Policy Owner	Department	Effective Date	Approval Date	Review Cycle	Revision Due Date
Kim Isaksen	SLT	July 2024	Feb 2025	Annual	Feb 2026

Curriculum Policy

Policy Approver: Local Governing Body

Version Control

Version Number	Date of Change	Changes Made
	5-7-23	New Policy
	20.01.2025	Amendments

Contents

1. Curriculum Intent

This policy aims to provide guidelines for Academy staff around the Curriculum and establish clear criteria for best practice and consistency in its implementation. The Curriculum aims will be driven though our Academy values,

Vision

At Huxlow Academy the curriculum is at the heart of our school, supporting pupils to achieve our mission of 'Thriving Through Excellence'. The curriculum is built on our core values of '**Ambition, Respect** and **Pride**' with the aim to develop exceptional young people who are equipped with the skills and knowledge to be successful, responsible global citizens.

We have developed a progressive and stimulating seven-year model, it is designed to provide an **ambitious**, broad and balanced experience for all pupils. The curriculum promotes multiculturalism & diversity and provides excellent opportunities for pupils to **respect** the inclusion of all in Modern Britain.

Our curriculum also provides new experiences for pupils to develop cultural capital through their subjects, through leadership opportunities and extracurricular pursuits. Pupils have opportunities to take **pride** in their achievements, to develop a love for learning and strive for mastery.

Our Guiding Principles

Our key curriculum aims/intention is to place significant emphasis upon the "powerful knowledge" required to fully understand each subject or curriculum area. It is intended to be sequenced in a logical, coherent fashion which builds upon prior learning, and where required will draw in more abstract concepts in order to contextualise learning and knowledge.

Our curriculum will then develop the skill required to apply this knowledge effectively. We also aim to provide frequent opportunities for students to recall and retrieve this knowledge, ensuring it is retained in the long-term memory and can then be recalled and applied whenever required.

 Underpinning this is our desire to develop students' general, and also subject-based, literacy and numeracy.

● Powerful knowledge. This means structuring a curriculum so that lessons focus upon ensuring that key knowledge, vital to fully understanding the topic (and possibly other related topics) is delivered and then assessed effectively.

● Sequencing. Both shorter and longer-term planning considers sequencing at all times, with regular review periods in which the sequence of curriculum content is re-evaluated and resequenced wherever necessary.

● Retrieval practice. Regular assessment incorporates approaches which build long-term retention of knowledge and supports cumulative assessment of curricula over time.

● Literacy and Numeracy opportunities. Curricula will include relevant and meaningful approaches to developing literacy and/or numeracy, which could be more generic as well as subject-specific.

● Application of knowledge. Students have regular opportunities to apply all knowledge gained through curriculum delivery, with links to other topics or subjects wherever relevant.

 ● Equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.

 ● Champion 'beyond tolerance' through content, references and ideology featuring within our curricula.

 ● Promote a positive attitude towards learning.

● Equip pupils with the knowledge and cultural capital they need to succeed in life.

● Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment.
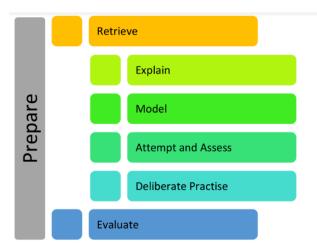
3. Legislation and Guidance

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 2015 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Academy trust governance guide.

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

4. Curriculum Implementation

The Huxlow PREMADE learning sequence

At Huxlow Academy, the PREMADE learning sequence provides a structured framework for effective teaching and learning, ensuring all students can access, engage with, and excel in their education.

1. Prepare

Purpose: Establish an environment and plan lessons that foster effective learning.

● Learning Environment: Classrooms will be safe, tidy, and conducive to learning, with resources accessible and seating plans that support engagement.

● Tailored Planning: Lessons are informed by student data, with differentiation to meet the needs of SEND, EAL, disadvantaged, and more able pupils. Collaboration with SENCOs and support staff ensures appropriate materials are provided.

