



HAILSHAM COMMUNITY COLLEGE
ACADEMY TRUST

'Be the very best you can be'

CURRICULUM POLICY

SLT responsible:	Deputy Headteacher – Rob Wakeling
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Contents Page

1. [Aims](#)
2. [Legislation and guidance](#)
3. [The HCC Curriculum Intent](#)
4. [Curriculum Organisation – EYFS](#)
5. [Curriculum Organisation - Key Stage 1](#)
6. [Curriculum Organisation - Key Stage 2](#)
7. [Curriculum Organisation - Key Stage 3](#)
8. [Curriculum Organisation - Key Stage 4](#)
9. [Curriculum Organisation Key Stage 5 – Sixth Form](#)
10. [HCCAT Curriculum Implementation](#)
11. [HCCAT Curriculum Impact & Success Criteria](#)
12. [Roles and Responsibilities](#)
13. [Inclusion](#)
14. [Teaching our Curriculum – ‘The Six Principles’](#)
15. [Quality Assurance, evaluation and review](#)
16. [Appendices](#)
 - **Appendix 1** – Principled Curriculum Design, Dylan Wiliam
 - **Appendix 2** – 4 Pillars of Assessment
 - **Appendix 3** - Curriculum Intent, Implementation and Impact Statements

Hailsham Community College Academy Trust (HCCAT)

1. Aims

HCC is a learning environment at the heart of its community. Our inclusive ethos seeks to promote aspiration, care and respect alongside high standards across all aspects of Academy life. The personal, moral and cultural growth of our students is significant and taught through lessons, social time and our extensive extra-curricular activities.

As an all-through learning community, we strive to meet the needs of all our young people. We seek to fully prepare them for adult and working life in the 21st century, as well as providing a knowledge-based curriculum that facilitates deep learning, inspires teaching and that equips all learners' for later life as an engaged citizen.

We want our learners to '**Be the very best they can be**' and make strong academic progress across a broad and balanced curriculum. Our approach to learning and teaching places particular importance on adaptive teaching, responding to and overcoming barriers to learning as well as closing gaps for the most disadvantaged.

The College will:

- Deliver an all through 2-19 knowledge-based curriculum which meets the needs of our learners, raises the level of ambition and leads to strong progress.
- Be responsive to learners barriers to learning through quality first adaptive teaching.
- Ensure all learners access a broad and balance curriculum that is deliberately sequenced, builds towards defined curriculum end points and enables learners to make a positive contribution as an active citizen.
- Help all learners' make informed choices about their next-step learning goals, future destinations and careers.

Our Values: 'The Hailsham Way'

Be Ready

Arrive on time with the correct equipment & uniform, listen in silence, sit in allocated seat.

Be Respectful

Listen, be kind, help others, be friendly, be tolerant, work with others. Be nice!

Be Working

Work hard, be motivated, enthusiastic, curious and resilient.

Be Safe

Follow instructions, no mobile phones, keep hands feet and comments to yourself.

2. 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 the school has chosen to follow. And it meets the expectations for schools and academies set out in the 2023 Ofsted Education Inspection Framework.

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 should be used in conjunction to the following policies:

Teaching and Learning Policy, Home Learning Policy, Assessment Policy and Behaviour for Learning Policy

3. The HCC Curriculum Intent

At Hailsham Community College all-through Academy, we have an ambitious and coherent curriculum that ensures learners engage in broad and rich experiences, preparing them for the next stage in their education, employment and adult life.

Our curriculum will:

- be knowledge based, providing stretch and challenge which is accessible and aspirational for all learners;
- enable learners to make choices to keep themselves safe, be confident individuals and responsible citizens;
- develop cultural capital so that learners have the skills, values and experiences that help them be successful in life;
- promote global awareness, inspiring curiosity which motivates learners to develop an understanding of life in modern society.
- Ensure that the curriculum builds learners' knowledge, through assessment closes knowledge gaps and through a spiral approach ensures that learners revisit knowledge towards securing their understanding.

3. Curriculum Organisation - EYFS

Our curriculum follows the Statutory Framework for the early years foundation stage which specifies the requirements for learning and development in the EYFS with the prime and specific areas of learning we must cover. Through our knowledge of each child gained from formative assessments EYFS staff will plan exciting and engaging learning opportunities and activities that will move the children's learning forward. The curriculum is taught through 'I wonder...' themes and quality key texts where cross curricular links and transferable skills are taken advantage of along with the wide range of vocabulary children can be taught. Staff will also follow children's individual interests and maximise learning opportunities through quality 1:1 interactions. All planning is flexible and responsive to the whole cohort of children and groups or individuals within it so will often be changed and adapted. We love to provide children with opportunities to experience things that many of them may not have

experienced before or that enhance their learning. This includes links with staff and learners from the secondary site, trips and visitors.

Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. Our outdoor area is open all year round and enables our children to strengthen their core muscles through physical play, explore the natural world and changing weather and engage in a range of exploratory, sensory experiences such as in our mud kitchen and sandpit. In our indoor and outdoor environments children can access resources they wish to use independently through our continuous provision and also have access to planned provision enhancements. Learning opportunities reflect all areas of learning and are adapted in order to reflect children's interests and progression. Through the activities planned for and provided, pre-school children are ready and well prepared for their transition into reception.

The school follows the Little Wandle phonic programme. Every child has access to a phonics session daily with intervention opportunities for those who find this area of learning more difficult. We use the phonics session to also develop children's expertise in handwriting. Children are encouraged through this systematic teaching of phonics along with daily story sessions to become confident readers who have a love of reading.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive termly letters to inform them of what their child is learning along with useful resources, videos and weblinks that are shared via Tapestry to help parents support their child at home. Evidence of children's learning through observations, photos and videos are also shared with parents using Tapestry so that they can engage with their child's learning regularly and can contribute to the knowledge we have of the child in school. Reception Parents will be invited into school at the end of each term for welcome events, such as parent workshops or performances from the children, and for teacher parent consultations twice a year. Pre-school parents will also be invited into the setting for performances, parent workshops and parent consultations. Pre-school ensure they build positive relationships through termly parental involvement, tapestry and day to day drop off and pick-ups in the foyer.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year. In addition to this, teachers will attend cluster moderation sessions and pupil progress meetings.

We provide effective and focused intervention for those children who are finding learning challenging and are not on track to meet expectations at the end of the year. This will be provided in an inclusive way and support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the Early Learning Goals. At HCCPA we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

5. Curriculum Organisation – Key Stage 1 & 2

There will be 20 hours of direct teaching each week.

Key stage 1 Weightings	Key Stage 2 Weightings
English – 7.5 Maths – 5 Science – 1.5 Art / Design and Technology – 0.75 Computing – 0.75 Geography / History - 1 Music – 0.5 PE – 1.5 RE – 0.75 PSHE – 0.75 TOTAL = 20	English – 7.5 Maths - 5 Science – 1.5 Art / Design and Technology – 0.75 Computing – 0.75 Geography / History – 1 Languages – 0.5 Music – 0.5 PE – 1.5 RE – 0.5 PSHE – 0.5 TOTAL = 20

Intent behind Curriculum structure

- The primary school's curriculum structure has been implemented to meet the HCC Curriculum Intent for our children.
- Five days a week, a lesson of Maths and English will be taught. These will be in the morning, when research has shown the brain is at its optimum point for learning. This decision was made because we know the importance of ensuring that by the end of Primary school children leave being able to read, write and have the mathematical knowledge and skills necessary to succeed in secondary school.

The importance of these subjects also came from the DOLs, who all stated that what they needed was for children to be able to have the English and Mathematical knowledge and skills necessary to access their subject's secondary curriculums.

- Science has a weighting of 1.5 to ensure that it can be taught every week because of the importance for our children to not only have knowledge of the world they live in but also knowledge of how the world works to ensure that in the future they know how to look after and sustain it. Children also need the opportunity to learn the scientific skills involved in investigating and experimenting.
- Art and Design Technology will be taught over alternate terms. The subjects have been grouped together because although different skills and knowledge are taught there is also a lot that is transferable.
- Discrete computing lessons will be taught weekly to ensure children learn specific skills and knowledge. Children will also use computers throughout their learning in other subjects to ensure computer literacy is acquired.
- Geography and History will be combined within the curriculum structure, as these will give the cross curricular topics for the term. Due to the cross curricular nature of the subjects, they will also be taught during other subjects such as English and Science.
- Music has been given a lower weighting for direct teaching than other subjects. However, singing will also be taught within weekly singing assemblies, which will be additional to the direct teaching.

