



# CURRICULUM POLICY

**2025-26**

|                     |                |
|---------------------|----------------|
| Responsibility      | Head Teacher   |
| Date of next review | September 2026 |

Signed :

**Head Teacher**

Date: 30 .09.25

Signed:

**Deputy Head Teacher**

Date: 30.09.25

# The Aspire Academy

## CURRICULUM POLICY

### Rationale

The curriculum at The Aspire Academy will promote the intellectual, personal, social and physical development of all our pupils. It consists of the National Curriculum where appropriate, Personal, Social, and Health Education (PSHE), Relationships and Sex Education (RSE) and some Religious Education as well as cross-curricular themes and key skills through learning outside the classroom. The curriculum will address developing pupils' characters and support their spiritual, moral, social and cultural development. Extra-curricular activities will also be offered to form part of the curriculum both during the school week and in holiday time through the Beyond Aspire programme.

Our aim is to create opportunities for pupils to be successful and develop a positive self-image; the individual is highly valued and respected at The Aspire Academy.

Part of being successful is being fully prepared for the world of work. Employability qualifications are delivered and employability skills developed through a careers and employability programme.

### The Curriculum

- Is broad, balanced and relevant
- Teaches Fundamental British values
- Is sequenced and coherent
- Is carefully planned
- Will provide opportunities for pupils to fulfil their potential
- Places importance on the development of reading and early reading
- Is matched to individual pupils' needs
- Has intrinsic value
- Builds on pupils' existing knowledge, skills and understanding
- Develops employability skills
- Develops transferable skills
- Encourages life-long learning
- Reflects the diversity of modern society
- Reflects a global dimension
- Encourages confidence, self-esteem, independence and mutual respect
- Develops a respect for the environment, sustainability and the wider community
- Prepares pupils for the opportunities, responsibilities and experiences of adult life
- Encourages understanding of local, regional, national and international issues
- Is understood and supported by commissioning schools
- Is supported by the Local Governing Board
- Is supported by Esteem MAT

## **Equal Opportunities**

The achievement of all pupils is highly valued.

All pupils have an entitlement to the national expectations unless, in the interest of the individual, a part of the whole curriculum has been disapplied. Pupils are all supported to achieve destinations appropriate to their ability and needs at 16+ and have an agreed bespoke programme of courses and activities to suit individual needs.

## **Qualifications**

A broad diet of relevant formal qualifications is offered to all pupils, which meet individual needs, including; GCSEs, BTECs, NCFE/CACHE L1 and 2, NOCN Level 1, Functional Skills Entry Level 1 through to Level 2, and AQA Unit Awards at all levels.

## **Adaptation for Personalised Learning**

The aims of adaptation for personalised learning are:

- To ensure that tasks are matched to the capabilities of the individual child
- To ensure that there is high expectation of achievement in the content delivered particularly in the vocabulary used/ role modelled.
- To ensure that there is both continuity and progression for the individual child
- To meet the pupils' needs through differing teaching and learning pedagogies, skills and content, tasks, pupil outcomes and responses
- To prepare pupils for positive post-16 destinations

These will be achieved by:

- Schemes of work reflecting the different needs of individual pupils and groups
- Planning evidence highlighting the differentiation and adaptation in use
- Learning objectives being made explicit to pupils
- The setting of short-, medium- and long-term targets
- Using the most appropriate teaching and learning methodologies for the task
- Adapting resources to enable pupils to achieve
- Challenging pupils to fulfil their potential
- Building resilience to academic challenge
- Promoting reading

## **Promoting a healthy lifestyle and mental wellbeing**

The promotion of a healthy lifestyle and positive mental wellbeing is primarily achieved through the following curriculum areas:

- Mental Health Awareness
- Personal, Social and Health Education
- Physical Education
- Food and Cookery
- Hair and Beauty

- Science
- Wellbeing visits

Science, Maths, PSHE and tutor programmes include, where appropriate:

- Mental health wellbeing
- Relationships and Sex Education
- HIV and Aids
- Drugs awareness
- Alcohol and smoking
- Economic awareness

Physical Education programmes aim to encourage pupils to participate in a broad range of sports and leisure activities whilst at school; and promote the idea of continuing with a sport after they have left The Aspire Academy.

Food and Cookery lessons include work on nutrition, diet, food as a creative activity and healthy options as well as healthy cooking habits and Healthy Eating. Hair and Beauty sessions include lessons on skin, hair and nail care.

## **Monitoring and Evaluation**

Monitoring and Evaluation of the Curriculum is achieved by:

- Senior and middle leader observation of lessons with a specific focus
- Senior and middle leader work scrutinies
- Learning Walks
- The setting of targets based on KS2 data, data from referring schools and data from baselining using GL Assessments
- Tracking of progress based on targets set in Arbor (MIS)
- Staff Development meetings between the Head Teacher or Deputy Head Teacher, Subject Leads and education staff
- Governor scrutiny; informal observations and learning walks, monitoring and support.
- External scrutiny by Esteem MAT, referring school commissioners and other experts through regular review and whole school QA on a termly basis.
- Support from our appointed School Improvement Partner from Esteem MAT

Individual subject leaders, the Quality Nominee and Lead IV's have a major role in monitoring, evaluating and adapting the curriculum. This is achieved through for example:

- Internal verification audits
- Work sampling and marking scrutiny
- Lesson plan and scheme of work scrutiny
- Lesson observations

- Pupil questionnaires
- Training audits
- Coaching and mentoring meetings and informal support meetings

Each subject leader contributes to the 'School Improvement Plan', with the detailed resources clarified to support the proposed developments.

### **Curriculum content (see also Curriculum Offer and Curriculum Time Allocation documents):**

At Key Stage 3:

Pupils in Year 7 will access: English, Maths, Art, Food, PSHE, Physical Education, Wellbeing and Reading.

Pupils in Year 8 will access: English, Maths, Science, Geography, Religious Studies, Citizenship, ICT, Art, Food, PSHE, Physical Education, Wellbeing and Reading.

KS3 pupils will also access Vocational Education including Construction, Hair & Beauty, Motor Vehicle Maintenance, Mixed Martial Arts and Sport.

At Key Stage 4:

Pupils work towards GCSE accreditation in: English Language, English Literature, Maths, Physics, Geography and Business. The remainder of the curriculum is made up of: Mental Health Awareness, PSHE, Physical Education and up to 3 vocational courses each year.

KS4 pupils will access vocational education with choices of courses in:

BTEC Home Cooking Skills & NCFE/CACHE Health & Nutrition, NCFE Childcare, BTEC Construction Skills, BTEC Art & Design, BTEC Level 1 Introduction to Hair & Beauty, NOCN Motor Vehicle Maintenance and LSF Sports Leadership.

Pupils can also achieve:

AQA Unit Awards: Hair & Beauty, AQA Awards: Health & Social Care, AQA Awards: Sport, Land Based Studies, STEM On Track Build Award and certification in Kickboxing and Mixed Martial Arts.

Career related opportunities also exist for extended Work Experience placements, employability sessions in terms of CV preparation, interview skills and employer showcase events and meetings. Bespoke learning can occur through focussed employability support, 1:2:1 or small group Outreach Education sessions as well as CAIG support from commissioning schools.