● Behaviour Management: Routines such as greeting students, timely registers, and Disruption-Free Learning strategies create a calm and engaging atmosphere.

Key Principles:

1. Effective routines minimise wasted time.
2. High expectations of work, behaviour, and attitude promote positive learning environments.
3. Lessons are planned to ensure accessibility and challenge for all.

2. Retrieve

Purpose: Reinforce learning through purposeful retrieval practice.

● Do Now Activities: Lessons begin with a consistent PowerPoint slide featuring four retrieval questions (last lesson, last week, last term and a linking task) to activate prior learning.

● Recall Starters: These activities should take no more than 5 minutes to complete and must be purposeful in preparing students for the lesson.

● Interleaving: Retrieval activities link closely related topics, embedding knowledge in long-term memory.

Key Principles:

1. Retrieval activates prior learning and reinforces knowledge.
2. Spaced and purposeful practice enhances retention.

3. Explain

Purpose: Deliver clear and concise explanations to build understanding.

● Chunking: Information is broken into manageable parts for clarity.

● Objectives and Outcomes: Lessons have clear goals (e.g., Identify, Describe, Explain, Evaluate).

● Vocabulary: Tier 2 and Tier 3 terms are introduced and explained.

● Subject Knowledge: Teachers demonstrate strong expertise, supported by faculty leaders for those teaching outside their specialisms.

Key Principles:

1. Clear outcomes focus learning.
2. Precise explanations ensure comprehension.
3. Connections between concepts deepen understanding.

4. Model

Purpose: Demonstrate excellence and scaffold learning for independence.

● Scaffolding: Gradually removed as students build confidence and independence.

● Vocabulary: Tier 2 and Tier 3 terms introduced in "Explain" are reinforced here.

● Outcome Focused: Students are shown the intended outcome early, ensuring clarity and alignment with deliberate practice tasks.

Key Principles:

1. Modelling supports understanding and skill development.
2. Scaffolding ensures all students can achieve success.

5. Attempt and Assess

Purpose: Enable students to practise and evaluate their understanding.

● Hinge Questions: Used to check readiness to progress.
● Cold Calling: Ensures engagement and effective questioning.
● Live Marking: Immediate feedback addresses misconceptions promptly.

Key Principles:

1. Assessment and questioning guide progression.
2. Feedback ensures clarity and improvement.

6. Deliberate Practice

Purpose: Build fluency, depth, and independence through sustained practice.

● Extended Writing: Where possible, this should form the main body of most lessons, allowing students to refine and consolidate their understanding.
● Scaffolding: Used where needed and gradually withdrawn to promote independence.
● Success: Students should experience high levels of success to maintain motivation and engagement.

Key Principles:

1. Practice develops fluency and confidence.
2. Extended writing consolidates and deepens learning.

7. Evaluate

Purpose: Reflect on and assess learning to drive improvement.

● Feedback: Delivered promptly, with time allocated for students to reflect and act (CRAFT – Check, Reflect, Act on Feedback).
● Self and Peer Assessment: Builds critical thinking and independence.
● Plenaries: Summarise learning and confirm objectives have been met.

Key Principles:

1. Assessment informs future learning.
2. Reflection consolidates understanding and promotes improvement.

Routines for Learning

At Huxlow Academy, consistent routines underpin the effective implementation of the PREMADE sequence. These routines ensure classrooms are orderly, expectations are clear, and learning is maximised for all students. Importantly, these strategies are designed to provide additional support for learners whose progress is vulnerable, such as those with SEND or personal development (PD) needs. By embedding high expectations, purposeful activities, and tailored approaches, we ensure that all students, regardless of their starting point, are given the structure and support needed to succeed.

1. Purposeful Starters
Every lesson begins with a purposeful retrieval activity that activates prior learning and engages students immediately.

● 5-Minute Timers: All starters should be designed to be completed within 5 minutes, ensuring efficiency and focus.
● No Opt-Out: All students are expected to participate and engage, fostering a classroom culture where effort is non-negotiable.