- Physical Education (PE) has a weighting of 1.5 because of the schools' commitment to the benefits of physical activity and competitive sport. This will be split into 2 weekly lessons.
- Religious Education (RE) and Personal, Social, Health Education (PSHE) will be taught through discrete lessons to ensure that children develop the attributes of tolerance and self-confidence and have a better understanding of themselves and their place in the world.
- A Modern Foreign Language (Spanish) will be taught in KS2.

6. Curriculum Organisation - Key Stage 3 (*confirmed and in place from Sept 2024*)

Students are divided into two bands and there are approximately 120 students in each. These are organised according to the language students are taking (French or Spanish).

All Students study English, Maths, Science, Art, Geography, History, Design & Technology, Music, Drama, Dance, MFL (French or Spanish) Religious Studies, PE and PSHE. All subjects follow their associated National Curriculum Frameworks.

The curriculum overview below outlines the number of lessons, per subject, in Key Stage 3:

Art	Computing	Dance	D&T	Drama	English	Geography	History	Maths	MFL*	Music	PE*	PHS/RE	RE	Science
2	2	1	3	2	7	3	3	6	4	2	5	2	1	7

Across all year groups in Key Stage 3, the college utilises setting in specific subjects - appropriately allocating students to groups where they learn amongst peers with similar progress and attainment in: English, Mathematics, Science, Computing, Geography, History, Modern Foreign languages and PE.

The table below shows the Key Stage 3 Curriculum organisation by population:

English (set) <i>2 populations</i> <i>Each population contains specific classes, organised by prior attainment</i>	Geography, History & MFL (set) <i>Mirroring the English populations and classes</i>	PE (mixed) <i>Either 12 or 15 classes (adjusted to cohort size)</i>	D&T Rotation - (mixed) <i>Either 12 or 15 classes (adjusted to cohort size)</i>	All other subjects Art PSHE RE Performing Arts: Music, Drama, Dance
Maths (set) <i>2 populations</i> <i>Each population contains specific classes, organised by prior attainment</i>	Science & Computing (set) <i>Mirroring the Maths populations and classes</i>			

7. Curriculum Organisation - Key Stage 4

In year 9 students make their option choices. During Years 10 and 11 all students continue with a core set of subjects: English Literature and English Language, Maths and Science. The majority of students study a combined Science course leading to two GCSEs, however, some students study a separate Science course (Triple Science) leading to three GCSEs.

All students choose History or Geography GCSE. Students also opt for three further GCSEs from Art & Design, Art Textiles, Business, Computer Science, Dance, Design Technology, Drama, Food Preparation & Nutrition, French, Health and Social Care, ICT, Media Studies, Music (vocational), Music, Photography, Religious Education, Sociology, Spanish, Sport, Travel & Tourism and Triple Science.

The curriculum overview below shows the number of lessons per subject in Key Stage 4:

New Options Model – Year 10 2024/25

	English	Maths	Science	PSH/RE	History / Geography	Option 2: Free Selection	Option 3: Free Selection	Option 4: Free Selection	Core PE
Hrs	9	8	8	2	5	5	5	5	3

Historic Options Model – Year 10 & 11 2023/24

	English	Maths	Science	PSH(RE)	Option 1: History / Geography	Option 2: Free Selection	Option 3: Free Selection	Option 4: BTEC Sport
Hrs	9	8	8	2	6	6	6	5

8. Curriculum Organisation Key Stage 5 – Sixth Form

Students following a Level 3 course pathway normally select the equivalent of three subjects. This can be made up of three A Level subjects, vocational subjects or a combination of vocational and A Levels. Our full list of subjects offered* over the last 3 years includes: Art and Design (A), Biology (A), Business Studies (V), Chemistry (A), Computer Science (A), Dance (V), Drama (A), Economics (A), English Language (A), English Literature (A), Forensic Science (V) Further Maths (A), Geography (A), Health & Social Care (V), History (A), Law (A), Maths (A), Music (V), Photography (A), Physics (A), Physics – Astrophysics (A), Politics (A), Psychology (A), Sociology (A), Sport (V), Travel & Tourism (V) and Uniform Protective Services (V). *A= A-level; V= Vocational.

Level 3 courses offered from September 2024 are: Art and Design (A), Biology (A), Business Studies (V), Chemistry (A), Dance (V), Drama (A), Economics (A), English Language (A), English Literature (A), Forensic Science (V) Further Maths (A), Health & Social Care (V), History (A), Law (A), Maths (A), Photography (A), Physics (A), Politics (A), Psychology (A), Sociology (A), Sport (V) and Travel & Tourism (V). *A= A-level; V= Vocational.

