



Minerva
Learning Trust

Curriculum Policy

Date First Published	October 2020
Version	1
Last Approved	December 2020
Cycle	Annually (October 2021)

Contents

Changes to this edition	1
1. Introduction	2
Curriculum Principles	2
Our Aims.....	3
2. Our Curriculum Offer	5
In Early Years (Foundation Stage 1 & 2) will include a minimum of the statutory framework:	5
At Key Stage 3 this will include a minimum of the National curriculum subject suite:.....	5
At Key Stage 4 this will include:	5
At Key Stage 5 this will include:	6
Enrichment.....	6
Relationships and Sex Education (RSE) & SMSC.....	6
Careers Advice & Guidance	7

Changes to this edition

First edition.

1. Introduction

We firmly believe that all children, regardless of their background, circumstance or starting point are entitled to a broad and balanced curriculum which challenges and inspires them and enables them to thrive. All of our schools offer a broad, innovative and knowledge rich curriculum, which is well planned and sequenced in order to give students the skills, knowledge and experience they need to be successful in school life and beyond.

As a Trust, we fully support our schools in developing a curriculum which meets the needs of their local context but which has a strong academic base at its core.

From the outset in Early Years Foundation Stage (EYFS), the needs and the interests of the child are placed centrally. Each school designs their curriculum to promote excellence in all subjects. Reading, Writing and Maths are at the heart of the primary curriculum and provide a core through EYFS, KS1 & KS2. A well-designed approach to these subjects supports access and achievement in all areas.

Provision includes the English Baccalaureate suite of subjects in key stage 3 for all students and the opportunity to take the corresponding qualifications in key stage 4. The curriculum in all of our schools supports our vision with a continuous five year learning experience through years 7 to 11 which is supported by strong interleaving of key skills, concepts and knowledge in order to ensure that as much learning as possible is practised and remembered and within which a strong foundation of literacy and numeracy skills is embedded.

Additional time for literacy/numeracy and English/maths is provided for those who need it, as are alternative learning pathways at Key Stage 3 and 4.

Each of our schools works to our common set of curriculum principles from which they develop their plans:

Curriculum Principles

Our Trust will ensure a curriculum that:

- Is broad, balanced, ambitious and diverse, recognising individual needs and talents within and beyond the formal curriculum.
- Enables students to build skills, knowledge and understanding for study and life, leading to outstanding outcomes.
- Is responsive to individual need, through support, challenge and extension and through appropriate pathways.
- Has clearly structured progression routes to specific and ambitious goals.
- Is adaptable, reflecting the changing needs of the schools and our communities.

- Provides a range of opportunities that will enhance students' life chances and choices.

Our Aims

- To enable all students to be emotionally and physically healthy, to be responsible, active citizens who respect themselves, others and their environment.
- To infuse students with a passion for lifelong learning, and encourage them to value learning as a journey to be enjoyed.
- To instil in our students and staff a sense of pride in their own ability and worth.

All students are entitled to a curriculum which:

- Secures success through outstanding teaching, celebration of achievement and developing self-confidence and independence.
- Is broad, balanced and ambitious with opportunities for extension and enrichment.
- Is inclusive, challenging and diverse.
- Is responsive to individual need through support, extension, differentiation and alternate pathways when and where appropriate.
- Includes a strong core of numeracy, literacy, Science, RE, ICT, PE and Personal Development.
- Is relevant to today's society e.g. political awareness, economic astuteness citizenship, social, moral, spiritual and cultural awareness.
- Values and celebrates diversity and embraces cultural heritage and awareness.
- Fosters a sense of identity and community spirit.

To uphold these principles we will:

- Put the needs of individual students above any external accountability pressures.
- Have co-ordinated progression routes which form a continuum of learning through all key-stages.
- Consider individual student needs to inform different pathways and groupings.
- Work in partnership with parents and students, providing a structured and supportive programme to provide clear guidance on the courses available to students when curriculum choice is available.
- Ensure that alternate courses are equally valued and that there are opportunities to review and change courses if appropriate.
- Offer a system of care and guidance which enables our principles to be met through mentoring, academic tutoring and careers guidance.