2. One Voice
To maintain clarity and focus during lessons:

● Teacher Explanations: Delivered clearly, ensuring students fully understand key concepts and instructions.
● Student Answers: Responses are heard and valued, promoting a respectful and inclusive environment.
● Classroom Expectation: Only one person speaks at a time, whether it's the teacher or a student, ensuring all voices are respected and distractions are minimised.

3. Active Circulation

Teachers actively move around the classroom during lessons to:

- Monitor student progress and engagement.
- Provide on-the-spot feedback to address misconceptions.
- Support students who need additional help, ensuring no one is left behind.

4. Annotated Seating Plans

Seating plans are a vital tool to support tailored teaching.

- Key Information: Each plan includes details such as student names, targets, SEND needs, and strategies for support.
- Planning Aid: Teachers use these plans to inform their lesson design and ensure every student is supported effectively.

5. Consistent Use of Behaviour Policy

All staff adhere to the school's Behaviour Policy to maintain a positive learning environment.

- Clear expectations and consequences are consistently applied.
- See the Behaviour Policy for further details.

6. Hinge Questions

As part of the Attempt and Assess stage of PREMADE, hinge questions are a key routine to:

- Check students' understanding of a concept.
- Inform teacher decisions on whether to reteach, support, or move on in the lesson.

Homework Policy

Homework at Huxlow Academy strengthens and extends learning through practice, pre-learning, application, and recall.

- Time Guidelines:
- Years 7–8: 45 minutes/day
- Year 9: 90 minutes/day
- Years 10–11: 120 minutes/day
- Expectations:
- Teachers: Set meaningful homework aligned with the curriculum and provide timely feedback.
- Students: Complete homework to a high standard.
- Parents: Support and monitor homework completion.

By embedding these practices, Huxlow Academy ensures consistent, high-quality teaching that enables all students to thrive.

Marking and Feedback

At Huxlow, we have adopted Dylan William's 'Four Quarters Marking model' to support our focus on actionable feedback that supports our 'active response' approach.

Dylan Wiliam's "Four Quarters Marking" model suggests that classroom feedback/marking should be divided into four quarters:

25% should be detailed teacher feedback.

25% should be skimmed and summarized for whole class feedback.

25% of time spent on feedback should be on peer feedback.

The remaining time should be allocated to self-assessment.

At Huxlow, we have adopted the principles of this model with the expectation that:

1. Teacher Feedback (Approx. 25%)
- Mark tasks and class books with a focus on deliberate practice. This includes:
- Providing diagnostic feedback in green pen during the retrieval and deliberate practice sections of lessons.
- Identifying misconceptions and addressing gaps in understanding.
- Setting actionable tasks that students complete in purple pen, such as corrections, redrafting, or completing a more challenging task.
- Incorporate both traditional marking and immediate feedback as part of active circulation during lessons.

2. Whole-Class Feedback (Approx. 25%)
- This is supported by marking of class books with focus on deliberate practice. Assessments will also form part of this feedback.
- Teachers use Whole-Class Feedback Sheets or Booklets to summarise common misconceptions, errors, and areas for improvement. This is used to inform teaching with clear next steps for learning identified.
- When taking in books every two to three weeks, review six books per class to include a representative sample of:
- High attainers, middle attainers, lower attainers, and vulnerable learners.
- Use this feedback to inform follow-up teaching and learning actions.
- The minimum expectations are:
- For subjects seen three or more times per week: Class feedback and marking every two weeks.
- For subjects seen less than three times per week: Class feedback and marking every three weeks.

3. Peer Feedback (Approx. 25%)
- Allocate time in lessons for structured peer feedback.
- Provide scaffolding (e.g., sentence starters, success criteria) to guide students in assessing their peers' work accurately.
- Ensure peer feedback is actioned, with students reflecting and improving their work based on comments.

