is academic in its outlook and approach, with a focus on literacy, maths and the sciences. We consider that education is a journey and that success in each key stage should provide the foundation for success in the next.

Our aim is to enable our pupils to leave our schools with the maximum amount of choice as to what they should do next, both in their education or their career. Ultimately, we believe that this is best achieved by working towards A level subjects and grades that will allow the pupil to go to a leading university or to find an employer or a training course that will provide a fulfilling start to their career. In order to achieve this, we believe that good GCSE results are essential and we support the concept of eight subjects in English, Maths, and a minimum of three in some of combination of Sciences, Humanities and Modern Foreign languages.

For those people whom A levels are not appropriate, we believe that good progress as demonstrated by GCSE results in core subjects will still provide the best foundation for the next stage of their education or training, not least in the self confidence that such attainment can bring.

For our primary schools, we believe that education up to Key Stage 2 should ensure that pupils have the knowledge, learning skills and the overall preparation to achieve successful results in Key Stage 4.

Our curriculum will be designed with all these points in mind.

Scope

This policy applies to all directors, governors, staff and pupils of the Drapers' Multi-Academy Trust (MAT). It also applies to parents and carers of pupils at schools within the MAT, who formally confirm that they will abide by our policies when their children join our schools.

Each school within the MAT must ensure that the contents of this policy are communicated to all staff. This communication must be evidenced in writing and refreshed on an annual basis. All parents must formally accept this policy when their children join a MAT school and this acceptance must be evidenced in writing through the Home-School Agreement.

Each school within the MAT must publish this policy on its website.



Definitions

Child	Anyone under the age of 18.
EBacc	Subjects defined by the government as satisfying the English Baccalaureate requirements of the Progress 8 system.
LGB	Local Governing Body, with delegated powers of governance from the board of the MAT.
MAT	Drapers' Multi-Academy Trust.
Parent	Those having parental responsibility for the care of a Child (including Carers).
Pupil	Anyone enrolled at a MAT school (including students in Years 12 and 13).
Support Centre	A separated area of the school for pupils with learning or behavioural difficulties.

Policy

1. It is the responsibility of each Principal to design the curriculum of their school in accordance with the requirements of this policy. The curriculum must be approved by the LGB in advance of each school year.
2. It is the intention of the MAT to offer a broadly based curriculum, but with a focus on English, maths, and science. That focus means that not all subjects offered in the early stages of school will be taken on to GCSE and not all GCSE subjects will be offered at A level.
3. Principals are expected to ensure that the curriculum makes full provision for PHSE, RE, sport, art, drama and music as well subjects that lead on to GCSE.
4. Where practicable, the timetable should be tailored to the needs of individual pupils to ensure that they obtain the maximum benefit from the curriculum.
5. Where pupils are receiving age appropriate learning or behaviour support out of the classroom, provision should be made to ensure that they can still follow the curriculum and reintegrate into their classes as soon as practicable.

A Levels

6. Subjects offered at sixth form must comply with the following three requirements:
 - i. They must either be acceptable to leading universities as a basis for an application or they must create real employment opportunities in a related vocational occupation. The Chair of the Education Audit Committee will be the final arbiter in the case of any disagreement.
 - ii. There must be capacity within the school to teach the subjects to a level whereby able students would be capable of achieving top grades.

- iii. There must be sufficient demand by students to make the course financially viable. This would typically require a minimum of ten students per course, although exceptions may be made where a course is strategically important and an investment is required. The COO is empowered to challenge any course that does not appear to be financially viable. The Chairman of the MAT will be the final arbiter in the case of any disagreement.

GCSEs

7. Subjects offered at GCSE should conform to the requirements of Progress 8, namely:
 - i. All pupils will sit eight GCSEs unless there are exceptional circumstances that are approved by the Principal. These must be reported to the LGB.
 - ii. English and maths are mandatory.
 - iii. Each pupil must study at least three EBAC subjects.
 - iv. Three other non-EBacc subjects may be taken, subject to point iv. above. In deciding which subjects to offer, Principals should include technology and, where practicable, other subjects that will lead on to vocational training.
8. It is the Principal's responsibility to design a curriculum in accordance with the requirements set out in section 7. The priority for the allocation of resources is English & Maths, EBacc and then other subjects – subject to the requirement that all subjects offered at GCSE must have sufficiently qualified staff and sufficient resources to maximise the opportunity of all pupils taking them to achieve at least a pass grade.
9. When designing the curriculum, there is an expectation that resource constraints will limit the number of non-EBacc subjects that can be offered at GCSE. It is for the Principal and the LGB to determine how these resource constraints on the one hand and the desire for a broadly based curriculum on the other should be managed.

Key Stage 2

10. All primary and junior schools within the MAT must teach to the requirements of Key Stage 2.
11. Principals must ensure that the curriculum is designed to support and facilitate the requirements set out above so that pupils can make a seamless transition from junior to senior school.
12. The curriculum should give priority to ensuring that all children have a reading, writing and numeracy level consistent with that expected of their physical age.



13. All non-core foundation subjects referred to in section 3 above must also be catered for in the curriculum.

Key Stage 1

14. All primary and infants schools within the MAT must teach to the requirements of Key Stage 1.
15. All pupils should take the national Phonics Screen unless covered by the exceptions in the government guidance.
16. All pupils should achieve expected progress in Early Years Foundation Stage.

Extra-Curricular Activities

17. Principals must make provision for a range of extra curricular activities and school trips that will broaden pupils' perspectives, raise their aspirations and promote self-confidence.

Non-Academic Pupils

18. Principals must have regard to the needs of pupils who will clearly struggle with the academic requirements of this policy. Nevertheless, it is the government's intention that all pupils will take the eight GCSEs required in the Progress 8 system and therefore a minimum of three levels of progress in the eight subjects permitted should always be the goal for every child.

Review

16. The policy owner must keep up to date with relevant legislation and government guidance and update this policy whenever necessary. The board of the MAT must approve the revised version.
17. The policy owner must review the policy at the end of July each year and either submit a revised policy for board approval or confirm in writing to the COO that the current version of this policy is still fit for purpose.
18. The COO must submit a list of all confirmed policies to the board at the first meeting of each new academic year.
19. The MAT board must formally review and re-approve this policy every five years.