

Curriculum Policy

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Version	Reviewed	Changes since last version
1		Existing
2	November 2022	No updates, part of annual review
3	November 2023	No updates, part of annual review
4	November 2024	Section 5 – Change from MAS pillars of learning to six principles of learning
5	November 2025	Section 1 – MAS curriculum vision statement Section 3.4 – Role of the head of department has been amended Section 4 – Inclusion section, the student groups have been amended Section 7 – Teaching and Learning policy is added to the list of linked policies

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1. Aims

The Mulberry Schools Trust Vision

A Mulberry education is premised on three underpinning principles:

1. **Access to education and the chance to be educated is a human right in a civilized world.** A state school like those in the Mulberry Schools Trust should provide a high quality education for every child regardless of the barriers. As well as the intrinsic value in this there are important social and economic reasons for doing this that affect the peace and security of our society profoundly.
2. **Education should provide rich intellectual and personal development for individuals and communities of people.** An education offered by the Trust is concerned with the spiritual, moral, social, cultural and physical development of people so they have self-determination and can create for themselves fulfilled, happy lives. It is also concerned with equipping people for employment, making a contribution to the economy as well as enabling them to sustain themselves financially.
3. **Education is a public good.** To have universal school education brings economic and social benefits to the whole of society as well as enriching the human condition: it creates greater peace, prosperity and economic and social well-being. The Mulberry Schools Trust is outward facing and contributes to education beyond the doors of its own schools.

In line with this vision, the specific aims of Mulberry Academy Shoreditch are set out in the school's curriculum intent statement.

At Mulberry Academy Shoreditch our curriculum is built on two core pillars – academic rigour and a deep love of learning. We achieve this through ensuring all students are challenged, inspired, and supported to reach their full potential.

*We are committed to providing a fundamentally **inclusive**, balanced and enriching education that values the importance of the arts, STEM and vocational courses, alongside our academic subjects. Our curriculum is highly **ambitious**, knowledge rich, carefully sequenced and designed to foster excellence, preparing every student not only for the highest levels of academic achievement but also for the next stage of their journey—whether in further education, training, or employment.*

*Rooted in a strong commitment to our **community**, we aim to nurture well-rounded individuals who are equipped to contribute meaningfully to society.*

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study, which the school has chosen to follow.

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, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

It complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets

- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Head teacher

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

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school 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 governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Senior leader responsible for curriculum

- Work with Heads of Department to lead curriculum development across the school
- Ensure effective systems of curriculum review and evaluation are in place and are followed and acted upon

3.4 Heads of department

- Ensure that all the teachers have knowledge rich, well-planned and sequenced schemes of learning in place for all years and all groups, ensuring it covers the statutory requirements of the national curriculum and prepares students for next steps
- Analyse tracking data and adapt lessons and schemes of work accordingly
- Develop a collaborative approach to lesson planning and sharing resources
- Ensure evaluation of the curriculum is an ongoing process that always meets the needs of all students

3.5 All staff

- Adapt teaching styles, topics and schemes of learning in response to regular analysis of tracking data.
- Have high expectations so that students experience high quality challenging lessons to meet the demands of the curriculum.
- Act on feedback given from work scrutiny, learning walks and formal lesson observations in terms of curriculum delivery

4. Inclusion

Mulberry Academy Shoreditch aims to raise attainment to exceptional levels and we value the contribution that every individual can make to MAS, regardless of ability or background. We have the highest expectations of all, in a caring and supportive environment. Our students are active citizens and make a positive contribution to the local, national and global community. Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Pupils in all prior attainment groups
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

At Mulberry Academy Shoreditch 'Every Teacher is a Teacher of SEN' and therefore every teacher is responsible for:

- Providing every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice.
- Promoting independence, equality and consideration for others.
- Ensuring that we celebrate the wide range of our students' achievement.
- Supporting all students to excel by offering multiple pathways for progression.
- Equipping students with the skills and attributes necessary for adult life.
- Creating a welcoming atmosphere for parents and carers.

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.

Further information can be found in our Equality policy and in our SEND policy.

5. Organisation and planning

The curriculum at MAS:

- **Is challenging, coherent and enriching, highly ambitious and fundamentally inclusive of all students**, offering a wide choice and a wealth of opportunities for academic and applied learning, and a broad and challenging offer in the Sixth Form. There are coherent and ambitious learning pathways set out for all students of all abilities.
- **Ensures the highest academic achievement for all our students.** It is driven by a commitment for the highest expectations for all and ensures that a significant majority of students access and achieve highly on the EBacc pathway or are supported on quality vocational courses.

- **Encourages creative expression** through a strong programme of creative opportunities both inside and outside of lessons.
- **Is about a commitment to social action and the community.** The curriculum supports the teaching of the four fundamental British Values and students' spiritual, moral, social and cultural development through PSHE drop down days, assemblies and tutor time. Relationships and Sex Education are taught through both the science curriculum and the PSHE programme (see also Sex and Relationship policy). The curriculum promotes community, inclusion and opportunity through a fully integrated the House System and a wide range of enrichment opportunities for students.
- **Ensures the best possible preparation for each next learning stage towards aspirational destinations** by providing students with information, advice and guidance throughout their time in the school but particularly at key transitions. All Year 8, 10 and Year 12 students receive one to one impartial careers guidance.

Each subject/department area:

- Has an agreed subject vision statement that sets out the vision for what its aims are for the students in line with our school intent statement
- Has a clearly set out curriculum and schemes of learning that adhere to and support the six principles that underpin successful implementation at MAS (see also Teaching and Learning policy):
- Has high quality schemes of learning in place for all groups which:
 - Set out clearly the long- and medium-term learning aims
 - Are appropriately differentiated to support the needs of our more able, lower level learners and SEND students and ensure challenge for all
 - Appropriately resourced, supported by ICT where appropriate

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- School visits
- Meetings with staff, senior leaders, middle leaders and others
- Meetings with students, the school council, and student leaders

Heads of department monitor the way their subject is taught throughout the school by:

- Observations
- Learning walks
- Book scrutinies
- Student voice: student interviews, student surveys and student learning walks
- A system of department reviews that seek to triangulate evidence from all of the above
- Uptake of enrichment is monitored through an enrichment tracker system to ensure that all students have access to this wealth of opportunities regardless of ability, gender or background, are able to access all opportunities and are actively participating in and contributing to school life.

Heads of department also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the head teacher. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Teaching and Learning policy
- Quality of Education- implementation
- Assessment and reporting policy
- Examinations policy (including policy relating to non-examination assessment)
- SEND policy
- Equality policy
- Careers policy
- Sex and relationship education policy