4. Self-Assessment (Approx. 25%)
- Embed self-assessment within retrieval tasks and deliberate practice, encouraging students to:
- Reflect on their understanding.
- Identify areas for improvement.
- Set their own actionable goals.
- Use self-assessment to reinforce metacognitive skills and promote independent learning.

Active Circulation and In-Lesson Marking

Teachers should actively circulate during lessons to:

- Build a culture of belonging and high expectations.
- Provide immediate feedback to address misconceptions in real time.
- Use green pen marking during lessons to model correct responses and support deliberate practice.

Presentation and Literacy Standards

- Presentation Expectations: Ensure all work meets high presentation standards (e.g., underlined titles, diagrams in pencil, neat handwriting).

● Subject-Specific Literacy: Correct Tier 2 and Tier 3 vocabulary errors during lessons and in written work to promote accurate use of subject-specific language.

5. Assessment which is accurate and actionable

We will track pupils' progress using a combination of formative and summative assessment. Each subject area sets their own summative assessments during an assessment window.

At Huxlow Academy, **assessment is actionable** and serves as a tool to inform students on how to improve and guide teachers in refining their planning and curriculum delivery. This ensures that assessment directly supports high-quality learning and teaching.

Purpose of Assessment

● To provide students with clear, specific, and actionable feedback to support their progress.
● To equip teachers with the insights needed to address misconceptions, plan effectively, and adjust the curriculum where necessary.
● To ensure all students are actively engaged in their learning and understand how to achieve success.

Policy Principles

1. **Assessment Must Be Actionable**
○ Feedback should clearly outline next steps for students, enabling them to make measurable improvements in their work.
○ Teachers should use assessment outcomes to adapt lesson plans, inform future teaching, and address gaps in knowledge.
2. **Formative and Summative Assessment**
○ Formative assessments, such as hinge questions, cold calling, and retrieval tasks, will be embedded in every lesson to monitor progress and inform teaching.
○ Summative assessments will be conducted during designated windows and used to track long-term progress, inform interventions, and evaluate curriculum effectiveness.
3. **Feedback Guidelines**
○ For detailed expectations and implementation, see the **Marking and Feedback Strategy**.
○ Feedback must be timely, specific, and actionable, allowing students to act on it to improve their work and providing teachers with clear information to guide future teaching.
4. **Teacher Responsibilities**
○ Use assessment data to plan differentiated lessons that meet the needs of all students, particularly those with SEND, EAL, or disadvantaged backgrounds.
○ Collaborate within departments to identify trends in assessment outcomes and address curriculum gaps. to provide immediate feedback and support deliberate practice.
5. **Student Responsibilities**
○ Engage with all assessment activities and act on feedback provided to improve their work.
○ Use self and peer assessment to reflect on their progress and identify areas for growth.
6. **Implementation and Monitoring**
○ Subject leaders will ensure assessments are aligned with the curriculum and used to monitor progress consistently across all classes.
○ Senior leaders will review assessment data to identify trends, support departments in addressing underperformance, and ensure curriculum coherence.
○ Teachers will be supported through CPD to develop high-quality assessment practices.

6. Monitoring and Evaluation

We will monitor teaching and learning in our school to make sure that all our pupils make the best possible progress from their starting points.

School leaders, heads of department and the teaching and learning mentors will monitor and evaluate the impact of teaching on pupils' learning through:

This will be completed through:

● Formal Observations
● Termly book scrutinies focussing on marking and feedback
● Pupil progress meetings and department review documents
● Learning walks
● Student voice
● Departmental deep dives
● Developmental Department Drop-ins from the Quality of education team to inform CPD and support

See TOVE appraisal Policy in conjunction with the Monitoring and Evaluation Procedure

7. Roles and responsibilities

Teaching and learning in our school are a shared responsibility, and everyone in our school community has an important role to play.

