



Manchester Academy

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Part of United Learning

Manchester Academy

Curriculum Policy

2023-2024

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1. Rationale

Manchester Academy aspires to:

- Put students at the centre of curriculum decisions, putting their needs above that of the school.
- Offer a broad and balanced entitlement to all students.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Provide educational experiences and accreditation to meet the needs of our students and our local /regional area.
- Provide vocational and academic courses which meet the needs of students and prepare students with the skills required for local employment sectors.
- Work with Primary Schools to ease transition and provide continuity and progression from the point of transition/entry to the time of leaving school.
- Prepare all students for the next stage of their education and for a successful adult and working life in modern society.
- Involve parents/carers and the community.
- Provide equal opportunities for all students regardless of gender, aptitude or cultural, ethnic or religious background.
- Develop positive personal and social values and embed in students Fundamental British Values and Social, Spiritual and Moral purpose.
- First achieve and then exceed national standards in achievement, attainment and progression.

2. Curriculum Intent

At Manchester Academy our aim is to equip our students to access the best possible opportunities by delivering a comprehensive knowledge-rich curriculum that is carefully ordered and sequenced in a way that enables students to know more and remember more.

The curriculum is rooted in the National Curriculum and designed with the Rosenshine Principles in mind; key knowledge is explicitly taught, and skills are expertly modelled in small steps. Knowledge and skills are carefully ordered, sequenced, and revisited to help build long term memory.

We have designed our curriculum, in collaboration with subject experts at United Learning, guided by the following principles:

- **Entitlement:** All students have the right to learn what is in the Manchester Academy curriculum, and Curriculum Leaders have a duty to ensure that all students have a rich and engaging experience.
- **Coherence:** Using the National Curriculum as a starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects.
- **Mastery:** We ensure that foundational knowledge, skills, and concepts are secure before moving on. Students revisit prior learning and apply their understanding in new contexts.
- **Adaptability:** The core content of our curriculum (the 'what') is designed with our students' context in mind. Teachers adapt lessons (the 'how') to meet the particular needs of their own classes.
- **Representation:** All students see themselves in our curriculum and the curriculum is a vehicle for introducing our students to British Values. We welcome students new to the country and help them understand and be successful in their new environment.
- **Education with character:** Our curriculum - including the taught subject timetable, SMSC development, co-curricular provision, and ethos – is intended to spark curiosity and to nourish both the head and the heart.

3. Curriculum Outcomes

Manchester Academy's curriculum will:

- Fulfil statutory requirements.
- Include breadth, balance, relevance, differentiation, progression, continuity and coherence.
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- Meet the needs of young people of all abilities, enabling all students to fulfil their potential.
- Lead to qualifications that hold currency for employers and for entry to higher education.
- Prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond.
- Ensure continuity and progression within the Academy and between phases of education, increasing students' choice during their school career.
- Foster excellent evidence-based teaching approaches
- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Help students develop personal moral values, respect for religious values and tolerance of others' beliefs and ways of life – gaining an understanding of the world in which they live.
- Focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all students at Key Stage 3.

4. Legislation and Guidance

Manchester Academy's Curriculum Policy:

- 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.
- Complies with our funding agreement and articles of association.

5. Roles and Responsibilities

5.1 The Governing Board

The governing board will monitor the effectiveness of this policy and hold the principal to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The Academy is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, and Science, and enough teaching time is provided for students to cover the requirements of the funding agreement.
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEND).
- All courses provided for students 16 and below, that lead to qualifications, such as GCSEs and Vocational course are approved by the secretary of state.
- The Academy implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- The Academy offers careers guidance, as a condition of the funding agreement: Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

5.2 Vice Principals – Quality of Education

The Vice Principals will ensure that:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the Academy and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- Quality assurance of the curriculum is robust, and findings are shared with governors.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
- 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 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.

5.3 Principal and Governing Body

The Principal and Governing Body is responsible for ensuring that this policy is adhered to, and that:

- It considers the advice of the Vice Principals when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.
- It contributes to decision making about the curriculum.
- All required elements of the curriculum, and those subjects which the school chooses to offer, 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 required elements of the curriculum is adequate and is reviewed by the governing board.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for Students with different abilities and needs, including children with SEND.

5.4 SLT Liaison to Curriculum Area Leaders

The SLT Liaison to Curriculum Area Leaders (CALs) will ensure that:

- They have an oversight of curriculum structure and delivery within each link department.
- Curriculum planning - Detailed and up-to-date Big Pictures, Unit Plans, Big Tests (KS3), Pre-Public Examinations (KS4) are in place for the delivery of courses within each key stage.
- Curriculum planning is monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with CALs on a regular basis and that actions are taken where necessary to improve these.