GCSE retake teaching in English and Maths is also provided for those students who still need to achieve grade 4. In addition, all students engage in a Personal Development programme.

9. HCCAT Curriculum Implementation

As part of a phased implementation*, our departmental curriculum documentation and resourcing will encompass the following:

- **Curriculum maps** for each key stage
 - EYFS
 - KS1 and KS2
 - 3-year KS3
 - 2-year KS4
 - 2-year KS5
- Explicit curriculum planning and guidance through Schemes of Learning in every year and for every unit.
- Shared access to all curriculum documentation and a menu of lesson resources (e.g. PowerPoint files).
- All staff follow and teach the intended and planned curriculum

** This will be implemented on phased basis, starting with Y7 & Y10 in 2024/25, Y8 & Y11 in 2025/26 and Year 9 & Sixth Form in 2026/27.*

Essential features within our 3yr curriculum Strategy:

1. A concise **explanation** for each unit and where it fits in
2. **National Curriculum** and/or **exam syllabus** are fully integrated
3. **Pedagogical advice** is clearly structured with progression, clear connections to **threshold concepts**, consolidation, common misconceptions and extension opportunities
4. Focused on **knowledge**, facilitating **depth** and **long-term memory**
5. **Stretch, challenge** and **scaffolded support** is fully integrated.
6. Visible **learning intentions / questions** frame the learning towards **curriculum end points**.
7. Assessment is **systematic** and a **reliable measure** of learners' knowledge and attainment. **Effective feedback is fully integrated** into the curriculum.
8. **Homework is structured**, planned and seeks to secure learning over time.
9. Specific guidance for **teaching literacy**: vocab, reading, writing and oracy

Schemes of Learning

Middle leaders will maintain curriculum maps and schemes of learning that are planned so that every teacher has a clear understanding of the curriculum and teaching approaches within every unit. The schemes of learning will reflect the necessary demands of the national curriculum, exam syllabus and defined curriculum end points.

Schemes of learning:

- identify the essential knowledge and concepts that learners must secure;
- demonstrate where essential knowledge will be re-taught and re-learnt;
- allocate time to re-teach and re-test so that we are sure the knowledge has been learnt;
- plan for, revisit and 'activate' prior knowledge;
- maximise opportunities for literacy and oracy;
- plan for homework as integral to the lessons and the essential learning.

Every teacher must:

- have the 'big picture' of the curriculum they are teaching in order that they can contextualise the relevance and importance of the learning;
- know exactly what knowledge the learners must secure and how to develop high quality lessons so that the knowledge is readily learnt and applied;
- have a detailed understanding of the level of mastery that needs to be achieved;
- Scaffold and model the learning process before expecting learners to work with independence and towards a high degree of success
- Share with the learners the 'bigger picture', what they are learning and why.

The implementation of the curriculum is quality assured and measured through:

- Co-lesson planning;
- Informal learning walks and book monitoring;
- SLT learning walks during line management observe and check learners books;
- Learner book monitoring to check that the essential knowledge is clearly evident within each learner's book/s;
- formative assessments;

The quality assurance will inform self-evaluations and key actions taken by leaders to improve the quality and effectiveness of learning and teaching.

10. Disciplinary Literacy

Language and literacy, as closely related components of communication, provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. Through the acquisition of a rich vocabulary, becoming articulate writers and orators as well as confident readers, students can 'unlock' their own potential as highly adaptable life-long learners.

We know that language is especially important in the Early Years and it continues to be important through primary and secondary education. Educational research has been able to demonstrate a strong correlation between students' reading capability and later achievement within subject specialism. In addition, language and literacy is a necessary component of self-regulation, positive mental health and emotional well-being and maintaining healthy relationships. We also know that a focus on language and literacy is especially important for pupils with English as an Additional Language and for those with lower reading ages.

As such, we believe that all teachers are teachers of literacy and play a significant role in raising achievement through our whole-college disciplinary literacy approach.

