



Believe, Succeed, Together

Curriculum Review

January 2022

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1.0 Curriculum Overview

1.1 Definition

'Curriculum' is defined as the *'totality of pupil experiences that occur in the educational process'*.

1.2 Intent

The intent of the curriculum is synonymous with many of the Academy's core aims i.e.

- To provide a broad and balanced curriculum that is accessible to all pupils.
- To provide opportunities for all pupils to develop a high level of literacy and numeracy required for success in adult life.
- To broaden pupils' horizons through a range of spiritual, moral, social and cultural opportunities.
- To ensure that all pupils can thrive and develop as healthy individuals.
- To ensure that all pupils understand how to stay safe.
- To develop a strength of character and resilience that will help pupils to overcome the challenges they are likely to encounter in adult life.
- To provide an appropriate range of opportunities and experiences to allow pupils to succeed in the next stage in their education, training or employment.

1.3 Key Features

The curriculum is characterised by the following:

- A broad and balanced KS3 curriculum linked to indicative competencies.
- A broad and ambitious KS4 curriculum that provides all pupils with the opportunity to achieve the EBacc.
- A transitional KS3-KS4 curriculum in Year 9 to facilitate preparation for GCSE courses.
- A curriculum underpinned by the components of CREATE - Challenge, Regulate, Enhance, Assess, Target and Enrich.
- A curriculum with a clear focus on personal development and enrichment (PDE) i.e. developing pupils' character, confidence, resilience, independence, leadership skills, health and wellbeing and preparation for life, and providing access to a wide and rich set of experiences.

2.0 KS3 Indicative Competencies

Indicative competencies are subject specific knowledge, skills and abilities which correspond with grades on a scale of 1-9, produced by 'mapping backwards' from GCSE grades - [KS3 Indicative Competencies Policy](#)

Since their introduction in 2016, the following has occurred:

- The full rollout of reformed GCSEs with associated information/commentary in terms of subject content, skills, forms/types of assessment etc.
- Repeated disruption in educational continuity caused by the Government's response to the Covid-19 pandemic, which has led to a reorganisation and reprioritisation of aspects of curriculum delivery, as part of a wider programme of education recovery.
- Greater clarity regarding the Year 9 curriculum. Year 9 is a transitional year, in which there should be a clear emphasis on the development and progression of KS3 subject specific content and skills to adequately prepare pupils for GCSEs.

Indicative competencies still have a key role in the structure of the curriculum and should be reviewed and updated in line with the above.

3.0 Mastery Curriculum

A mastery curriculum is based on the central belief that virtually all pupils can learn all important academic content to a level of excellence.

The [Mastery Curriculum Policy](#) was first introduced in 2016 to facilitate preparation for the increased demands of reformed GCSEs.

A mastery approach was an important strategy in meeting the demands of curriculum change, however, moving forward, the fundamental principles of mastery will be incorporated into CREATE, rather than exist as a standalone policy/strategy.

4.0 CREATE Curriculum

The CREATE curriculum, scheduled to be introduced from September 2022, is an attempt to bring together the key interrelated aspects of curriculum structure, design and delivery into a single coherent entity.

CREATE focuses on the following key elements which should act as a framework when reviewing existing schemes of work and programmes of study.

- Challenge.
- Regulate.
- Enhance.
- Assess.
- Target.
- Enrich.

Element	Description
Challenge	Stretch and extend learning to foster a deeper understanding beyond the content of the National Curriculum and GCSE specifications.
Regulate	Plan, monitor and evaluate specific aspects of learning to foster greater responsibility and independence – DRAFT.
Enhance	Consolidate and develop subject-specific vocabulary and transferable literacy and numeracy skills.
Assess	Undertake regular in-class assessment to monitor strengths and highlight specific areas of improvement.
Target	Consolidate identified strengths and develop and overcome areas of improvement.
Enrich	Enhance physical and emotional wellbeing; develop social, spiritual, moral and cultural capital; and provide opportunities and experiences to successfully transition to the next stage from secondary education.

5.0 Personal Development and Enrichment (PDE)

The [Personal Development and Enrichment \(PDE\) Policy](#) was first introduced in 2020 and was designed to bring together the following elements:

- PSHE and RSHE.
- Development of Self.
- Enrichment.

Since its introduction, repeated disruption in educational continuity caused by the Government's response to the Covid-19 pandemic, has frustrated efforts in terms of a full and comprehensive delivery.

PDE is an extremely important and valuable part of the Academy's curriculum and should be reviewed and developed further to meet evolving needs.