5.5 Curriculum Area Leaders

Curriculum Area Leaders will ensure that:

- Curriculum design aligns with the Academy's Curriculum Principles.
- Planning is in place for all courses. Subject curriculum documents such as Big Pictures and Unit Plans will be designed using the Academy pro-formas.
- Big Pictures and Unit Plans meet planning expectations and give clear guidance on Unit/Lesson content.
- Unit Plans encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Unit Plans should be in place and be used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Where necessary, an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.
- Assessment is appropriate to the course and the students following particular courses.

- There is consistency of approach towards assessment. Students in Year 7 -9 have two Big Tests and Y10/11 have three PPEs. A feedback sheet follows a Big Test/PPE and intervention is addressed.
- All relevant performance data is captured on Arbor within the deadlines set and that all other deadlines are adhered to - this includes meeting deadlines related to examination entries etc.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee CPD needs for curriculum planning and delivery within their area of responsibility.
- They keep the Vice Principals– Quality of Education informed of proposed changes to curriculum delivery.

5.6 Teaching Staff and Learning Support Assistants

Teaching staff and Learning Support Assistants (LSA) staff will:

- Ensure that their subject's curriculum is implemented in accordance with this policy.
- Be involved in the design of their subject's curriculum.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, student data to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- Share and exchange information about best practice amongst their colleagues in different schools (United Learning Academies and Other schools) and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities – British Values / Cultural Capital.

5.7 Students

Students will:

- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly through subject intervention programmes.
- Receive co-ordinated options support to enable them to make the appropriate curriculum choices at Key Stage 4.

5.8 Parents

Parents will:

- Be consulted about their child's learning and in planning their future education at Parents Progress and Options Evenings.
- Be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it - at Parents Progress and Options Evenings.
- Be informed of any decisions to change the setting of their child.

6. Monitoring, Evaluation and Review

The Governing Body will receive an annual report from the Assistant Principal – Data and Assessment on:

- The standards reached in each subject compared with national and local benchmarks.
- The standards achieved at the end of each key stage considering any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- The number of students for whom the curriculum was disapplied and the arrangements which were made.
- The number of students achieving the EBACC suite of qualifications.

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.

7. Curriculum Delivery (Organisation and Planning)

- The school day is arranged into five 60-minute lessons and is timetabled over two weeks. Subject specialists are deployed in all areas and are supported by Learning Support Assistants (LSAs).
- Please see separate Academy Policies in reference to careers education, British Values, Assessment, Student Premium Funding and Teaching and Learning.
- All CALs attend SLT Liaison Meetings and agenda items include Curriculum.
- All CALs have a Subject Curriculum Handbook.

7.1 Teaching Groups, Class Sizes and Ability Grouping

KS3 and KS4 year groups are split into bands. Some subjects are banded together for timetabling purposes.

Sets contain between 20 - 30 students. Where possible, lower ability groups in the core and practical subjects will be smaller and consist of 20 - 24 students. This is to allow for more personalised support for students with low prior attainment.

In order to allow students to make excellent progress, a variety of setting frameworks are arranged across subject areas. All setting arrangements are initially informed using transition information from Key Stage 2 alongside MIDYIS and YELLIS tests that all incoming students take. Sets are reviewed following each assessment window.

7.2 – Setting Arrangements

There are five setting methods at Manchester Academy. These are:

- a. Mainstream
 - Set movement takes place after each assessment window in consultation with Curriculum Area Leaders (CAL) of English, Maths and Science. The student's subject ranking will be used to identify possible movement. Prior to this, subject teachers can inform their CAL of any student they consider to be incorrectly placed in a set.
- b. In-Year Admissions/ In-year Admissions Provision
 - Students joining in-year will take the MIDYIS test and be placed in an appropriate set for their year group. For managed moves or IYFAP admissions, SLT Curriculum Lead to liaise with the Complex Student Lead to best place students into the correct set/option choices.

- c. International new arrivals
 - Are tested on admission. Some international new arrivals will not need time in Induction depending on their ability to access the curriculum. International new arrivals with good language acquisition will be placed in a set by the core CAL until test results are available.
 - International arrivals with little or no English will be placed in Induction (Years 7 – 11).
- d. Movement out of Induction at both KS3 and KS4
 - At KS3, students will move from the Induction provision once they have achieved Level 5 of the NASSAU testing. The CAL of Induction will liaise with SENCO and AVP Data and Assessment to best place students in their appropriate set.

Set changes will take place following assessment windows. Where possible Induction movement will also take place in line with assessment windows to ensure minimum disruption to teaching and learning. All movement will take place during the intervention week. On those very few occasions where students need to be moved sets outside of the intervention week, these requests must go through the Assistant Vice Principal with accompanying data evidence (exercise books/mini-test results/class feedback activities).

