Mulberry Academy Shoreditch

Curriculum and Teaching Policy

Approval Body:	Mulberry Academy Shoreditch
Approval Date:	November 2026
Implementation Date:	November 2026
Review Date:	Autumn Term 2027
Status:	Approved
Policy Version:	2

Version	Reviewed	Changes since last version
1	March 2026	Brand new policy
2	November 2026	No changes to the policy, up for review

Section 1 – Curriculum†

1.1 Mulberry Academy Shoreditch curriculum vision 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.

1.2 Organisation and planning of the curriculum

All departments have their own subject vision statements, written in-line with the Mulberry Academy Shoreditch curriculum vision statement.

Decisions around the design of the curriculum in all year groups are research and evidence led. It is broad and balanced, challenging, and carefully thought through collaboratively between heads of department and senior leaders, to ensure there are astute decisions around what is taught in each subject, when it is taught and why.

Leaders ensure that there are clear long- and medium-term plans with clear endpoints and outcomes at each stage of the curriculum, that are well sequenced and build on what has already been taught over time, ensuring 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.

†*The curriculum 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.*

**Written in-line with the Mulberry Schools Trust vision; this can be found on the Mulberry Schools Trust policies page of our website.*

1.3 Inclusion

We are highly ambitious for all our students and carefully consider students with SEND, disadvantaged pupils and all others that may face barriers to their learning when designing the curriculum to ensure all pupils reach their full potential, including reasonable adaptations and adjustments to the curriculum as necessary. **

***See our SEND and Inclusion policy, and our Equality policy*

1.4 Health, relationships and sex education (HRSE)

We have 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 the HRSE curriculum, assemblies and tutor time. HRSE is taught through both the science curriculum and the HRSE programme. The curriculum promotes community, inclusion and opportunity through a fully integrated house system and a wide range of enrichment opportunities for students.***

****See our HRSE policy and our SMSC policy*

1.5 Implementation and impact

The curriculum is continually reviewed by heads of department and their teams based on regular assessment and feedback throughout the year, to ensure it remains of exceptionally high standard and meets the needs of all the students in our community. Senior leaders that lead on curriculum have regular meetings around curriculum with heads of department regularly to discuss curriculum, ensure decisions made around what is taught and how it is taught are sound and backed by research. Departments also go through a review process with either internal or external experts, to ensure the curriculum and its adaptation and review remains of high standard.

1.6 Curriculum model

1.6.1 KS3

Students follow a broad curriculum at Mulberry Academy Shoreditch and all subjects are compulsory.

	Lessons taught per fortnight (55-minute lessons, taught as double periods)		
Subject	**Y7**	**Y8**	**Y9**
English	10	10	10
Mathematics	8	8	10
Science	8	10	10
Geography	4	4	4
History	4	4	4
Languages	4*	6*	4/6**
Latin	0 or 2*	0 or 2*	N/A
Classical civilisation	N/A	N/A	2**
RE	2	2	2
IT	2	2	2
PE	4	4	4
Art	2	2	2
Music	2	2	2
Drama	2	2	2
Food studies ‡	2	2	2
Design technology ‡	2	2	2
Oracy	2	N/A	N/A
HRSE	2	2	2‡‡

**Students in one side of year 7 will be taught 6 periods of a language for one year; the other side of the year will do 4, plus 2 Latin. The following year, the sides of the year group swap. This means a student will study a language in both years; they will study Latin in either year 7 or year 8.*

***Half of the year group in year 9 will study classical civilisation for half a year. Halfway through the year, they will swap. This means a student will study classical civilisation for half a year in year 9.*

‡Food studies and design technology are taught half the year, then swap. This means that a student will study food studies from September until February half term, then DT for the rest of the year. Another student may do the opposite.

‡‡ HRSE continues to be taught during other hours across the year in school, such as tutor time and drop days.

1.6.2 KS4

Students continue to follow a broad curriculum at KS4, where most students will be expected to complete the English Baccalaureate (EBACC).

	Lessons taught per fortnight (55-minute lessons, taught as double periods)*	
Subject	**Y10**	**Y11**
English	10	10
Mathematics	10	10
Science	12	12
Core PE	4	4
RE	6	6
Geography	6	6
History	6	6
Languages	6	6
Latin	6	6
Hospitality	6	6
DT	6	6
Music	6	6
Drama	6	6
Art	6	6
PE GCSE	6	6
HRSE	2‡	2‡

**Subjects highlighted are core subjects studied by all students. All others are option subjects, so not all these subjects will be studied into KS4.*

‡HRSE continues to be taught during other hours across the year in school, such as tutor time and drop days.

