

The Marlborough Science Academy	
CURRICULUM POLICY GP02	
Responsible Governing Body Committee:	Curriculum Committee
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Relationship to Other Policies

- Assessment Recording and Reporting
- Careers and Work Related Learning
- Collective Act of Reflection
- Drugs Education
- Equality
- Gifted and Talented
- Home Learning
- Information Communication Technology
- PSHCEE and RSE
- Religious Education
- Remote Learning
- Special Educational Needs
- Teaching and Learning

Purpose:

The Marlborough School Science Academy curriculum provides a broad and balanced, ambitious and challenging framework of studies that is carefully planned and sequenced that enables students to achieve their maximum potential. The curriculum is designed to promote both British and the schools values, equip students with the knowledge and cultural capital they need to succeed in life, fulfil the requirements of the National Curriculum orders and provide a coherent structure to facilitate the implementation and successful delivery of whole school cross-curricular themes. All underpinned by Marlborough's key values of dignity, kindness, compassion, courage and endeavour. The curriculum will also be built to mirror students' ability, the national agenda (if appropriate to our learners) and prepare students for life. Our values which underpin the curriculum are the components we believe that are necessary to foster individual success and a sense of community.

Curriculum Intent

Our curriculum at Marlborough is a dynamic, carefully crafted and student centred provision that we believe prepares our students well to meet the rigours of adulthood and employment with confidence, dignity and emotional intelligence.

One size does not fit all, and our curriculum pathways underpinned by safeguarding are designed to:

- Stretch and challenge all abilities.
- Offer breadth, balance and challenge.
- Inspire the sense of awe and wonder that makes teaching exciting and learning effortless.
- Respond to an increasingly technological world and when required adapt to national events.
- Keep students safe.
- Remove barriers to support attendance
- Adaptive teaching to ensure all students make progress through a variety of teaching styles to ensure high quality teaching.
- Ensure all students are prepared to follow their dreams whatever level they are working at.
- Offer enrichment and creative activities that compliment and support learning as well as opening up the world and the opportunities travel and learning can provide.
- Ensure that all students have respect for themselves and others within a multicultural society.
- Give students opportunities to express themselves intelligently and with regard for good manners and the law.
- Provide opportunities to partake in enrichment activities which develops students character and enhances the curriculum.
- Develop ambitious plans for the future through high quality, age-appropriate Careers Information Advice and Educational Guidance (CIAEG) to support future choices.

The curriculum is never 'done', it is reviewed annually in light of our cohorts and statutory requirements. We will always choose the right courses and means of assessment with our students' best interests at heart; we will never stand still.

We have an *ASPIRATIONAL* curriculum. Our curriculum builds on the National Curriculum and is broad and balanced with key foci on retention, application and transferable skills. Our

curriculum is personalised to the needs of our community – we understand our context and build in additional cultural capital opportunities.

Implementation:

The structure of the curriculum is designed to facilitate breadth, balance and where appropriate, choice or personalisation. While the school is highly inclusive, and presents a challenging curriculum to all, there are elements of the offer which reflect the complex needs of a number of our students. Each curriculum area will share a 'Learning Journey' which clearly outlines the skills, knowledge and content at each Key Stage. They will also ensure that all assessments are carefully and deliberately planned into this sequence to ensure that students fully understand the knowledge and skills they will be assessed on and that opportunities for deliberate practice and explicit teaching of this are carefully interwoven, spaced, and interleaved throughout each key stage. This is to support the long-term retention of knowledge and the continuous refinement and development of skills.

The curriculum embraces all that is learned through school, whether it be in lessons or part of informal learning within and beyond the school day. Providing a range of activities beyond the school day recognises the different learning needs of children, as well as meeting the needs of their families.

The curriculum will be flexible in order to support an educational programme that is appropriate to the abilities and needs of the individual student. The curriculum will fulfil the statutory requirements of the National Curriculum. At Post 16 we operate in a local consortium in order to ensure the curriculum will be as flexible as possible in order to maximise recruitment and retention of Sixth Form students.

During periods of extended remote learning the curriculum as far as possible will continue to be delivered according to the planned schemes of work, but may need some adjustment, particularly with practical elements and PSHCEE/RSE.

Impact:

Assessment is embedded into learning time to support students by checking that prior learning has been consolidated and embedded, before moving on to new learning. Teachers will use many forms of assessment including the frequent use of questioning. This informs planning, the timing and sequencing of new learning. Success in individual subjects is closely linked to students' retention and understanding of subject specific language and terminology, and therefore teachers will provide regular challenges that check knowledge is committed to long term memory.

Throughout all key stages, regular formative assessment ensures that students are aware of their strengths and development points and our responsive and adaptive teaching ensures we address misconceptions and ensure students understand how to improve. Regular summative assessments are used to check learning and retention of previous topics/years has been embedded and we use this information, alongside assessment, to report to parents/carers whether students are making the progress expected of them.

At KS4 and 5 summative assessments are supported by PPE examinations to check students are on target to meet challenging expectations, therefore progress is reported as a most likely outcome.

Who/What was consulted

- National Curriculum
- Equality Act 2010
- Academies Act 2010
- Governance Handbook
- Special Educational Needs and Disability Code of Practice 2014
- Senior Leadership Team (SLT) / Middle Managers
- Parents/Carers and Students
- Herts for Learning
- White Paper

Arrangements for monitoring and evaluation

- The effectiveness of the curriculum will be assessed by adopting in full the national programme of assessment at the end of Key Stages 4 and 5 and also by moderated school based assessments within each Key Stage. Documentation detailing the planning and delivery of the appropriate part of the curriculum will be held by each faculty and centrally for cross-curricular themes and dimensions.
- Delivery of the curriculum is monitored through regular line management meetings with HoFs and SLT.
- HoFs carry out regular monitoring of the curriculum and its delivery within their faculty areas.
- A regular programme of monitoring and evaluation also takes place through whole school learning walks and deep dives. Results of these are collated, circulated centrally, and shared with governors.
- Procedures for assessment meet all legal requirements.

Performance Indicators

- Progress analysis/CRD meetings
- Quality of teaching and learning
- Quality of work scrutinies
- Timelines and Learning Journeys
- Attendance
- Enrichment uptake
- Recruitment numbers
- Student behavioural records
- Student engagement