When all set moves have been agreed, parent/carers will be informed of set changes. The student will receive a new timetable and the list of set changes will be emailed to all staff. It is up to individual class teachers to check this list and prepare for new students.

7.3 PSHE

PSHE education is provided to Years 7- 11 during fortnightly lessons. This includes:

- British values
- Developing skills and aspirations
- Protected characteristics
- Healthy routines
- Puberty
- Decision-making
- Drugs and alcohol
- Community and careers
- Discrimination

7.4 Form Time

- Assembly
- Attitude to Learning (ATL) and Community Citizens
- Attendance
- Goal Setting and Motivation
- British Values
- Social, Moral, Spiritual and Cultural Education
- School charities and competitions
- Award Winning Fiction Programme

7.5 Subjects

Resources to support subjects include:

- United Learning Subject Advisors.
- United Learning Subject and Pastoral resources.
- United Learning Subject Network Days – sharing of good practice.
- Subject – Examination board resources – AQA / OCR/ WJEC/ Edexcel/RSL/NCFE etc.
- Teachers own resources – collaborative planning in department.

8. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets (YELLIS) and plan challenging work for all groups, including:

More able students

Students with low prior attainment

Students from disadvantaged backgrounds

Students with SEN

Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEND and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving (including students with no KS2 data).

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support them to take part in all subjects.

Further information can be found in our statement of equality information and objectives and our SEND Policy.

9. Monitoring arrangements

At Manchester Academy, Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School visits with the Principal and Vice Principals
- School visits with Curriculum Area Leaders
- Full Governors Meetings and Sub Committee Meetings
- Student Voice including full School Council and breakout groups (year group/ class)

The Quality of Education team and Curriculum Area Leaders monitor the way subjects are taught through Quality Assurance processes during the academic year.

These include:

- Teaching reviews and Curriculum reviews.
- Overview of curriculum planning – (Big pictures)
- Unit plans – Yr. 7-11 (sequencing of lessons)
- Big Tests – KS3
- Pre- Public Examinations – KS4
- Work scrutinies Yr. 7-11
- Learning walks
- Student voice – subject specific / form time
- Teacher Voice – Learning Walks and lesson observations

Curriculum Area Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed yearly by the Principal, Vice Principal and the Chair of Governors. At every review, the policy will be shared with the full governing board.

10. Curriculum links with other policies

This policy links to the following policies and procedures:

- Assessment Policy 2023-24
- SEND Policy 2023-24
- Equality information and objectives
- Student Premium Document 2023-24
- Teaching and Learning Policy 2023-24
- Information Careers Advice and Guidance Policy 2023-24

Appendices

Appendix 1 - Key stage 3 Curriculum Model (2022-23)

Year 7 Timetable Model:

Year 7	SSSSSSSS	SSSSSSSS	SSSSSSS	SSS	SS	SS	SSS	SSS	S	SS	SS	SSS
50	9	9	9	3	2	2	3	3	1	2	2	3
a	EN	MA	SC	PE	AR	TE	GG	HI	MU	DR	CO	SP/FR
b	EN	MA	SC	PE	AR	TE	GG	HI	MU	DR	CO	SP/FR
c	EN	MA	SC	PE	AR	TE	GG	HI	MU	DR	CO	SP/FR
d	EN	MA	SC	PE	AR	TE						
e				PE	AR	TE	GG	HI	MU	DR	CO	SP/FR
f					AR	TE						
g	EN	MA	SC	PE	AR	TE	GG	HI	MU	DR	CO	SP/FR
h	EN	MA	SC	PE	AR	TE	GG	HI	MU	DR	CO	SP/FR
i	EN	MA	SC	PE	AR	TE	GG	HI	MU	DR	CO	SP/FR
j	EN	MA	SC	PE	AR	TE	GG	HI	MU	DR	CO	SP/FR

Year 7 Curriculum Coverage

Subject	Periods a Fortnight
English	9
Maths	9
Science	8
Geography	3
History	3
PE	3
Spanish/French	3
Computing	2
Drama	2
Art	2
Technology	2
RE	2
Music	1
PSHE	1
Total	50

Year 8 Timetable Model:

Year 8	SSSSSSSS	SSSSSSSS	SSSSSSSS	SSS	SS	SS	SSS	SSS	S	SS	SS	SSS
50	9	9	9	3	2	2	3	3	1	2	2	3
a	EN	MA	SC	PE	AR	TE	GG	HI	MU	DR	CO	SP/FR
b	EN	MA	SC	PE	AR	TE	GG	HI	MU	DR	CO	SP/FR
c	EN	MA	SC	PE	AR	TE	GG	HI	MU	DR	CO	SP/FR
d	EN	MA	SC	PE	AR	TE						
e				PE	AR	TE	GG	HI	MU	DR	CO	SP/FR
f					AR	TE						
g	EN	MA	SC	PE	AR	TE	GG	HI	MU	DR	CO	SP/FR
h	EN	MA	SC	PE	AR	TE	GG	HI	MU	DR	CO	SP/FR
i	EN	MA	SC	PE	AR	TE	GG	HI	MU	DR	CO	SP/FR
j	EN	MA	SC	PE	AR	TE	GG	HI	MU	DR	CO	SP/FR