Aims:

- Reading is high profile towards making students confident readers
- The disciplinary literacy strategy unlocks the curriculum and provides the necessary enabling conditions for students to make strong progress, close gaps and achieve positive well-being
- Intervention is diagnostic, time-specific and is monitored to ensure impact

Link to: [Disciplinary Literacy Strategy - HCCAT.docx](#)

11. HCCAT Curriculum Impact

The impact will be evident through:

- Learner engagement and enjoyment
Learner feedback will measure how much learners are securing their learning and how much progress they are making in each subject and whether they experience success.
- Subject progress and attainment
There are calendared summative assessment points where department, class and learner

Success Criteria of the Curriculum

- The curriculum will be developed to meet the learners' needs leading to higher aspiration, learner confidence and achievement.
- Improving standards in students' learning, outcomes and the quality of teaching.
- Deliver a curriculum that meets every learner's needs and fully prepares them for making a positive contribution.
- Ensure we meet all aspects of the National Curriculum framework
- Establish and maintain a culture of collaborative planning and provide full access to shared resources in a centralised location.
- Reduce teacher workload through a fully resourced curriculum. Planning can then be tailored to meet individual learner needs.
- All teaching staff continue to develop their pedagogy and subject knowledge through self-empowered Professional Learning.
- Cultivating life-long learners who display a willingness to 'be the best they can be'.
- Our wider community recognises, celebrates and promotes the impact, both personally and academically, of the curriculum for every learner within the Academy.
- The College becomes a centre of teaching and learning and educational enquiry.

Curriculum End Points

- At the end of EYFS the children will have the prime and specific skills needed to access the National Curriculum and the world they live in.
- At the end of primary school, the curriculum will have prepared the children to move into HCC's secondary phase and have the skills and knowledge needed to access the secondary curriculum.
- At the end of each academic year, Key Stage 3 learners will have secured the knowledge and skills necessary across the breadth of curriculum offer as detailed in the overview as above.
- Through a deep spiral curriculum, Key Stage 3, 4 and 5 learners will have been taught and revisited all key concepts and the necessary curriculum end points to reach their potential. This includes both acquiring cultural capital and securing knowledge to perform well in public examinations
- A Post-16 curriculum which provides "transition units" between Level 2 and Level 3 qualifications. This will allow learners to prepare more thoroughly, in order to follow the Post-16 courses on offer.
- A Post-16 curriculum which is not constricted by the curriculum offer from the academy alone but incorporates other schools/colleges and business which may be in partnership with the academy.

12. Roles and Responsibilities

The Senior Leadership Team will ensure:

- 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 learners will be met. This will include how the subjects will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Trustees annually.
- Where appropriate, the individual needs of some learners are met by permanent or temporary disapplication from the national curriculum.
- Ensure that the curriculum is ambitious and designed to give all learners knowledge and skills to enable them to succeed in life.
- The procedures for assessment meet all legal requirements and learners and their parents/carers receive information to show how much progress the learners are making and what is required to help them improve.
- The Board of Trustees is fully involved in the decision making processes that relate to the breadth and balance of the curriculum.
- The Board of Trustees is advised on statutory targets in order to make informed decisions.
- They have an oversight of curriculum structure and delivery within the subject areas they line manage.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses within the subject areas they line manage.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with HODs in the secondary and post 16 phase and class teachers and key workers in the primary and pre-school phase on a regular basis and that actions are taken where necessary to improve these.
- They plan and review threads in the curriculum, which build on children's acquired skills and knowledge.

The Board of Trustees will ensure that:

- It considers the advice of the Senior Leadership Team 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.

Heads of Department and Assistant Heads of Department in the secondary phase and subject leads in the primary phase will ensure that:

- Long term planning is in place for all courses. Such schemes of learning will contain curriculum detail on context, expectations, key skills, learning intentions, curriculum end points, learning activities, differentiation / adaptive teaching approaches, and resources, tier 2 and 3 vocabulary.
- 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 learners.
- 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 learners following particular courses. There should be consistency of approach towards assessment.
- They keep the appropriate member of SLT informed of proposed changes to curriculum delivery.
- All relevant information/data is shared with the data team. This includes meeting deadlines related to exam entries etc.
- Learner 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 Professional Learning (CPD) needs with regard to curriculum planning and delivery within their area of responsibility.
- Ensure that the curriculum model for their subject is regularly reviewed.

Teaching staff will:

- Ensure that the academy curriculum is implemented in accordance with this policy.
- Keep up-to-date with developments in their subjects and/or key stages.
- Have access to, and be able to interpret, data on each learner to inform the design of the curriculum in order that it best meets the needs of each cohort of learners.
- Share and exchange information about best practice amongst their colleagues at Hailsham Community College and 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 learners and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Learners will:

- Receive co-ordinated support to enable them to make the appropriate curriculum choices at Key Stages 4 and 5.

