TCAT CURRICULUM FOR EXCELLENCE POLICY

SERVE   CHALLENGE   EMPOWER

The Challenge Academy Trust Curriculum for Excellence Policy

The Challenge Academy Trust (TCAT) is dedicated to providing an exceptional education that inspires and challenges all our young people to achieve their full potential. Our curriculum policy is designed to reflect the trust's commitment to educational excellence and innovation, ensuring that every learner is equipped with the knowledge and skills, and build character needed to thrive in a rapidly changing world.

Purpose and Rationale

At TCAT, we believe in the transformative power of education. Our curriculum is crafted to prepare all children and young people to achieve and flourish academically, personally, and professionally. We aim to nurture well-rounded individuals who are not only academically proficient but also possess the character and resilience to navigate life's challenges successfully. Our goal is to equip them all with the tools they need to adapt to an ever-evolving work and to lead fulfilling lives.

Created using the principles of collaboration, challenge, and continuous professional development, our curriculum is both broad and balanced, offering a wide range of subjects and experiences that cater to the diverse needs of our children and young people. With a renewed emphasis on digital literacy, we prepare pupils / students to navigate the digital landscape safely and responsibly, fostering a culture of innovation and creativity. By aligning our policy with the OECD's Future of Education and Skills 2030 framework, we aim to develop global competencies that will enable all our young people to contribute positively to society and shape a better future for all.

At TCAT, we believe in the power of education to transform lives, and our commitment to the work around the curriculum is a testament to our unwavering commitment to the success and well-being of all our children and young people.

1. **Vision and Values**

- Our vision is to ignite a passion for learning in every student, nurturing their curiosity and empowering them to become lifelong learners who contribute positively to society. We aim to provide an excellent moder education that inspires, challenges and supports learning to excel in learning and in life.

- We value integrity, respect, and excellence. We are committed to providing an inclusive environment that respects the diversity of our community and promotes fairness and equality. Together we embrace accountability, foster innovation and provide equality of opportunity.

2. **Curriculum Aims**

- **Knowledge**: We aim to provide a rich and varied curriculum that equips children and young people with a deep understanding of key concepts across a broad range of subject areas.

- **Skills**: Our curriculum is designed to develop essential skills such as critical thinking, creativity, collaboration, and communication, with a strong emphasis on digital literacy skills and oracy. We focus on cultivating problem-solving activities and transferable skills that are highly valued by employers, ensuring our students are well-equipped for the dynamic and evolving workforce.

- **Character**: We strive to develop well-rounded individuals who are resilient, confident, and prepared to meet the challenges of the future with independence.

- The Challenge Academy Trust's curriculum policy is closely aligned with the **OECD's Future of Education and Skills 2030** framework, which underscores the necessity of preparing students for a rapidly evolving and interconnected world. Our curriculum is crafted to promote **student agency**, empowering learners to navigate through varying situations and determine their own paths in a meaningful and responsible manner. We are dedicated to enhancing **student well-being** and developing **competencies** that encompass not only cognitive abilities but also social and emotional skills, which are vital for the holistic development and future success of our students. By incorporating the **OECD Learning Compass 2030** into our curriculum, we aim to deliver an education that is both globally aware and locally relevant, equipping our students to make positive contributions to society and shape a better future for all. This approach ensures that our curriculum remains progressive and adaptable to the changing needs of our students and the broader community.

3. Evidence-Based Approach

- **Research**: Our curriculum is informed by the latest educational research, ensuring that our teaching practices are grounded in evidence-based strategies and curriculum practice.

- **Best Practices**: We adopt teaching methods that have been proven to be effective, continuously reviewing and refining our approach to meet the needs of all our children and young people, regardless of starting points.

4. Curriculum Design

- **Broad and Balanced**: We offer a wide range of subjects and learning experiences that provide a solid foundation in literacy, numeracy, and digital skills.

- **Progressive**: Our curriculum is carefully sequenced to build on prior learning, ensuring that students make clear progress as they move through the school.

- **Inclusive**: We are committed to meeting the needs of all learners, providing support and challenge where needed to ensure that every student can succeed.