1.6.3 KS5

There is a diverse range of subjects on offer in the sixth form at Mulberry Academy Shoreditch, offering both academic (A level) and vocational (L2 and L3 BTEC) pathways, so sixth form students are therefore able to select a course of study that is right for them.

Please visit the Mulberry Academy Shoreditch Sixth Form website page for more information, including the Sixth Form prospectus.

Section 2 – Teaching

The teaching of the curriculum at Mulberry Academy Shoreditch is delivered by a cohesive team of skilled and committed teachers, who benefit from a carefully considered professional development programme, based on research-informed teaching strategies rooted in cognitive science. Informed by research from the Education Endowment Foundation, Barak Rosenshine and other wider literature, the Mulberry Academy Shoreditch principles that underpin our teaching enable teachers to adopt a common language and consistent approach to deliver high-quality teaching.

2.1 The six principles that underpin teaching at Mulberry Academy Shoreditch‡

The points below set out the six principles that underpin successful teaching at MAS and what this looks like in the classroom. It is important to recognise the differences in subject areas, so what this looks like in practice throughout a lesson can, and should, vary between subjects.

‡More detailed information on each principle is found in the school's teaching and learning CPD booklet for teachers.

1. Lessons are planned to meet the needs of each class

Personalised learning plans (PLPs) are used by all teachers as a live document to inform planning, with key groups identified and targeted strategies to support their progress outlined. Teachers, supported by, and teaching in-line with, high quality curriculums, carefully sequence lessons building on prior knowledge. Lessons are adapted to meet the needs of their students taking into consideration their prior learning, with appropriate stretch and challenge planned into each element of the lesson. Planning is designed to foster curiosity, deepen subject understanding, and equip students with the knowledge and skills needed for future success.

2. Expert instruction and modelling should be followed by independent, deliberate student practice

This approach to teaching is important because it reflects how pupils learn most effectively and securely over time. Teachers are expected to explicitly teach students the disciplinary and substantive knowledge that students need to know in their subject, and how the learning fits within a coherent curriculum sequence. This is to be followed by high quality modelling and guided practice, to build students towards independent practice. Regular retrieval practice is utilised by teachers to ensure knowledge is retained over time.

3. Appropriate challenge and support is provided at all times

Providing the right level of support and challenge for students, regardless of prior attainment or background is vital to allow students to learn and succeed. When support and challenge are well balanced, students are able to know more, remember more, and do more over time. Students begin learning as soon as they enter the room with the use of 'do now' tasks. Appropriate challenge is provided to all students - a range of techniques are used to respond and adapt to student understanding. Tasks are reshaped and concepts re-taught as and when necessary. Appropriate scaffolding enables students to access and succeed in tackling challenging tasks. There are consistently high expectations with regards to engagement, and work quality and completion. **

***See our SEND and Inclusion policy, and our Equality policy for more information support*

4. Every opportunity is taken to develop students' language acquisition

Literacy is a fundamental component of learning across the curriculum and is therefore the responsibility of all teachers to teach it. A range of strategies is used across subjects where appropriate in lessons, to develop students' reading, writing, and speaking, with structured student talk as a central feature. Carefully designed tasks, thinking time and modelling strengthen reading and comprehension across subjects, which in turn improves their attainment and prepares them for further education, employment and life beyond school.*

**Specific, consistent whole school strategies used are outlined in our whole school literacy strategy document.*

5. Effective formative assessment and feedback ensures teaching is responsive to student understanding and maximises student progress.

Effective checking for understanding is important because it enables the teacher to ascertain what students know and don't know, and how well students have learnt what is intended. This then allows the teacher to respond and make changes to teaching as necessary, so that any gaps in knowledge students may have are quickly addressed and allow them to progress. Teachers are expected to check for understanding and give feedback in a variety of ways.**

***See our marking and feedback policy for more detail.*

6. Students take an active role in their own learning.

When students are active, engaged and taking responsibility for their learning, it is an indication that teaching is having positive impact. There are many ways active learning can be demonstrated by students before, during and after in-class learning takes place. This could be being well organised and having the right equipment, to asking great questions in class, to self- or peer assessing work, demonstrating a huge amount of effort with classwork, to following all this up with engaging with learning outside the classroom.

2.2 Implementation and impact of teaching in the classroom

Teaching at Mulberry Academy Shoreditch is monitored and improved through a structured cycle of evaluation, feedback and professional development. The monitoring activities include lesson observations, learning walks, work scrutiny, data analysis and student voice, which all contribute to the picture built up around a teacher, leader or department's areas of strength and areas of development. Regular internal and external reviews are also opportunities to gain feedback to drive improvement in the curriculum and how it is taught. This informs our targeted CPD programme and school improvement plans to drive improvement over time.