



Strategic Aims

This policy aims to:

- Provide high quality education with a broad and balanced curriculum which reflects the demands of our technological society so that students are equipped to make autonomous decisions.
- Provide a curriculum designed to facilitate students' academic, personal and social development in full.
- Provide students the opportunity to develop skills, knowledge and understanding of how they learn and develop a love of learning.
- Provide a curriculum that challenges, stretches and supports all students to succeed.
- Provide opportunity for students to make better than expected progress.

Responsibility: Assistant Principal	Date Approved: Spring 2025
Approved by: Principal	Review Date: Spring 2026
Monitored by: Principal	Links to other Policies: Teaching and Learning Assessment SEND

Introduction

Ernest Bevin Academy provides its students with a well-rounded and high-quality education which provides all students with the best start in life. The curriculum at Ernest Bevin Academy must be flexible, personalised and fully inclusive, supporting students' learning, progress and achievement. It must raise standards, stretch the most able, and narrow any gaps in achievement and attainment for all our students. The curriculum focuses on cumulative knowledge attainment and is designed so that students develop the depth of understanding required to access all Key stage 4 and 5 subjects as they progress through the school.

Guidelines

1. Appropriate specialist staff, time and resources should be allocated to all subjects to ensure the highest quality delivery of the curriculum.
2. Curricular development, innovation and review should be on-going, to match the requirements of all our students and to maximise the recruitment and retention of students through to the sixth form.
3. Additional staff and resources should be made available to provide access to the curriculum, and to extend educational opportunity for those students with additional needs.
4. Appropriate pedagogy should be employed by staff to deliver the curriculum, to develop the independent learning capability of all students.
5. Courses will be planned and delivered through clear objective driven lessons, clear assessment criteria, and continues assessment of learning, to ensure all students make excellent progress.

6. Planning should consider the appropriate levels of study, the resources necessary and the learning targets for all student, so content is tailored to every student's needs.

Implementation

1. The Principal is responsible for the school timetable which is designed to provide for the curricular requirements of students, with specialist teachers and the most appropriate rooms for agreed periods of time and are reviewed annually in discussion with Curriculum Leaders.
2. The senior leader in charge of curriculum will manage curricular development and innovation, in consultation with Curriculum Leaders, to match the requirement of students.
3. The curriculum will be delivered to students through courses taught by teachers across all subjects and supported by the SEND and support staff.
4. Evaluation of the planning and delivery of the curriculum is the responsibility of all teachers, this includes teaching resources, assessment and facilities.
5. Quality assurance of the curriculum is the responsibility of Curriculum Leaders and SLT links.
6. The Quality Nominee for vocational education will ensure that vocational courses are regularly quality assured and meet the requirements of the awarding body.
7. The SENCO is responsible at recruitment for assessing, recording and disseminating to subject teachers the attainment levels of students with additional needs and how to best support them through personal support plans.
7. The SENCO will prioritise the allocation of LSAs and resources to subjects so students can access the curriculum, develop functional skill levels and to extend educational opportunity.
8. Quality assurance for LSAs is the responsibility of the SENCO.

Evaluation

1. The SLT will evaluate the effectiveness of the timetable in terms of curriculum delivery, student attainment, progress and efficient use of staff and other learning resources. Through regular monitoring of student outcomes, teacher observations and regular discussions with Curriculum Leaders and United Learning subject leads.
2. The SLT and the SENCO will evaluate the effectiveness of support staff, their allocation and impact upon students' attainment, progress and engagement, through the tracking of data of individual students and observations.
3. The SLT, Curriculum Leaders and Quality Nominee for Vocational Education, will regularly monitor and maintain the quality of teaching, learning, resources, facilities, assessment through observations, data tracking, feedback from examiners and exam boards and report this to parents.