



THE SALTERNS ACADEMY TRUST: TRAFALGAR SCHOOL

CURRICULUM POLICY



Date Reviewed:	March 2025	Reviewed by:	ARA	Next review:	March 2026
Ratified at Governors:	March 2025				
Summary of changes made:	Rewording of aspiration in line with our HA strategy. Tweaks to language of community. Differentiation changed to adaptive teaching. Curriculum Directors replacing language of heads of department.				

CONTENTS	PAGE NO
UNCRC.....	3
Curriculum Intent.....	3
Curriculum Implementation.....	4
Curriculum Impact.....	5

UNCR

Article 28: (Right to education): The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

Curriculum Intent

At Trafalgar School, our core values of resilience, aspiration, inclusion, community and respect are at the heart of our curriculum. As a relational school, we want students to leave Trafalgar School not just ready for their next educational step but ready for their adult lives with the knowledge and skills they need to become successful learners, confident individuals and responsible global citizens. Our curriculum offer matches the needs of all of our community because we believe that every child, no matter their background, ability or interests, has the right to an outstanding education.

Inclusion: Trafalgar School is ambitious and inclusive of all students with personalisation at the heart of our offer. Our 100minute lessons allow our planned curriculum to be adapted to meet the needs of the individuals in our classroom. We believe all children deserve the opportunity to be successful and create bespoke curriculums for year groups and individual students to meet their specific learning needs.

Respect: Trafalgar School has high expectations of all students, providing all with opportunities to learn how positive relationships are created and maintained. Our relational approach and house system provide opportunity for students to learn behaviour skills required for living. Our students will develop high expectations of themselves and embed our core values through our three school rules: Be ready. Be respectful. Be safe.

***Resilience:** The development of student's literacy is at the forefront of our curriculum as we understand how high levels of reading and oracy can bridge cultural capital deficits and improve student's educational outcomes and life chances.* We ensure pupils have opportunity to access challenging reading texts across subjects, high quality interventions and have opportunities to read for pleasure. Our curriculum develops a high level of oracy skills to ensure students thrive and can access the next steps in education or employment.

Aspiration: Our curriculum is planned to encourage a depth of skill and understanding and ensures that students understand the process of learning. Our intellectually stimulating curriculum aims to ignite a passion for discovery and foster critical thinking. Metacognitive practice is at the centre of our curriculum where mastery ensures deep, secure understanding.

Community: Through our Personal Development curriculum, Trafalgar School encourages students to develop their understanding of themselves and the world around them. Personal Development days allow students to develop their understanding of themselves and others, exploring themes such as sex and relationships, keeping healthy and safe, justice and the law and careers advice. Our Gatsby benchmarked careers programme means that students are supported to consider aspirational next steps and our links with colleges and universities exposes students to a wide range of educational experiences.

Curriculum Implementation

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

At Trafalgar School our curriculum is carefully planned and sequenced to ensure that skills are built and developed across a five year programme of study. This links to our schools Accelerated Learning Cycle which ensures learning is chunked, suitably adapted and promotes progress. Our 100-minute lessons ensure that all students have the time to develop a depth of knowledge within their lessons and consolidate previous learning. We have a two-year Key Stage 4 with students selecting their options qualifications for future study in Year 9.

Curriculum Directors construct a curriculum that meets the needs of our students and imparts the core knowledge and skills for each subject discipline in a clear and sequential way. Teachers ensure that the curriculum is adapted so that students are supported to work independently. Curriculum delivery is enhanced by excellent teaching and learning and through our Chromebook scheme, we encourage then blending of technology with traditional approaches.

Building depth of knowledge is integral to curriculum planning and teachers design learning that allow students to embed and recall knowledge over time. This builds firm foundations for learning, ensuring students are able to achieve above and beyond their target grades.

We offer a personalised curriculum that continues to be broad, balanced, progressive and relevant for all students. Our range of options pathways at KS4 are aspirational for all students and reviewed yearly. Curriculum Implementation - Roles and Responsibilities

The Headteacher will ensure that:

- All statutory elements of the curriculum, and those subjects which the school offers, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met;
- The amount of time provided for teaching the curriculum is adequate and appropriate and is reviewed by governors annually;
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required of them to help them improve;
- The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum;
- The governing body is advised on statutory targets in order to make informed decisions.

The Governing body will ensure that:

- It considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets and monitoring progress against these;
- It contributes to decision making about the curriculum;
- They review CPD needs of their own and of those in their departments regarding curriculum planning and delivery within their area of responsibility.

Curriculum Directors and Subject Leaders will ensure that:

- Their curriculum policy and planning documents are in line with the national curriculum;
- All planning takes into account the Trust Teaching and Learning Principles;
- Opportunities to promote school priorities including literacy, numeracy and oracy are integrated within their curriculum offer;
- Long term and medium planning documents are regularly reviewed;
- The curriculum is delivered in a way that is equitable;
- Curriculum planning is reviewed annually to ensure its effectiveness.

Teaching staff and learning support staff will ensure that:

- The curriculum is implemented in accordance with this policy and departmental policy;
- They keep up to date with developments in their subjects;
- They have access to, and can interpret progress data to inform the design of the curriculum in order that it best meets the needs of each cohort of students;
- They work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Curriculum Impact

Trafalgar School's curriculum will:

- Lead to qualifications that are of worth to employers and for entry to higher level education;
- Fulfil statutory requirements;
- Enable students to fulfil their potential meeting the needs of students of all abilities;
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines and requirements;
- Prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond;
- Help students develop lively, enquiring minds, an ability to question, to debate and argue rationally and an ability to apply themselves to challenging levels of work;
- Ensure continuity and progression;
- Help students develop numeracy and literacy skills which can be applied across the curriculum;
- Ensure that students' social, moral, spiritual and cultural understanding is at the heart of the school's work in promoting fundamental British values and addressing prejudice and extremism by building resilience, confidence and a sense of belonging.

Monitoring, Evaluation and Review

The governing body will receive an annual report on:

- The standards reached in each subject compared with national and local benchmarks and any changes to the curriculum as a result;
- The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks and any changes to the curriculum as a result;
- The number of students for whom the curriculum was dis-applied, the reasons for this, the arrangements which were made and the impact of this.

The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.