

Policy / Procedure / Guideline Review

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| Policy/Procedure/Guideline: | Curriculum Policy |
| Senior Manager Responsible: | E Brown |
| Academy Council Approval: | Approved by Principal/SLT |
| Review date: | October 2025 |







Colne Primet Academy Curriculum Policy

Colne Primet Academy is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of Academy life. Our aim is to meet the needs of young people in East Lancashire preparing them for adult and working life in the 21st century.

At Colne Primet Academy, we aim to ensure that every student leaves us able to succeed in life. We enable students to achieve the grades and qualifications that open doors to the next stage of their development, as well as ensuring they have wide ranging opportunities and experiences for personal development. We challenge social inequality by ensuring we have an ambitious, inclusive curriculum which is shaped according to what our students need to know, understand and do in their future lives.

Teachers know their subject and students well, planning and assessing learning systematically. Building on National Curriculum requirements, and with a curriculum built around a strong EBacc core, we have considered the knowledge and skills we want our students to have mastered in each curriculum area and this is carefully sequenced to ensure progression.

Our values lie at the heart of our curriculum intent. We strive to ensure that the curriculum creates:

| | | |
|--|---|---|
| <p>Students who make continuous progress, recognising the interim steps towards their goals, and who are motivated to achieve their potential. They have a love of a learning and “can do” attitude, take pride in their work and enjoy taking up opportunities for learning beyond their lessons.</p> | <p>Students who are respectful to everyone in their community and wider world, building their cultural capital and providing them with insight and experiences beyond our locality; developing students who are tolerant of others, creating a truly inclusive and safe community both in school and society.</p> | <p>Students who are secure in the knowledge they have acquired to be able to confidently express themselves in a range of situations. Developing their self-belief, individually and collectively, and an ethos where students understand the value of working together to achieve and celebrate their successes.</p> |
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Curriculum Intent and Sequencing

Curriculum: intent, implementation and impact is at the core of everything we do. Through the school's CPD programme, dedicated time is invested in curriculum development. Heads of Curriculum meet half termly at to focus on curriculum development. This work is led by Deputy Principal (Quality of Education) and Assistant Principal's (Curriculum & Assessment). Quality Assurance of the implementation of curriculum developments takes place half termly between the SLT (Senior Leadership Team) Heads of Curriculum (HOCs) and Subjects Leaders. In addition, regular link meetings between SLT link and Heads of Curriculum take place to discuss curriculum quality and development.

Roles and responsibilities

The Principal and SLT team will ensure that:

- All statutory elements of the curriculum, and those subjects which the academy chooses to offer, have aims and objectives which reflect the aims of the academy and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- The governing body is advised on statutory targets in order to make informed decisions.

The governing body will ensure that:

- They are consulted regularly about curriculum developments.
- Progress towards annual statutory targets is monitored and it contributes to decision making about the curriculum.

Heads of Curriculum will ensure that:

- Detailed and up-to-date schemes of learning are in place for the delivery of courses within their curriculum areas. Schemes of Learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed on a regular basis and that actions are taken where necessary to improve these.
- Long term planning and sequencing is in place for all courses.
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of students.
- Assessment is appropriate to the course and the students following particular courses. Assessment should be used intelligently and to inform learning, and not solely as a tool for summative judgment; there should be consistency of approach towards assessment by all staff delivering a particular course/SOL.
- All relevant information/data is shared with the Exams officer and Deputy Principal in charge of assessment. This includes meeting deadlines related to exam entries etc.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee CPD needs with regard to curriculum planning and delivery within their curriculum area.

Teaching staff and learning support staff will:

- Ensure that the academy curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects and ensure good subject knowledge.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Teaching groups and grouping by ability

Year 7, 8 and 9 are split into ability bands and mixed ability groups. Some further setting occurs within different subject areas. The aim is to ensure all students are best placed to receive appropriate, high quality teaching and necessary support. In Year 7 we have a "Bridge" group to aid transition and support rapid progress of students who are significantly below expected standard at the end of KS2. They study the same range of subjects and curriculum time, as detailed below, but are taught by a subject specialist and an inclusion teacher for their core curriculum.

In Years 10 to 11 students are set in the core subjects of English, Maths and Science. Groupings for all other subjects are based on their personalised qualification choices or are in mixed ability groupings. Pathways are used to guide students' qualification choices. Some lower attaining students and some students with SEND study 8 qualifications and are then further supported by receiving additional literacy, speech and communication, EBSA or life skills provision (ASDAN). This ensures that they have a range of skills to prepare them for post-16 and provides continued literacy skills support. Our EAL students within this cohort follow a ESOL programme with a specialist ESOL teacher.

Curriculum Design

The timetable is structured as 50 lessons over a 2 week period. During Key Stage 3 students will experience the following number of lessons per fortnight:

| | Year 7 | Year 8 | Year 9 |
|--|--------|--------|--------|
| English | 8 | 8 | 8 |
| Maths | 7 | 7 | 7 |
| Science | 7 | 7 | 7 |
| Religious and Citizenship Studies (RCS) | 3 | 3 | 3 |
| PE (inc. leadership skills in Y7) | 4 | 4 | 4 |
| Computing | 2 | 2 | 2 |
| Geography | 3 | 3 | 3 |
| History | 3 | 3 | 3 |
| French | 3 | 3 | 3 |
| Design Technology (inc. RM, Graphics & Food) | 4 | 4 | 4 |
| Music | 2 | 2 | 2 |
| Drama | 2 | 2 | 2 |
| Art | 2 | 2 | 2 |

During Key Stage 4 students will experience the following number of lessons per fortnight:

| | Year 10 | Year 11 |
|--------------------------------|---------|---------|
| English | 9 | 9 |
| Maths | 9 | 9 |
| Science | 8 | 8 |
| PE | 2 | 2 |
| RCS (inc. Digital Citizenship) | 2 | 2 |

At Key Stage 4 all students will also experience 5 lessons per subject per fortnight for each of their options. We offer a broad range of academic and vocational qualifications to meet the needs of all our students. Students may choose from the following:

- GCSE Geography*
- GCSE History*
- GCSE French*
- GCSE Spanish*
- GCSE RE
- GCSE Computer Science
- BTEC Art
- Eduqas VTQ Award Hospitality and Catering
- GCSE PE
- NCFE Health & Fitness
- BTEC Performing Arts
- GCSE Design and Technology
- OCR National Creative iMedia
- OCR National Enterprise and Marketing
- OCR National Child Development

All year groups study the Personal Development (PD) curriculum which is delivered as part of the RCS curriculum, through Personal Development Time (PDT) and assemblies, and some events calendared throughout the year.

*EBacc Entry

All students study English Language and Literature, Maths, at least 2 Sciences, and at least 1 of History or Geography; meaning they gain qualifications in 5 out of the 6 EBacc elements. A MFL GCSE (French or Spanish) is a guided choice through the pathways, meaning that the majority of students will complete the full EBacc, and all students have the choice to do this. We also facilitate MFL GCSEs in a range of other languages.