

South Bank Multi Academy Trust

Curriculum Policy Statement

Approved by Trustees:	22 nd October 2019
Version:	1
Review Timetable:	1 year
Renewal Date:	July 2022
Consultation and Development:	HTG: 10/4/19; 10/7/19, 11/9/19 & 9/10/19 TB: 7/5/19 & 22/10/10 LGB: 21/5/19, working group 18/9/19 Trust Away Day: 28/9/19 Staff: 25/11/19, 11/2/20, 6/3/20, 17/6/20
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Most recent edit:	14/10/19

VISION:

Schools must ensure that they provide the opportunities for all their pupils to develop the skills to engage as confident and considerate citizens, the knowledge to be successful in their future careers and the moral foundation to ensure they keep themselves and others safe and well.

AIM:

As a Multi-Academy Trust of collaborative Schools we believe that our duty is to ensure that all pupils have access to a rich curriculum that will deliver statutory levels and expectations whilst embracing and enjoying a curriculum context unique to their setting whatever their social advantage or disadvantage.

1. ETHOS and VALUES:

1.1 Schools that join the Trust do so on the understanding that they will, at all times, uphold the agreed core ethos and values of inclusivity and excellence through active inter-school collaboration.

As a MAT, we are committed to:

↓ Equality

All schools are equal partners and there is no lead school.

↓ Collaboration

We work together to meet the school improvement challenges faced across our schools

↓ Autonomy

Successful Local Governing Boards (LGBs) are given the maximum possible freedom in running their schools.

↓ Transparency

We are open with each other to provide peer challenge and support for leaders at all levels.

↓ Excellence

Our staff get the best out of our pupils, and we get the best out of our staff by improving recruitment and development opportunities across all our schools.

↓ Efficiency

Our effective central staffing team provides best value for shared services through excellent procurement and economies of scale.

↓ Inclusivity

All schools in our Trust remain inclusive organisations that welcome and support all students. As a Trust, we have pledged to work towards reducing barriers to success faced by disadvantaged children.

2 CURRICULUM STATEMENT

2.1 A pupil attending a School within the Trust will have access to a broad and balanced curriculum that ensures they have the opportunity to develop the knowledge and skills they need to be healthy, happy, successful and prepared for the next stage of their lives. Underlying all aspects of learning will be key themes including teamwork, problem solving, self-discipline, competition and resilience.

- We are ambitious for all our pupils
- We promote and celebrate Reading.
- We ensure that pupils have access to well taught and effectively structured English and Mathematics learning.
- The wider curriculum offer will be designed and developed at individual school level to meet the needs of pupils and their communities within a world-wide context.
- Schools will actively raise awareness among children and learners of safeguarding risks and how and where to get help and support if they need it
- The Headteacher group will lead the Teacher networks in ensuring collaborative activities throughout the year that involves all Trust schools and their partners.

3. EXTRA CURRICULAR

3.1 A pupil attending a School within the Trust will have access to a range of experiences beyond the school day. Activities would include such as:

- Life skills and work experience
- Sports and Outdoor pursuits
- Arts and Performing Arts
- Business and Enterprise
- STEM
- Health and Well-being
- Pupil Parliament – pupil voice
- Visits and Visitors
- Theatre and Cultural experiences
- Challenges and Charity work

4. EARNED AUTONOMY:

4.1 As a Trust we believe that Headteachers and governors are the best people to make sure that good and better schools thrive. We operate on the principle of earned autonomy, that successful schools should have every possible freedom to determine the education they offer to their learners.

4.2 Each school within the Trust, that enjoys full earned autonomy, decides upon the most appropriate Curriculum for it's pupils and the community they serve. The Local Governing Boards hold the Headteachers and Senior Leaders to account for ensuring that they provide a broad, rich and equitable learning experience for all their pupils.

5. LIMITED AUTONOMY:

5.1 Where a school does not have full earned autonomy with regard to pupil outcomes, the Trust Board through the Trust Principal, will ensure that they are fully supported in delivering an effective Curriculum and learning environment that is closely monitored at a Local Governing Board and Trust level.

6. MONITORING AT TRUST LEVEL:

- The Trust curriculum vision is the result of extensive consultation and development with key stakeholders. This is an on-going reflective process as the Trust strives to achieve excellence.

- The Trust Board and the Trust Principal will request regular updates on pupil progress, welfare and outcomes for all pupils and those for those that are disadvantaged. They will meet with Chairs of Governors and Headteachers to celebrate success and understand the challenges being faced. This information will contribute to the Trust's overall risk assessment and subsequent decisions made on school autonomy.
- Schools will share common foci linked to overall Trust priorities that will be included in school's individual improvement plans.

The 2019- 2020 the shared focus is:

- I. Disadvantaged pupils
 - II. Curriculum intent
 - III. Staff offer – including quality of teaching
- There will be an annual shared Trust Staff Development Day as schools will allocate 1 of their 5 training days. Initial allocated dates are: 6/3/20 and 5/3/21.
 - To support the intent, implementation and impact of school curriculum statements LGBs, HTG and TB will consider such as the OfSTED Phase 3 findings of curriculum research Dec 2018 entitled: "An investigation into how to assess the quality of education through curriculum intent, implementation and impact."