5. Digital Skills

Digital literacy is a cornerstone of The Challenge Academy Trust's curriculum, reflecting our commitment to preparing students for the demands of the digital age. The integration of digital skills across all subject areas, ensuring that students are not only consumers of technology but also confident and creative users, is a Trust priority. We aim to develop students' abilities to use information and communication technologies to create, collaborate, and communicate effectively. This includes teaching them to navigate the digital world safely and responsibly, understanding the ethical implications of their actions online. By fostering a culture of digital innovation, we encourage students to explore new technologies and develop the skills needed to adapt to emerging trends. Our approach to digital literacy is designed to empower students with the critical thinking skills necessary to evaluate digital content, solve complex problems, and participate fully in a society that is increasingly shaped by digital information and communication.

Our commitment:

- **Integration**: Digital literacy is embedded across the curriculum, preparing students for a technology-rich world.

- **Safety**: We teach students how to use technology safely and responsibly, understanding the importance of digital citizenship.

- **Innovation**: We encourage the use of technology to enhance learning, fostering a culture of innovation and creativity.

6. Implementation

- **Professional Development**: Through our Professional Growth model, we provide ongoing professional development for staff, ensuring they have the skills and knowledge to deliver the curriculum effectively.

- **Resources**: Our learning environments are well-resourced and stimulating, supporting high-quality teaching and learning. Our Professional Development arm, Education Connect supports in delivering high quality resources and training.

- **Assessment**: We use a range of assessment methods to monitor student progress and inform teaching, ensuring that our curriculum meets the needs of all learners.

7. Impact

- **Outcomes**: We regularly monitor and evaluate the impact of our curriculum on student outcomes, using this information to drive improvement.

- **Feedback**: We gather feedback from students, parents, and staff to inform the ongoing development of our curriculum, ensuring it remains relevant and effective.

8. Compliance

- **Statutory Requirements**: Our curriculum meets all statutory requirements, ensuring that we fulfil our legal obligations. This includes:

- A curriculum that is balanced and broadly based, promoting the spiritual, moral, cultural, mental, and physical development of pupils and preparing them for the opportunities, responsibilities, and experiences of later life.

- We follow the statutory national curriculum which sets out programmes of study for key stages 1 to 4. This includes subject content for core and foundation subjects that should be taught to all pupils.

- We make provision for a daily act of collective worship and teach religious education to pupils at every key stage.

- We teach relationships education to pupils in primary education, relationships and sex education to pupils in secondary education, and health education to all pupils.

- We publish our school curriculum by subject and academic year online, in accordance with the requirements set out in the School Information Regulations 2012.

- We make provision for personal, social, health, and economic education (PSHE), drawing on good practice to inform our approach.

- We ensure that all pupils in maintained schools have a statutory entitlement to be able to study a subject in each of the four entitlement areas at key stage 4: the arts, design and technology, the humanities, and modern foreign languages.

- We are committed to providing an inclusive curriculum that meets the needs of all learners, including those with special educational needs and disabilities (SEND). We follow the SEND code of practice: 0 to 25 years, and make reasonable adjustments to ensure that all pupils can access the curriculum.

- We adhere to the statutory guidance 'Keeping children safe in education' and ensure that safeguarding is embedded in all aspects of the curriculum.

- We provide independent careers guidance for pupils in secondary and college education, in line with the statutory guidance.

- All students aged 16 to 19 are funded for an individual study programme that supports their progression to the next stage of education, employment, or training. These programmes are designed to provide a structured and challenging learning experience that includes substantial qualifications, work experience, and the development of English, maths, and digital skills.

- The trust offers technical education qualifications that are approved by the Institute for Apprenticeships and Technical Education. These qualifications are designed to meet the needs of employers and to prepare students for skilled employment or further technical training.

- The trust collaborates with employer representative bodies to develop local skills improvement plans. These plans set out the key changes needed in the local area to make post-16 technical education and training more responsive to employers' skills needs.

- **Policies**: Our curriculum is aligned with the trust's policies on safeguarding, equality, and health and safety, ensuring a safe and supportive learning environment.

- **32**.5 hours: We are committed to ensuring that all our academies provide a core school week of at least 32.5 hours. This includes the time from morning registration to the official end of the school day for all pupils, including breaks.

9. Review

- **Continuous Improvement**: We are committed to the continuous improvement of our curriculum, regularly reviewing and updating it to ensure it remains fit for purpose.

Next steps:
- *Adherence to policies and strategies, Reads, SEND, Oracy, WRM etc.*
- *Proforma to map out curricular offer*