13. Inclusion

Teachers are set high expectations for all students, but provide structured support to help all students achieve the intended learning. They will use their subject expertise and evidence-based teaching strategies to ensure all our students can fully access the curriculum. Teachers will use appropriate assessment to set ambitious targets and plan challenging work for all students, including:

- highest attaining students
- students with low and middle prior attainment
- students from disadvantaged backgrounds
- students with SEND
- students with English as an additional language (EAL).

Teachers will plan lessons so that students with SEND 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 equality information and SEND policy on the website.

14. The 'First 10 Minutes' Strategy

To create the best possible conditions for a positive start to every lesson, we implement five key features towards a consistent approach. This is known as 'The first 10 minutes' strategy and is to be applied to all lessons. The strategy seeks to help students secure the curriculum through regular low-stakes retrieval activities (called 'Do Now'), in every lesson, alongside instilling a learning culture where active engagement is expected from the moment students enter the classroom.

Aims	Starts to lessons	End to lessons
<p>The First 10 Minutes Strategy aims to achieve the following:</p> <ul style="list-style-type: none">• Teachers can teach and students can learn• A consistent approach in every lesson• When staff ask for silence, they can achieve it• A culture of participation and engagement	<p>To achieve this, all teachers and adults have been asked to implement the following into the beginning of every lesson:</p> <ul style="list-style-type: none">• Do Now activity on board, accessible for all.• Teacher stands at the threshold to welcome class.• Register completed in silence.• All adults circulate room whilst students work.• Students finish the Do Now, in silence, within 10 minutes.	<p>To ensure the starts of lessons can begin in this way, staff have also been asked to implement routine at the end of the lesson:</p> <ul style="list-style-type: none">• Students pack away and resources collected.• Students stand behind their chairs quietly.• Teacher to dismiss by row or table.• Teacher, not the bell, dismisses the class.

15. Teaching our Curriculum –Six Principles

The Six Principles

The teaching of our curriculum is firmly evidence based. This ensures teaching is impactful and learning is efficient and effective. The whole school approach is based on six principles: modelling, explanation, questioning, feedback, practice, and challenge.

(Making Every Lesson Count. Six Principles to Support Great Teaching and Learning, Allison and Tharby, 2015)



16. Quality Assurance, evaluation and review

The Trustees will receive an annual report from the Deputy Headteacher and Head of School – Primary on:

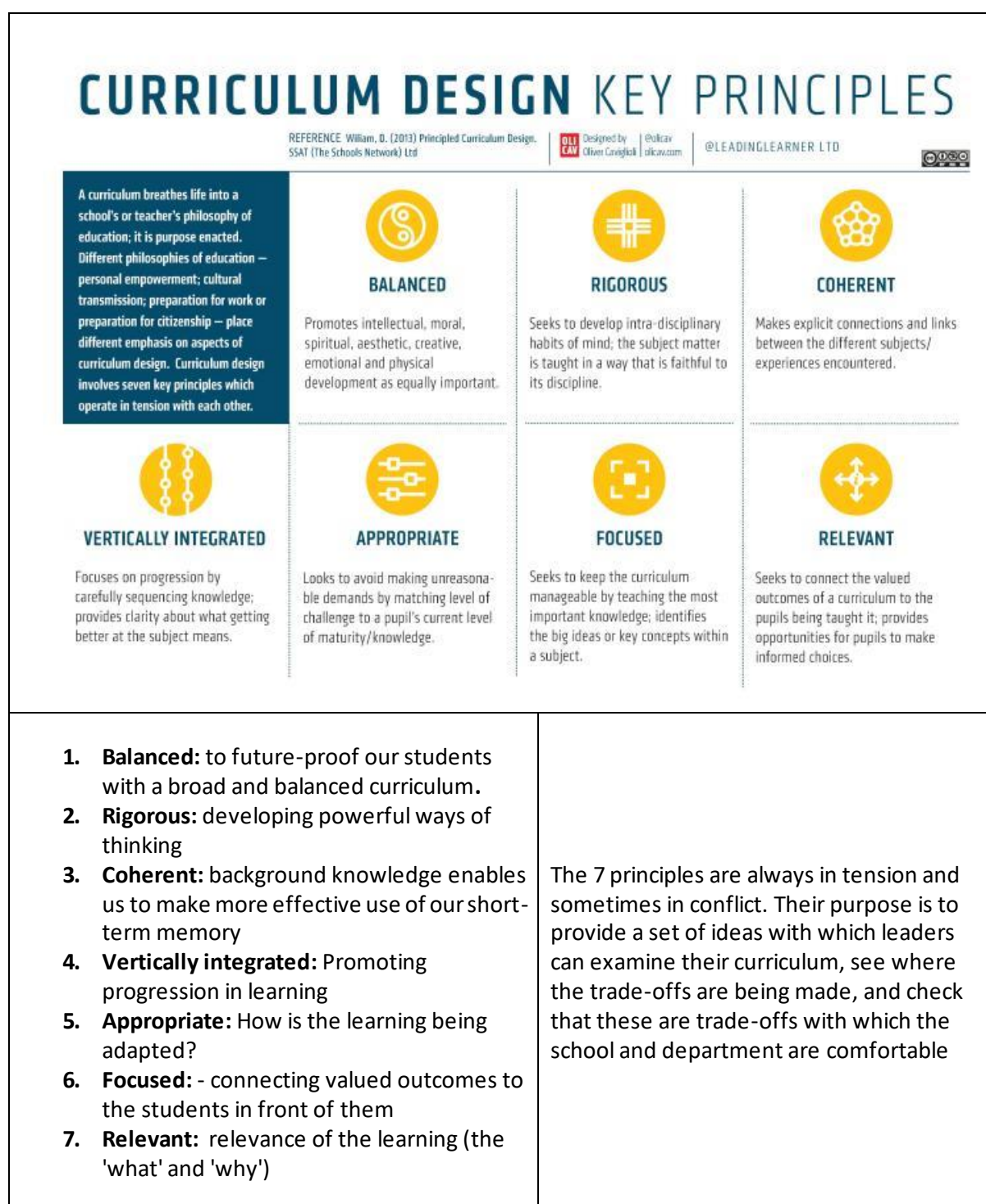
- the standards reached in each subject compared with national and local benchmarks.
- the standards achieved at the end of key stage 4 and key stage 5 considering any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.

