

The Cam Academy Trust FRAMEWORK FOR ACADEMY CURRICULUM POLICIES	
Approved in consultation with the Curriculum and Standards Committee on behalf of the Trust Board:	14th January 2020
To be reviewed:	Every two years or as appropriate
Date of next review:	January 2022
Responsible Officer:	Director of Education - P. Lawrence

Aims and Principles

The school curriculum comprises all learning and other experiences that each academy plans for its pupils. As such it is a crucial framework for ensuring that every pupil within each academy attains standards of achievement that are the highest of which they are capable because they experience teaching of the highest possible standard (the excellence principle). The curriculum and its delivery also provide the framework through which to promote the comprehensive, partnership, community and international principles, and our explicit commitment to a broad education. All academies within the Cam Academy Trust must adopt and maintain a curriculum that is in accordance with this framework, with appropriate DfE legislation and guidance, and serves the interests of all its pupils.

The National Curriculum forms one part of the school curriculum. Whilst, as academies, trust schools are not formally required to follow the National Curriculum, trust schools must take account of the National Curriculum in planning their own school curriculum. They will ensure that the curriculum in each school is at least as broad and ambitious as the national curriculum. Where academy leaders and governors wish to deviate from the expectations of the National Curriculum, they should only do so in consultation with relevant trust officers, and with a clear rationale as to why the any change better serves the needs of learners.

It is the responsibility of each local governing body to ensure that their academy develops a curriculum which is

- consistent with the principles listed in this framework along with wider trust principles (which articulate the Trust’s commitment to excellence, comprehensiveness, partnership, international citizenship and curriculum breadth).
- regularly reviewed as part of whole-school self-evaluation and revised accordingly
- communicated clearly and effectively to parents through the academy website.

Academy leaders must also ensure that all relevant staff have access to the relevant training and professional development necessary to plan and deliver the curriculum effectively.

1. Principles of overall curriculum design

Each academy must offer a curriculum which

- embodies the highest expectation of what pupils can achieve and provides a framework for achieving progress which is well above that produced by pupils on average nationally
- is structured to allow all pupils, whatever their gender, ethnicity, background, starting point or learning characteristics, to make rapid progress
- inspires, intrigues and motivates pupils

- is balanced and broadly based and which incorporates the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning
- provides sufficient learning time to ensure excellent progress in all these areas
- promotes the spiritual, moral, social, and cultural (SMSC) development of pupils at the academy
- prepares pupils to appreciate diversity and tolerance as fundamental values within modern British society
- prepares pupils effectively for the next stage of their education, employment, self-employment or training
- ensures pupils develop a thorough understanding of how to keep themselves safe
- promotes important learning skills and attitudes, including resilience, independence and enquiry
- makes provision for highly effective personal, social, health and economic education (PSHE)
- incorporates sex and relationship education (SRE) to pupils appropriate to age and key stage, taking account of DfE guidance on sex and relationship education
- incorporates important cross-curricular themes, allowing all teachers to be effective teachers of reading, writing, communication, numeracy and SMSC
- ensures that the timetabled lessons within the school day are effectively supplemented by a thorough and well-integrated extra-curricular programme accessible to, and accessed by, all pupils
- balances learning within the classroom with opportunities accessible to all pupils outside the school through a relevant programme of trips and visits
- incorporates well-planned and timely opportunities for appropriate assessment.

2. Principles of curriculum delivery

Each CAT academy will ensure that the systems and structures which determine the effective delivery of the curriculum

- encompass high quality, impartial guidance which helps pupils to make informed choices about which courses suit their academic needs and aspirations at relevant times
- ensure every pupil undertakes a range of courses which allows the demonstration of excellent progress, as measured against relevant national accountability measures
- incorporate appropriate mechanisms for deciding when pupils may need to undertake a reduced curriculum, or to access courses through an alternative provider
- ensure that all pupils embarking on key stage 4 have an appropriate core academic curriculum
- encourage pupils where possible to maintain foreign language learning across all key stages up to and including key stage 4 (please see the trust's International Policy for further detail).
- exploit collaborative working and common approaches across the trust, for example by sharing curriculum materials or adopting common examination courses wherever possible
- incorporate necessary curriculum content or methodology where a particular common approach has been agreed across the trust, for example as in the case of teaching for mastery in primary mathematics
- ensure that detailed curriculum information exists for every area of the curriculum and that this is broken down into accessible schemes of work which is useful to the teachers delivering it.

3. The Curriculum for Individual Subjects

School leaders will ensure that there is a designated curriculum leader for every subject within the curriculum who is responsible for determining the content and sequencing of the curriculum in that subject. This leader will usually be a member of the teaching staff of that school but may be drawn from the wider Trust.

The curriculum leader in each subject will be able to explain a clear justification for the selection of the content taught and the structure and organisation of the curriculum.

In each subject the curriculum leader will ensure that the curriculum in their subject will:

- enable pupils to remember more of the component knowledge which provides the building blocks of that subject
- ensure pupils know how to use and deploy this knowledge to answer increasingly sophisticated questions
- provide a wide range of opportunities for pupils to demonstrate what they can do with this knowledge, including where relevant in oral presentation, written work and practical activity.

4. Communicating curriculum information

The following information must be clearly set out in the school's agreed curriculum and published on the school website:

- the academy's approach to the curriculum
- the content of the academy's curriculum for each subject in relation to each academic year
- in relation to key stage 1: the names of any phonics or reading schemes in operation
- in relation to key stage 4: a list of the courses provided that lead to a GCSE qualification and list of other courses offered at Key Stage 4 and the qualifications that may be acquired.

The academy must also publish on its website details about how additional information relating to the curriculum may be obtained by parents.