



## **Curriculum Policy**

New Level Academy's curriculum policy is based upon the following aims:

- Having learners at its heart, putting their interests above those of the institution
- Having a curriculum that is fit for purpose, offering differentiation and personalisation
- Be a centre of excellence in learning and teaching
- Promote fundamental British values
- Prepare all learners for a successful adult and working life in a 21<sup>st</sup> century global society

The curriculum should deliver the following outcomes for learners:

- All learners should achieve the highest possible standards for their ability
- All learners who attend regularly and engage in lessons should make measurable progress
- Learners who have been disadvantaged or disengaged from education should have the best possible opportunity to catch up with their peers
- All learners should develop higher order thinking skills and become more independent in their learning
- All capable learners should learn the functional literacy, numeracy and ICT skills required for adult life in the 21<sup>st</sup> century
- All learners should be challenged and stretched to achieve their potential
- All learners who attend regularly should enjoy learning here and experience an improvement in their attitude to learning

### **The U16 curriculum should:**

- Be as broad as possible
- Include a choice of subjects for KS4 learners whenever possible
- Cater for the widest possible range of learning styles
- Help learners develop personal moral values, respect for religious values and tolerance of others' beliefs and ways of life
- Include work experience

### **The post-16 curriculum should:**

- Provide a 'bridging year' between level 2 and 3 qualifications for learners who would struggle to move straight to a level 3 programme of study
- Offer the scope for partnerships between the Academy and other schools/colleges, to widen the range of qualifications on offer
- Enable learners to progress to work, apprenticeships or university, with guidance available from teaching and pastoral staff, based on the latest information

### **The qualifications we offer should:**

- Be decided upon in consultation with specialist teaching staff
- Be reviewed at least annually, with reference to:
  - DfE recommendations
  - recommendations from universities and work-related think tanks
  - local sixth form and college entry requirements

- changes made by examining bodies
- Meet the needs of all young people at the academy

## **Responsibilities**

The principal is responsible for ensuring that:

- The Curriculum meets the needs of all learners
- Staff have adequate classroom time to deliver the curriculum
- The curriculum and procedures for assessment meet all legal requirements
- Parents, carers and referral partners are aware of the curriculum, receive copies of their children's timetables and are informed of any changes
- Trustees and teaching staff are involved in decision-making at least annually
- Teaching staff receive training, at least annually, to become aware of the latest developments in the subjects they teach and in general pedagogical practice

## **Teaching staff are responsible for ensuring that:**

- The academy curriculum is implemented in accordance with this policy
- Schemes of work are in place for all subjects across all key stages
- Levels of attainment and rates of progression are monitored
- The tracking sheet on OneDrive is completed on a half termly basis
- Action is taken to improve attainment when necessary; such action should largely be at the teacher's discretion, but should not contradict the Behaviour Policy or the Assessment for Learning Policy (other than in rare, exceptional circumstances)
- Staff meetings are used as a platform for sharing best practice and communicating developments that other relevant staff may not be aware of

The principal, parents/carers and referral partners are kept informed of relevant data, including but not necessarily limited to:

- Learners achieving above expected progress
- Learners achieving qualifications, especially before the end of year 11
- Learners struggling to access the mainstream or differentiated curriculum
- Learners who should be assessed for special educational needs or given access arrangements in exams

## **The Exams Officer is responsible for ensuring that:**

- Applications for approval are completed in the shortest possible time frame, ideally before the start of the school year and certainly before initial entry deadlines
- Exam entries are made on time
- Teaching staff and the principal are consulted before exam entries are made
- Important information from examining bodies and other partners is relayed to teachers and the principal when necessary

## **Monitoring, evaluation and review**

The Trustees will receive an annual report from the principal on:

- The standards achieved in each subject
- The standards achieved in each key stage
- How these standards compare with national/London averages and the previous year
- Access arrangements put in place for individual learners

<b>This policy was created on</b>	<b>Signed on behalf of the organisation</b>	<b>Reviewed date</b>
September 2025	<i>T Springer</i>	September 2026