Year 8 Curriculum Coverage

Subject	Periods a Fortnight
English	9
Maths	9
Science	8
Geography	3
History	3
PE	3
Spanish/French	3
Computing	2
Drama	2
Art	2
Technology	2
Music	1
RE	2
PSHE	1
Total	50

Year 9 Curriculum Model

Year 9	SSSSSSSS	SSSSSSSS	SSSSSSSS	SSS	SS	SS	SSS	SSS	S	SS	SS	SSS
50	9	9	9	3	2	2	3	3	1	2	2	3
a	EN	MA	SC	PE	AR	TE	GG	HI	MU	DR	CO	SP/FR
b	EN	MA	SC	PE	AR	TE	GG	HI	MU	DR	CO	SP/FR
c	EN	MA	SC	PE	AR	TE	GG	HI	MU	DR	CO	SP/FR
d	EN	MA	SC	PE	AR	TE						
e				PE	AR	TE	GG	HI	MU	DR	CO	SP/FR
f					AR	TE						
g	EN	MA	SC	PE	AR	TE	GG	HI	MU	DR	CO	SP/FR
h	EN	MA	SC	PE	AR	TE	GG	HI	MU	DR	CO	SP/FR
i	EN	MA	SC	PE	AR	TE	GG	HI	MU	DR	CO	SP/FR
j	EN	MA	SC	PE	AR	TE	GG	HI	MU	DR	CO	SP/FR

Year 9 Curriculum Coverage

Subject	Periods a Fortnight
English	9
Maths	9
Science	8
Spanish/French	3
Geography	3
History	3
PE	3
Computing	2
Drama	2
Art	2
Technology	2
Music	1
RE	2
PSHE	1
Total	50

Appendix 2 - Key Stage 4 Curriculum Model (2022-23)

Year 10 Curriculum Model

Year 10	A	B	C	D				
	DSSS	DSSS	DSSS	DSSS	SSSSSSSS	SSSSSSSS	SSSSSSSS	SS
50	5	5	5	5	9	10	9	2
a	BU	AB	AR	BU	EN	MA	SC	PE
b	CD	AR	FC	BU	EN	MA	SC	PE
c	CN	FR	FR	CO	EN	MA	SC	PE
d	FR	HI	GG	DR	EN	MA	SC	PE
e	GG	HI	HI	HI	EN	MA	SC	PE
f	HI	HC	IT	MU			SC	
g	MU	RE	RE	RE	EN	MA	SC	PE
h	RE	SS	RE	RE	EN	MA	SC	PE
i	SS	SP	RE	RE	EN	MA	SC	PE
j		SP	SP	ST	EN	MA	SC	PE
k		ST						PE

Year 10 Curriculum Coverage

Subject	Periods a Fortnight
English	9
Maths	9
Science	9
Option 1	5
Option 2	5
Option 3	5
Option 4	5
PE	2
PSHE	1
Total	50

EBACC - A % of students are on our EBACC pathway, which ensures their subject choices meet the criteria for the EBACC. Students are selected based on their Big Test data from Year 9. 40% of the current Year 10 cohort were selected for the EBACC pathway.

Year 11 Curriculum Model

Year 11	A	B	C	D				
	DDS	DDS	DDS	DDS	SSSSSSSS	SSSSSSSS	SSSSSSSS	SS
50	5	5	5	5	9	10	9	2
a	BU	AR	AR	AB	EN	MA	SC	PE
b	BU	BU	CD	BU	EN	MA	SC	PE
c	GG	CN	CN	FR	EN	MA	SC	PE
d	HC	DR	CO	FS	EN	MA	SC	PE
e	HI	FR	HC	GG	EN	MA	SC	PE
f	IT	HC	HI	GG			SC	
g	RE	RE	HI	HI	EN	MA	SC	PE
h	RE	RE	ST	RE	EN	MA	SC	PE
i		SP	RE	RE	EN	MA	SC	PE
j		SS	RE	SP	EN	MA	SC	PE
k			SP	SS				PE

Year 11 Curriculum Coverage

Subject	Periods a Fortnight
English	9
Maths	9
Science	9
Option 1	5
Option 2	5
Option 3	5
Option 4	5
PE	2
PSHE	1
Total	50

Appendix 3: Changes to Student Curriculum – Band / Set Changes

In order to make any change to the curriculum of any student in any year group, teaching staff must follow the process below to ensure that all necessary communication has taken place:



