



CURRICULUM POLICY

November 2021-22

Passmores Academy

Part of the Passmores Co-operative Learning Community

Curriculum Policy

The curriculum at Passmores Academy embraces a wide range of learning opportunities for every student. It includes what is offered in formal time-tabled lessons as well as the wealth of extra-curricular activities and experiences promoted or supported by the school.

Every student will have the opportunity to encounter a range of learning experiences, which

- meet the needs of all students and are of the highest possible quality
- take account of unequal starting points and the individual learning journey of each student
- provide diversity by catering for students' needs, aspirations and ability
- are provided irrespective of age, gender, ethnic background or disability.

Students will benefit from a curriculum that is well-planned and coordinated to provide breadth, balance, depth and relevance, and which acknowledges the need for progress and continuity in order to build on the learning experiences of the individual. It will promote the spiritual, moral, cultural, mental and physical development of students at Passmores Academy.

Through a range of challenging and supportive learning experiences, the curriculum will aim to develop and extend students to enable them to achieve their potential in all areas of school life and to learn and develop those skills that promote independent learning.

Students will participate in a curriculum that will develop their personal qualities and skills, so that they can contribute effectively, positively and confidently to life in and out of school and that will prepare them for an effective, purposeful, responsible and enjoyable adult and working life.

All students will be prepared carefully and thoroughly for public examinations, statutory tests and other accredited qualifications.

Effective teaching and learning will be the main focus of the Academy, and we will do our best to allocate leadership and resources to meet the demands of subject needs.

CURRICULAR AIMS

The curriculum will meet all statutory requirements and

- prepare students for post-16 education as well as activities that support mental health and well-being;
- provide breadth, depth and learning experiences that enable a range of learning opportunities for all abilities;
- challenge each student to strive for excellence and improve upon their best;
- provide a mixture of direct instruction, collaborative and student led learning which ensures equality of access and opportunity for all students;
- develop relevant knowledge (core and hinterland) and inter-disciplinary that stimulate academic and physical progress and personal development;
- deepens worldviews and a love of learning through the provision of opportunities to develop

social, moral, cultural and spiritual appreciation;

- emphasise the importance of literacy and numeracy across the curriculum;
- emphasise the importance of digital literacy and the use of technology across the curriculum so that students develop as responsible digital citizens;
- ensure that the Special Educational Needs' Code of Practice meets the requirements of all students irrespective of their academic abilities or needs;
- acknowledge that people come from a variety of cultural and religious backgrounds and promote tolerance through an inclusive and thoughtful curriculum;
- ensure that all students can benefit from a range of resources that the school can offer;
- develop a sense of responsibility for their own progress by reflecting on and evaluating their own approach to learning and how they respond to feedback and challenges;
- support our young people in developing and fostering a growth mindset, self-motivation and resilience;
- provides transparency that enable students to make informed choices at key points in their education;
- deepens world views and a love of learning through the provision of opportunities to develop social, moral, cultural and spiritual appreciation.

These aims have been summarized and shared across departments through the curriculum intent Appendix A.

The curriculum will be reviewed and evaluated annually by the local governing body to ensure it matches the interests, aptitudes and special needs of all its students.

This policy was reviewed and approved by the local governing body on 16th November 2021 and will be reviewed annually.

Appendix: Curriculum Intent



Curriculum Principles

Mapped out explicitly so that each stratum of knowledge and skill is transparent for all.

Forges inter-disciplinary links, enabling students to detect patterns and apply them to new situations.

Ensures content, concepts and vocabulary build from KS2, and key literacy skills are fully embedded whole-school.

Builds resilient learners, aware that things may be difficult, whose perseverance and attitude make anything possible.

Develops knowledge about students' own learning process, that, with curiosity and critical thinking, supports their will to learn.

Is ambitious, building on successes to enable all students to set aspirational and achievable goals across a breadth of subjects.

Provides support, guidance and passion, so every student will make informed decisions about their futures.

Deepens worldviews via the provision of opportunities to develop cultural appreciation.

Personalised Learning through the Curriculum

Core Knowledge

Transferring information into understanding and developing strategies to retain and retrieve knowledge

Assessment & Feedback

Learning through different feedback strategies and assessments with purpose

Confidence in Literacy

Strategies for decoding and deconstructing written, spoken and visual texts and developing writing

Self-regulated Learning

Designing a shared language and practice for developing SLR skills, metacognition and motivation

Developing independent learners

Building a curriculum that is transparent and enables quality blended learning

Passmores Curriculum Development & Design

