Educ8academy

Curriculum Policy

Approved by:	Kiran Peart
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1. Aims

Our curriculum aims to:

- *Provide a broad and balanced education for all pupils*
- *Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations*
- *Support pupils' spiritual, moral, social and cultural development*
- *Support pupils' physical development and responsibility for their own health, and enable them to be active*
- *Promote a positive attitude towards learning*
- *Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support*

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010,

3. Roles and responsibilities

3.1 The Head if service

The Head of service will monitor the effectiveness of this policy and ensure implementation.

The Head of service will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the provision chooses to offer, have aims and objectives which reflect the aims of the provision and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Head of service
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The provision's procedures for assessment meet all legal requirements
- The Head of service is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the provision curriculum is implemented in accordance with this policy.

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4. Organisation and planning

At Educ8academy, core subjects will generally be in the first. Topics based around themes and student interests will be followed if required.

Students will usually have the opportunity to enter for GCSE subjects through their mainstream school.

During the topic based sessions, students will have opportunities to access:

- Sex and relationship education (if applicable)
- Spiritual, moral, social and cultural development
- British values
- Careers guidance

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

6. Monitoring arrangements

The Headteacher will monitor the way their subject is taught throughout the provision using a range of sources of evidence including:

- Book scrutinies

- Learning Walks
- Lesson Observations
- Pupil voice activities

This policy will be reviewed every 2 years by the Headteacher.