The Trustees 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.

17. Appendices

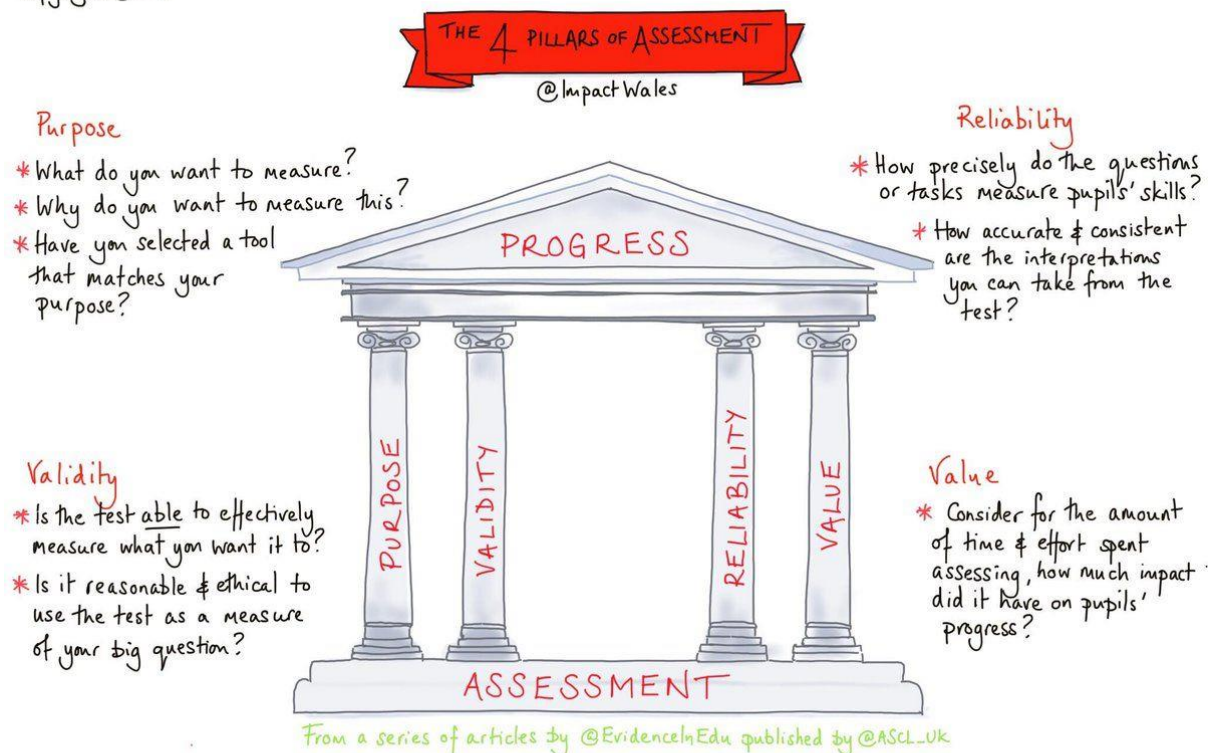
When reviewing the curriculum for appropriateness, leaders should refer to the following models, tools and check lists.