- Expect all students to follow a programme that meets the demands of the National Curriculum (with the rare exception of individuals who may be dis-applied on the basis of specific educational needs).
- Provide the opportunity for all students to follow a programme which meets the criteria of the English Baccalaureate.
- Offer opportunities for intervention, support and enhancement in key areas according to individual needs.

2. Our Curriculum Offer

In Early Years (Foundation Stage 1 & 2) will include a minimum of the statutory framework:

The seven areas of learning and development:

- Communication & Language
- Personal, Social & Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts & Design

At Key Stage 1 this will include a minimum of the National Curriculum subject suite:

- English, Maths, Science, Design & Technology, History, Geography, Art & Design, Music, Physical Education, Computing and RSHE

At Key Stage 2 this will include a minimum of the National Curriculum subject suite:

- English, Maths, Science, Design & Technology, History, Geography, Art & Design, Music, Physical Education, Computing, Modern Foreign Languages and RSHE

At Key Stage 3 this will include a minimum of the National curriculum subject suite:

- English, Maths, Science, Geography, History, Religious education, a modern foreign language, ICT, Technology subjects, Art, Music, Citizenship and Physical education.

At Key Stage 4 this will include:

- A core of English, Maths, Science, ICT and personal development including Religious education, Citizenship and Physical education.
- A choice of subjects and pathways including opportunities to study the subjects of the English Baccalaureate, Humanities, Languages, Technology and the Arts.
- All our students will receive detailed advice and guidance in order to ensure they and their parents are fully informed about the range of courses available at Key Stage 4 and are given all relevant information in order to help them ensure they make the right choice.

At Key Stage 5 this will include:

- Provision of the best possible education for all students; a broad and challenging curriculum focused on raising aspirations.
- A Post-16 curriculum that offers a wide range of opportunities including A Level and Level 3 vocational qualification courses to ensure students have positive pathways into Post-18 education, training and careers.
- A well planned and challenging curriculum that ensures progression from KS4 programmes of study.
- As with KS4, all students are supported through a thorough application process, which ensures they undertake ambitious study programmes that provide challenge and progression.
- GCSE English and Mathematics resit classes are provided for all students without a GCSE grade 9-4.
- At KS5 the supporting enrichment and personal development curriculum is designed to complement students L3 qualifications and is taught with the same rigour as all subjects. This includes opportunity for academic study time, tutorials and additional enrichment activities.
- Careers education that is targeted and relevant to individual next steps: A comprehensive programme of support to any students who wish to attend leading Universities or to those who aspire to apply for higher level apprenticeships will be offered. Bespoke and high-quality careers advice and guidance will be a strong feature of our schools.

Enrichment

- Each of our schools will offer a wide variety of additional enrichment opportunities ranging from; trips, visits, sports clubs, dance, drama, music, art, debating and many more.
- Most schools will also offer breakfast provision and after school study clubs; especially during key examination years.
- These rich and diverse activities will inspire our students to try new things, make mistakes and build cultural capital. We are proud of the extensive range of activities our schools are able to offer.
- A common feature of all of our schools is our sporting success, a long-standing history we are keen to support.

Relationships and Sex Education (RSE) & SMSC

- The Trust is committed to high quality delivery of RSE and SMSC education for all of its students.
- In EYFS children will be taught Personal, Social and Emotional Development (PSED) as part of the statutory Early Years Framework

- In KS1 & 2 children will study RSHE which covers all the statutory requirements. Sex Education – which is non – statutory will be taught in Y6
- At key stage 3, 4 and 5 students will study both RSE and SMSC in each of our schools, which covers statutory requirements and more in KS5 (where these are not statutory). The curriculum model and content is designed by each school to meet its individual context. In addition to the core SMSC content, students also experience it across other subjects through a cross-curricular approach.

Careers Advice & Guidance

- A range of internal and externally provided careers advice and guidance will be offered in all of our schools, in line with the statutory guidance and Gatsby benchmarks.
- Each of our schools will also meet the requirement of the Baker Clause by supporting the promotion of alternative key stage 4 institutions in our schools.