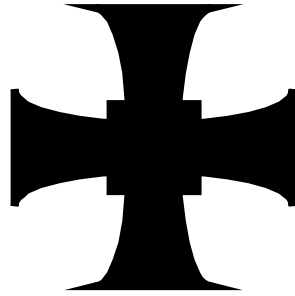


TRINITY SCHOOL CARLISLE



A CHURCH OF ENGLAND ACADEMY

CURRICULUM POLICY

Curriculum Policy

Reviewed: June 2025

Approved by the Curriculum & Staffing Committee: June 2025

Next Review: June 2027

1. INTRODUCTION

The purpose of this statement is to set out the principles that underpin the school's curriculum.

Curriculum leaders will ensure that their devised curricula are enhancing the lives of the students we teach. Their vision should be accessible for all and challenging for all. Taught schema will demonstrate sound understanding of current research into learning. Key Stage 3 schemes of work will be interesting, challenging, appropriate learning matter that is not made only of GCSE content. All long-term plans will be published on the school's website: KS3, KS4 and KS5. These plans will include planning for recall, assessment points and space for new learning.

Homework will be regularly set and assessed. This will be shared with students and parents/carers via the school's online platform. Deliberate practise (of Maths, for example) is a key driver of success. Students will be regularly asked to deliberately practise their skills.

Integral to the needs of our students is thorough practise of extended writing. Students that come to us have a range of literacy needs. All students need to be able to communicate clearly and at length in order to achieve academically. The need to do this at a requisite speed is made necessary by the exam system. For this reason, all subjects of our curriculum must support the developing literacy needs to students – so that they can write developed paragraphs by the end of Key Stage 4. Extended writing about a subject (or the deliberate practise of numeracy skills – often multi-step, with layers of difficulty) is not extraneous to a subject, or additional, it is an expression of the subject itself. Students that are writing at a more limited ability than their peers will be supported by intervention.

To this end, our school also supports the ongoing reading development of students. Our students will read books together with their form tutor in form time – both for enjoyment, and cultural purposes – but also to learn vocabulary, expression and to further embed their literacy skills. Students are encouraged to be fluent, confident readers in form who are able to read a wide variety of fiction and non-fiction both to support and to complement their studies. Students will be expected to read along, read out loud and answer questions about their reading. To that end, students should also be engaging with reading in their curriculum subjects – increasing their exposure to non-fiction, developing their learning, cultural understanding and learning how to structure coherent, long-form responses to stimuli.

Students are also taught how to revise in their time at Trinity – through assemblies and form time, but also specifically by their subject teachers. Assessment weeks across KS3 and KS4 are clearly signposted to students and their parents. These are supported by access to revision materials that are provided by teachers. All long-term plans and schemes of learning from KS3 to KS5 are put onto the website for students and carers to follow. Appropriate time is built in within all those plans to allow students to review and consolidate in addition to time for revision before assessments. There should be no 'loose' unstructured revision time, as a proxy for teaching.

A key part of our assembly routines and structures is the behaviour curriculum. Students have good behaviour taught to them – both learning behaviours and at social times. In addition to this, personal development is taught through form tutors in form time. Middle

leaders will also be asked to align their long-term plans with aspects of the personal development curriculum.

As a Church of England academy, RS is taught in every year and we are fully in line with statutory RS education. The RS curriculum is reviewed throughout the year by the Church Foundation Governors sub-committee.

Careers education is delivered through a comprehensive and varied programme that includes teacher-led sessions during freeze-timetabled lessons, assemblies, lunchtime pop-up events, targeted workshops, and educational trips. All students receive meaningful exposure to careers information and guidance at every stage of their school journey. The programme is fully aligned with the updated Gatsby Benchmarks, supporting students in making informed decisions about their future education, training, and employment pathways.

2. TRINITY SCHOOL: CURRICULUM INTENTION

Through the curriculum all teachers 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.

3. TRINITY SCHOOL: CURRICULUM ORGANISATION

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 schemes of work that pay due attention to the National Curriculum, examination syllabi, 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. All students will be taught how to remember information, as well as the course information itself.

4. 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 meetings are scheduled in order to allow staff to review, discuss and implement the curriculum modifications that are necessary. After each assessment series in each year group, the work of students is discussed at department level in order to evaluate the curriculum – and help to make changes to it. Each subject will review their long-term plans at the end of each year and make changes accordingly.

SLT will take a role in evaluating the effectiveness of curricula using external exam results, assessments and monitoring of learning. Where a curriculum is found to be in need of improvement, middle leaders will be asked to develop their curricula further to an agreed, reasonable deadline. External review partners may be sought through the school's networks to facilitate this reviewing process.

Accurate assessments will be reported to parents each term – either through a parents' evening, or a report. Teachers and middle leaders alike will maintain high standards of accuracy in assessing students and reporting this to all stakeholders.

Students with SEND will still be able to access the full curriculum, including access to accurate assessment; students with (for example) the need for extra time will be allowed this provision within lesson assessment time.

5. 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