

The Canterbury Academy Trust

Schools for all the Talents



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The Canterbury Multi Academy Trust Curriculum Statement

A. Definition

The Canterbury Multi Academy Trust curriculum comprises all learning and other experiences that each school plans for its students. The National Curriculum is an important, but not the only, element of the school curriculum.

The curriculum at The Canterbury Multi Academy Trust can be best presented as two parts.

B. The Basic Structure of the Curriculum

a. Primary phase

- i. Foundation
- ii. Key Stage 1
- iii. Key Stage 2

b. Secondary phase

- i. Key Stage 3
- ii. 14-19 (Key Stage 4 & The 6th Form)

C. The Aim of the Curriculum

The Trust will provide a curriculum that fulfils all statutory requirements and which is enriched by a range of planned activities and experiences to enhance learning and personal development so that all our students become:

- Successful learners, who enjoy learning, make progress and achieve.
- Confident individuals who are able to live a safe, healthy and fulfilling life.
- Active and responsible citizens who make a positive contribution to the well-being of present and future generations.

D. The Curriculum Will Promote Key Values & Beliefs

Amongst the most important of these will be:

- Education as an important and on-going process, which enriches the lives of all members of the school community and through this, the society in which they live and to which they contribute.
- Education as a route to the spiritual, moral, social, cultural, physical and mental development, and thus the well-being, of the individual.

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Note: Referrals to pupils/students/child within the policy covers all young people within our care this may on occasions include students from other schools and in the community

- Education as a route to equality of opportunity for all, a healthy and just democracy, a productive economy, and sustainable development.
- Education should also reaffirm our commitment to the virtues of truth, justice, honesty, tolerance, trust, respect and a sense of duty.

E. Curriculum Provision Will Be Underpinned By Certain Principles

- a. The curriculum at The Canterbury Multi Academy Trust recognises:
 - That every young person is special
 - That young people ‘walk with genius’
 - That young people will only pass through our hands once
 - That the curriculum exists for the learner
 - That every learner will be good at something
- b. Students are therefore entitled to the highest possible quality provision.
- c. The curriculum will be inclusive and will therefore
 - Offer challenge to all students whatever their ability
 - Be flexible to motivate students
 - Promote achievement for all
- d. The curriculum will offer continuity, coherence and progression.

F. Foundation Stage

In the Early Years Foundation Stage the following principles underpin and guide the work of all the practitioners. They are grouped into four distinct but complementary themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Effective practice in the Early Years Foundation Stage is built on these four guiding themes. They provide a context for the requirements and describe how the practitioners should support the development, learning and care of young children.

A Unique Child recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development, inclusion, safety, and health and well-being.

Positive Relationships describes how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. The commitments are focused

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around respect, partnership with parents, supporting learning, and the role of the key person.

Enabling Environments explains that the environment plays a key role in supporting and extending children's development and learning. The commitments are focused around observation, assessment and planning, support for every child, the learning environment, and the wider context – transitions, continuity, and multi-agency working.

Learning and Development recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

There are seven areas of learning and development that must shape the planning and delivery of all learning in the early year's classroom.

The 3 Prime Areas are fundamentally the underpinning that work together to support development in all other areas:

- Communication and Language
- Personal, Social and Emotional
- Physical Development

The 4 Specific Areas which are the essential skills and knowledge:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

A normal day in the Foundation Stage classroom will include learning from all areas of the curriculum where children are given the opportunity to focus on their strengths. For part of the day, the children participate in activities which they initiate themselves, with adult support where this is appropriate. At other times the children will participate in activities with a specific focus, led by the teacher or other adult. These activities are differentiated for individuals or small groups, taking in to account the stage of the children's development. Again, these activities are based on play, which is the main medium for learning in the Foundation Stage.

Children relate to people and things through the different characteristics of learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

Adults in the Foundation Stage will provide enabling environments and make observations across all areas that support the child to remain an effective and motivated learner.

G. Key Stages 1 and 2

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The curriculum at Key Stages 1 & 2 will follow the framework as defined in the National Guidelines for children aged 5 – 11 and will build on the Early Learning Goals of the Foundation Stage. It will provide opportunities for all students to learn and achieve, as well as promoting students' spiritual, moral, social and cultural development, preparing all students for the opportunities, responsibilities and experiences of life.

The Key Stages 1 & 2 creative and skills led curriculum, will be enhanced with opportunities over and above the statutory requirements described in National Guidelines and will include provision for:

- Modern Foreign Languages
- Personal, Social and Health Education
- Citizenship
- Sex and Relationships Education

The curriculum at KS1 & 2 will consist of:

4 core areas:

Literacy
Numeracy
Science
Computing

3 specialist areas:

PE
Music
MFL (Spanish and French)

Foundation subjects:

Art
DT
History
Geography
RE
PSHE Citizenship
SEAL

Opportunities to further enrich the curriculum for all children, including a broad range of educational visits which include:

- Residential trips
- Attendance at arts music or sports festivals
- Participation in national educational initiatives
- Visiting professionals from the County

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H. Key Stage 3

The curriculum has been planned to meet the statutory requirements. Key Stage 3 has been developed to include a broad range of subjects, each with progression routes into key stage 4. There is also provision for a 'core learning' curriculum. The Key Stage 3 curriculum also offers opportunity for stretch and targeted intervention to ensure that the basics are securely mastered.

