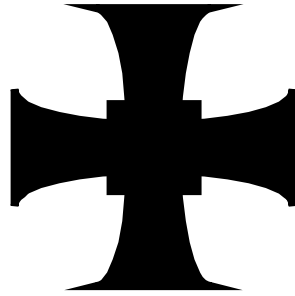


TRINITY SCHOOL CARLISLE



A CHURCH OF ENGLAND ACADEMY

CURRICULUM POLICY

Curriculum Policy

Reviewed: June 2023

Approved by the Curriculum & Staffing Committee: June 2023

Ratified by the Full Governing Body: July 2023

Next Review: July 2025

1. INTRODUCTION

The purpose of this statement is to set out the values, beliefs and principles that underpin the school's curriculum. It is a framework designed to help those involved with delivering the curriculum to provide all students with opportunities to realise their full potential.

The curriculum of Trinity School is designed to enable all students to derive the maximum benefit from their time in the school. Delivered through discrete subject disciplines, the curriculum is under-pinned by the experiences which should prepare each student for life outside the school at the end of the compulsory period of schooling or at the completion of a sixth form course.

Each student is entitled to a curriculum which is broad and balanced and which allows for continuity and progression readily to be seen by means of a process of assessment that recognises achievement and provides the necessary level of differentiation to enable all students to be given work appropriate and relevant to their needs and abilities.

Homework, regularly set and marked, emphasises the centrality of the student's responsibility and self-discipline in the education process. This is part of the way in which the wider community and the parents/carers have become involved in education and we see it as important that links of this nature, work experience and visiting speakers should be fostered to enhance the quality of education provided at Trinity School.

2. TRINITY SCHOOL AS A CHURCH OF ENGLAND ACADEMY

The school became Voluntary Aided in September 1999 and a Church of England Academy in September 2012. The ethos of the school should reflect its Christian foundation. The school is proud of its links with the Cathedral, and the position of Chaplain seeks to develop those already established. Our values and beliefs should be those of a Christian school, and on these the school should be based.

The scheme of work in Religious Education, while giving proper place to the beliefs, values and practices of other religions, will offer students a good grounding in the narrative, beliefs and values of the Christian faith, but without proselytising.

3. TRINITY SCHOOL: CURRICULUM INTENTION

As a Church of England Academy, it is our intention that the curriculum will equip all of our students with the skills, knowledge and experience that will enable them to live a full and fulfilling life. This aim is prominently displayed in our entrance hall: "I came so that they could have life and have it full to overflowing" (John 10:10). Therefore, our curriculum intent goes far beyond the twenty-five periods per week taught curriculum and permeates all aspects of a student's time at Trinity.

Linked to the key intention is our focus on the five agreed Christian values that permeate everything we do. We work hard to promote and instil these values in our students at every opportunity. We believe in the value of Community, that if everyone works together on common causes the outcome will be so much stronger; the value of Hope - in a city where aspirations are lower than they should be, we believe we have a major part to play in improving this across the city; the value of Endurance because unless our students have resilience and strategies for dealing with challenges they will not achieve that what they aspire to; the value of Trust which in challenging times for young people becomes the glue which holds the other values together; and the value of Compassion so that

students think of others and we treat others as we would like to be treated ourselves. These Christian values are therefore woven through our curriculum at all levels.

As well as the formal timetabled curriculum, the school will always seek to offer as wide a range of extra-curricular activities as possible. All students will be encouraged to take advantage of these, to participate in visits, sports teams, drama, Duke of Edinburgh Award, World Challenge, charity work, clubs and ventures. These are important in themselves, and as part of the wider preparation for adult life.

Through the curriculum the school should;

- Develop student minds to be lively and enquiring, imaginative and creative, able to think well and to consider matters rationally. Attention will be paid to helping them to transfer what and how they learn into different situations, so that they become independent and self-disciplined students.
- Ensure that students make progress in the basic tools of learning – literacy, numeracy, and oracy.
- Seek to equip students with the knowledge, skills and understanding that they need to acquire school-based qualifications, but also to be effective and committed learners throughout their lives.
- Seek to make sure that students see the relevance of what they are learning to their own lives. Proper guidance in subject choices, and careers' guidance and work experience will be part of each student's schooling.
- See the whole picture for each student, and seek to help them mature during their time in the school. We aim to help them grow into considerate and active citizens, with a set of values and beliefs, and an awareness of and tolerance for the differences in other individuals and cultures.
- Give students the means of valuing and exploring the aesthetic, creative and spiritual aspects of human life. We seek to foster wisdom and the making of wise moral choices.
- Seek to enable students to make the most of sporting, cultural, artistic, musical and other leisure opportunities, in school and beyond.

4. TRINITY SCHOOL: CURRICULUM ORGANISATION

In each subject careful consideration is given to the knowledge and understanding students will gain at each stage. The curriculum is structured to ensure students gain the knowledge and skills necessary for successful progression in each subject.

The school curriculum is organised into a twenty-five period week for all students, with each period being one hour long. Each subject will have in place a Scheme of Work which will pay due attention to the National Curriculum, examination syllabuses, and other frameworks in place to guide the provisions to be made in each area. Each subject will make sure that the work provided meets the learning needs and the abilities of the students being taught. The effectiveness of students' learning will be monitored closely within the academic and pastoral systems of the school.

5. TRINITY SCHOOL: CURRICULUM IMPLEMENTATION

Implementing the curriculum at Trinity School is an ongoing process. Inset and departmental meetings are designed in such a way as to allow discussions about the curriculum to be part of our regular practice. At a departmental level, fortnightly meetings are scheduled in order to allow staff to review, discuss and implement the curriculum modifications that are necessary.

6. TRINITY SCHOOL: OTHER CURRICULAR POLICIES

Other policies related to the Curriculum Policy of the school are:

- Assessment for Learning Policy
- Careers Policy
- Exam Policy
- Home Learning Policy
- Learning and Teaching Policy
- Relationships (and Sex) Education and Health Education Policy
- Religious Education (RE) Policy
- Remote Learning Policy
- Special Educational Needs & Disabilities (SEND) Policy
- Target Setting Policy
- Teaching Outside the Classroom and Visits Policy