Appendix 1 – Principled Curriculum Design, Dylan Wiliam



Appendix 2 – 4 Pillars of Assessment

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Successful Futures - R37 "Assessment arrangements should give priority to their formative role in teaching & learning."

For bespoke school support to develop your assessment practices & processes email enquiries@impact.wales

Appendix 3 - Curriculum Intent, Implementation and Impact Statements

Have you answered these questions?

Intent:

- *How does your curriculum build from A-Level to year 7?*
- *What do you want your learner in your school to know by the end of year 13, ks4, ks3 each year? Why is this important?*
- *What are the topics that are fundamental for your learners to know? Why are they so important?*
- *What are the topics that you will leave out of your curriculum? Why are they not important enough to include?*
- *What ESSENTIAL knowledge (most important) should learners develop in each year? Why is this important?*
- *What **substantive** knowledge (secondary importance) should learners develop in each year? Which concepts will they need to understand to make the most of GCSE and A-level?*
- *Are you being as ambitious as you can be for your learners? Is there sufficient challenge in the curriculum you are setting?*
- *Where will you celebrate diversity and our HCCAT values?*
- *How will you explicitly deliver SMSC in your curriculum?*
- *Does your curriculum reflect the diversity of your learner body? Are there too many 'great men' making up your curriculum?*
- *Do all your team share a clear vision for the curriculum? Are they all able to articulate this if asked? Do the learners know this vision?*
- *How does your curriculum build towards GCSE and A-Level? (it should build towards this but **not** be constrained by it)*

Implementation:

- *How many lessons do you have per year – how is the course designed to accommodate these? How will you split this between the topics you have chosen? Should all topics have equal attention?*
- *Are smaller or longer units more beneficial?*
- *How are you framing your topics? Are you using the right enquiry questions?*
- *Are your topics / enquiry questions grounded in and reflecting the recent scholarship of your subject?*
- *How have you sequenced the learning? Why?*
- *Will you structure units chronologically or will you look at a more thematic approach?*
- *How are you building on KS2 knowledge in Year 7? How are you building on Year 7 knowledge in Year 8 and so on?*
- *Have you built in concepts that can be returned to time and time again? e.g. empire, authority*
- *Does the sequence of units or the sequence of lessons make sense? Will learners have sufficient background knowledge from previous units or lessons to undertake the next?*
- *How are you avoiding a 'one thing after another' syndrome? Are you using any 'scale switching' (e.g. from breadth to depth) to stitch particular enquiries together?*
- *Where are your values? Eg. SMSC?*
- *Are there questions that underpin the entire curriculum (e.g. What are people's beliefs?) that could be returned to time and time again?*
- *Have you built in re-teach and re-test schedules to secure and deepen learner knowledge?*
- *Should you build in time for staff to explore areas of the agreed curriculum that particularly interest them or a particular learners?*

- *Is the core knowledge you expect to see covered in lessons explicit to staff, learners and parents?*
- *Is there a list of key academic vocabulary that should be used in lessons?*
- *How will you use homework to ensure learners meet your curriculum intention?*

Impact:

- *How will you know your learners have met your curriculum intention?*
- *Where will you see this evidence day to day, over a week, over a term over the year?*
- *How will you know it is impacting?*
- *Is your assessment designed for your curriculum rather than being constrained by GCSE assessment models designed for 16 year olds?*
- *Is your assessment criteria clear and being assessed appropriately? How will you use this to demonstrate that you have closed knowledge gaps?*
- *How much assessment is enough for the learners to get sufficient feedback to improve their work but not increase your staff workload?*
- *Does your assessment system test if learners are building knowledge across a term, a year or the key stage?*
- *Are you utilising cognitive science techniques of regular recall and interleaving when you build learners memory?*