

# Curriculum Policy

## Smith's Wood Academy

### Part of Fairfax Multi-Academy Trust

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The Trust curriculum ensures all students in the Trust receive a rich, broad and balanced experience, reflecting the FMAT mission of 'Enriching lives, transforming futures'. We want all our students to experience the joy and wonder of learning.

We place a strong emphasis on nurturing the spiritual, moral, social and cultural development of students, along with a firm commitment to developing students' resilience and character through the acquisition of life skills. We are preparing all our students to contribute positively to modern British society and have a suitable career and destination. All students have the entitlement to study a rich and varied curriculum.

### **The Trust values permeate the curriculum.**

**Excellence:** We strive for the highest quality to ensure excellent outcomes and personal achievements.

**Dedication:** We believe there is dignity in hard work and effort.

**Ambition:** We aim to be the best that we can be, in all that we do.

**Integrity:** We believe in openness, honesty and have a real sense of moral purpose.

**Tradition:** We believe in good manners, courtesy and respect.

A well-constructed curriculum will lead to good results because these results will reflect what students have learned. The curriculum is the progression model, enabling students to know more, remember more and be able to do more.

### **Our principles of curriculum intent.**

- Trust principles are common, but each academy's curriculum rationale and implementation will also reflect its own context and community;
- Students' outcomes improve as a result of the curriculum delivered to students
- Leaders are ambitious for the academy to teach a broad range of subjects
- Leaders and teachers have a sound understanding of curriculum design, including how to sequence learning effectively;
- Subject leaders have a clear rationale for their curriculum, ensuring that it is coherently planned and sequenced effectively
- We privilege thinking and knowledge over task completion without deep understanding;
- Students develop skills through the acquisition of powerful knowledge;
- Students will develop a love of reading and core literacy and numeracy competence
- The curriculum is successfully adapted to meet the needs of SEND students;
- Students will have access to a wide range of extra-curricular learning and development opportunities;

### **Implementation**

- All academies will teach the Trust Core curriculum
- The Teaching for Excellence model provides a useful frame for high quality delivery
- Teachers make use of Trust common planning formats and ensure there is a focus on high quality delivery
- Curriculum delivery will be high quality, informed by the most recent research and best practice
- Teachers should plan explicitly for building knowledge in long term memory;
- Lessons are typified by high challenge and low threat;
- Lessons are typified by opportunities for questioning.
- Students can participate in a range of extra-curricular and personal development opportunities;
- Workload: reducing teacher workload is a priority.

### **Impact**

- All of the Trust children, regardless of setting, access similar educational provision
- Students access appropriate destinations for employment, further education or training:
  - possessing the personal skills and qualities to contribute to society
  - competent in literacy, numeracy and communication skills
- True collaboration in terms of curriculum design and delivery. Over time, units of work/topic plans can be jointly planned and shared
- Reduced variance in the quality of curriculum delivery. Leaders will be better equipped to assess curriculum delivery within their respective subject areas and support departmental and Trust wide quality assurance processes
- Early Career Teacher's and those colleagues that may be teaching out of their specialist subject area can deliver high quality lessons
- Leaders are able to measure and evaluate the impact of the curriculum
- Workload to be reduced.