



Curriculum Policy

Policy Review

This policy will be reviewed in full annually and agreed by the Students and Standards Committee.

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Chair of Trustees: Gareth Jones

MLT Policy Lead: Ann Marie Mulkerins

Date approved: February 2026

Review date: February 2027

1. Curriculum aims

There is an ambitious curriculum in place for all students across MLT schools, Leaders draw on the latest educational research and subject specific forums to ensure that the curricular is carefully constructed and relevant, leading to positive student outcomes. MLT teachers engage with highly effective professional development, which builds their subject knowledge over time.

The implementation of the curriculum is set out in the MLT Teaching and Learning Handbook.

Curricula in MLT schools aim to:

- Provide a broad and balanced education for *all* students that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills, future learning and employment
- Have a high academic ambition enabling the highest levels of attainment for all students, prioritising a strong academic core and breadth of subjects of subjects, whilst also generating an interest in the creative subjects
- Ensure equal access to learning for *all* students, including disadvantaged students and those with SEND, with high expectations for every student and appropriate levels of challenge and support enabling 'Excellence for All'
- Support students to develop strong foundations in language, reading, writing and mathematics so that students can access the rest of the curriculum and gain success
 - Promote a positive attitude towards learning
 - Reflect and celebrate Trust schools' culturally diverse communities
- Support students' physical development and responsibility for their own health, and enable them to be active
- Develop students' financial literacy and knowledge about laws and rights, democracy and government and climate education
- Develop students' understanding of AI, its uses and limitations, as well as, how to spot misinformation and disinformation
- Equip students with cultural capital they need to succeed in life
- Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals
- Provide a strong extracurricular offer to enhance the taught curriculum and develop wider interests and leadership skills.
- Ensure that students have access to a core enrichment entitlement, covering civic engagement, arts and culture, sport and physical activities and developing wider life skills.
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment

2. Legislation and guidance

This 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 we have 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.

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The Trust Board

Trustees will monitor the effectiveness of this policy and hold the Director of Standards to account for its implementation.

The Trust Board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The Trust is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, Science and Religious Education, 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 (SEN)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs, BTECs, V Levels A-levels, are approved by the secretary of state
- Trust schools implement the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Students from Year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Director of Standards

The Director of Standards is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which Trust schools choose to offer, have aims and objectives which reflect the aims of the Trust 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 Trust Board
- Trust schools' procedures for assessment meet all legal requirements

- The Trust Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Trust Board is advised on school improvement priorities in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

3.3 Headteachers

Trust Headteachers oversee the implementation of this policy within their school setting and ensure that:

- The curriculum is broad and balanced and ambitious for *all* students
- The school curriculum aligns with the aims of this policy
- The curriculum is well-planned and sequenced and its effectiveness is monitored and reviewed

4. Organisation and planning

There will be a strong emphasis on English, Mathematics and Science; with a high percentage, equal or greater than 40% of the curriculum time being devoted to these subjects. The percentage allocated to each subject will be flexible to meet the needs of the cohort and year group.

Curriculum planning ensures that:

- Curriculum **Intent** is clear and all teachers and leaders have a firm and common understanding of each school's curriculum intent and what it means for their practice
- The Curriculum has appropriate coverage, content and structure, sequencing and effective **implementation**
- Series of lessons within subjects contribute well to delivering curriculum intent
- Students work across the curriculum is consistently of a high quality
- Students over time and across the school consistently achieve the aims of the curriculum
- An overview of each subject is published on the school website

In addition:

- A separate MLT Relationship, Health and Sex Education (RHSE) Policy is in place. RHSE is taught within the personal, social, health and economic (PSHE) education

curriculum. RHSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds

- The PSHE curricula, and personal development more broadly, supports students' spiritual, moral, social and cultural development as well as their understanding of British Values
- Career education (CIAG) is high quality: appropriately planned, using the Gatsby benchmarks to ensure best careers provision, that is age appropriate and unbiased about potential next steps and provides meaningful opportunities to encounter the world of work. All students including those with SEND are prepared for their future
- Religious Education follows the agreed syllabus for religious education, determined by the local Standing Advisory Council on Religious Education (SACRE). MLT schools will recognise the diverse religions and systems of belief in the UK both locally and nationally
- Where political issues are explored in lessons or in extra-curricular activities, they will be offered a balanced presentation of opposing views.

5. Inclusion

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

- Students with high prior attainment
- 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 SEN and/or disabilities can study every subject, wherever possible, and ensure that there are no barriers to every student achieving their potential.

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 students to take part in all subjects.

Further information can be found in the MLT Equalities Policy and objectives, and in our SEND policy and information reports.

6. Monitoring arrangements

Trustees monitor whether the Trust is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Reviewing the Key Performance Indicators linked to the curriculum, student outcomes and staff development

The Director of Standards regularly meets with headteachers and visits schools to:

- Monitor and review the curriculum offer
- Attend exams analysis and review meetings
- Conduct learning walks
- Attend external reviews, e.g. Challenge Partners
- Participate in Subject level reviews

Headteachers and their SLTs monitor the curriculum and its delivery through:

- Regular middle leader link meetings
- Exams analysis meeting
- External reviews, e.g., Challenge Partners
- Learning walks and lesson drop ins
- Typicality reviews
- Work scrutiny
- Student consultation

7. Links with other policies

This policy links to the following policies and procedures:

- MLT Assessment principles
- SEN policy and information report
- Equality information and objectives
- Pupil Premium Strategies
- RHSE Policy

➤ Looked After Children