The Key Stage 3 curriculum consists of:

Years 7 and 8

CORE Curriculum

English ~ Mathematics ~ History ~ Geography ~ RE ~

Science ~ French and Spanish ~ IT

FOUNDATION Curriculum

PE ~ Art ~ Design Technology ~ Food Technology ~ Music ~ Drama and Dance

In addition, there is curriculum provision from:

- The Langton partnership: 3/ 4 groups of academically able students in years 7 and 8, benefit from, common schemes of work, collaborative working and assessments with Simon Langton grammar school for boys.
- SEN
- The Speech & Language facility
- Talent groups are part of the core curriculum provision for Years 7 and 8, following the pillars agenda.
- The mentor system

I. Key Stage 4 (Yrs. 9 to 11)

The curriculum has been planned to meet the statutory requirements.

The Key Stage 4 curriculum consists of:

CORE curriculum

Mathematics ~ English Language and Literature ~ Science ~ Geography or History ~ PE

The Key Stage 4 curriculum is based upon the principle that learning should be personalised as much as is possible. Therefore, there is flexibility planned into the curriculum, which provides a variety of choices to suit the needs and abilities of the learners and the facility to construct individualised learning routes.

OPTIONS curriculum

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Students can opt to follow courses from a wide range of subject areas based around the 4 pillars of excellence:

- Academic Excellence
- Excellence in Practical Learning
- Excellence in Sport
- Excellence in Performing Arts

Flexibility is maintained between the pillars to ensure maximum choice for the student.

- Qualifications in the core, EBacc subjects are predominantly GCSE.
- The Academy offers a range of other BTEC and industry relevant qualifications.
- Subjects are in key stage 4 have progression pathways into key stage 5.
- There is also provision for a 'core skills enrichment' curriculum

The Academy prides itself on a fully inclusive curriculum provision and in addition to the above, offers a range of alternative curriculum programmes at a variety of sites. Alternative curriculum programmes are designed to suit the specific individual needs of the learner.

J. The Sixth Form

The 6th form curriculum is planned to offer the maximum choice to the maximum number of students. In this respect the 6th form offers:

- ESOL courses Entry 1 and up
- Basic Courses at Level 1, Catering, Hair, Beauty, Construction, Literacy, Numeracy and Functional Skills as required
- Level 2 courses in GCSE such as English and maths as well as vocational qualifications e.g. BTEC, VRQ and NVQ
- Level 3 courses in general qualifications (AS and A Levels); in vocational qualifications (Applied AS and A Levels, NVQ and BTEC); also, occupational qualifications (CACHE)

All of the courses above will follow on from, or complement, qualifications studied in Key Stage 4.

- The 6th form for years 12 and 13 in 2018- 2019 will endeavour to facilitate opportunities for learners to study any courses of their choice in conjunction with tuition providers/ commissioned services where necessary. The 6th form is transforming along collegiate lines to accommodate expansion and has:
 - An academic 6th, in partnership with Simon Langton Grammar School for Boys.
 - A vocational 6th
 - Elite Sport

- Elite Performing Arts
- Occupational and Enterprise 6th based in The Enterprise & Employability College
- High Needs 6th

Flexibility is maintained between colleges to ensure maximum choice for the student.

The Academy Trust is committed to expand post 16 provision and offer a comprehensive 6th form including programmes for the most vulnerable learners. This provision will be radical and include flexible timetable and flexible staffing.

- The 6th form curriculum offer is genuinely radical (with a sliding timetable, the possibility of Saturday morning study, off site provision – linked with the 14-16 ACP, the use of tutors and the possible use of rented accommodation for students who join from out of area) and intends to provide a comprehensive 6th form to include those learners who otherwise may be lost to education.

K. The Board of Directors

The Board of Directors is responsible, through their local governing body meetings, for ensuring that all statutory requirements are met. The executive leadership team are responsible for implementing the curriculum and for taking day-to-day decisions on curriculum matters.

L. Curriculum Complaints

Parents/guardians may use the complaints procedure if they believe that the Board of Directors is failing:

- To provide a broad and balanced curriculum, which includes English, mathematics and science and with an emphasis in the secondary education on sport
- To follow the law on charging for school activities
- To provide RE and daily collective worship
- To provide information that they have to provide
- To act reasonably in any of the above cases

Complaints will be considered within a framework of the formal procedure that is already in place to deal with complaints against the trust and to any community facilities or services that The Academy Trust provides. The framework allows for complaints to be handled in both impartial and no-adversarial manner, in an open transparent and constructive way. For a copy of the complaints procedure, please contact the Clerk to the Board of Directors at The Canterbury Multi Academy Trust.