This is how we will always create the above conditions for pupils' learning:

All teaching and support staff are expected to meet the expectations set out in following linked documents;

● [SEN/SEND policy](#) and [information report](#)
● [Assessment, marking and feedback procedure](#)
● [Home-school agreement](#)
● Monitoring and Evaluation procedure
● [CIAG Policy – updated by 30.9.23](#)
● [RS procedure - updated by 30.9.23](#)
● [More and Most Able procedure - updated by 30.9.23](#)
● [Literacy Policy – updated by 30.9.23](#)
● [Behaviour Policy](#)

Teachers

Teachers at Huxlow Academy will:

● Deliver lessons using the **PREMADE learning sequence**, ensuring teaching is informed by assessment outcomes and responsive to students' needs.
● Use formative and summative assessments to inform their teaching, identify gaps in learning, and plan targeted interventions.
● Provide actionable feedback in line with the **Marking and Feedback Strategy**, ensuring students understand how to improve their work.
● Promote independent learning and resilience by guiding students in self-assessment and reflection on their progress.
● Actively engage parents/carers in their child's learning by sharing successes, identifying areas for support, and providing clear communication about expectations and progress.
● Participate in CPD to refine their assessment practices and ensure consistency across subjects.

Support Staff

Support staff will:

● Know students well and provide tailored support to meet individual learning needs, including those with SEND, EAL, or disadvantaged backgrounds.
● Assist in delivering assessment strategies, such as supporting retrieval tasks, self-assessment, and peer assessment activities.
● Provide immediate feedback to students during lessons to reinforce learning and correct misconceptions.
● Collaborate with teachers to understand lesson objectives, assessment criteria, and student needs.
● Promote a positive and inclusive learning environment by encouraging student participation and celebrating successes.

Heads of Subject (HoS)

Heads of Subject will:

● Monitor the implementation of assessment practices within their subject area, ensuring alignment with **school-wide policies**, including the **Curriculum Policy** and the **Marking and Feedback Strategy**.
● Use assessment data to evaluate student progress, identify trends, and make informed decisions to improve curriculum delivery.
● Support teachers in their departments through coaching, mentoring, and facilitating the sharing of best practices in teaching and assessment.
● Review student work regularly to ensure marking and feedback meet the standards set out in the **Marking and Feedback Strategy**.

Senior Leaders

Senior leaders will:

● Develop and communicate a clear, ambitious vision for teaching and learning that prioritises actionable assessment and high-quality curriculum delivery.
● Monitor and evaluate the impact of assessment practices across the school, ensuring alignment with **school-wide policies**, including the **Curriculum Policy**.
● Provide CPD opportunities for all staff to enhance their understanding and application of assessment strategies.
● Ensure assessment outcomes are used to drive school improvement, inform interventions, and refine curriculum planning.
● Oversee monitoring and evaluation processes, such as formal observations, learning walks, and student voice activities, to maintain high standards.

Headteacher

The Headteacher will:

● Ensure that the curriculum is broad, balanced, and effectively sequenced, and that it meets the needs of all learners.
● Hold staff and pupils to account for the quality of teaching, learning, and assessment practices.
● Allocate resources to support high-quality teaching, learning, and assessment across all subjects and year groups.

- Ensure that statutory requirements for assessment and reporting are met.

Pupils

Pupils at Huxlow Academy will:

- Take responsibility for their learning by engaging fully with assessment activities and acting on feedback to improve their work.
- Participate in self-assessment and peer assessment tasks with effort and honesty, using them as opportunities to develop, ensuring a positive classroom environment that allows everyone to succeed.
- Take pride in their work by maintaining high standards of presentation and organisation.

Parents and Carers

Parents and carers will:

- Support their child's learning by ensuring regular attendance, punctuality, and readiness for school.
- Engage with school communications, including reports, parents' evenings, and other updates on their child's progress.
- Encourage their child to act on feedback and complete home learning tasks to a high standard.
- Provide a home environment that values and supports education.

Governors

Governors will:

- Ensure that the school's curriculum is broad, balanced, and meets statutory requirements.
- Monitor the implementation of **school-wide policies**, including the **Curriculum Policy**, and the impact of teaching, learning, and assessment practices on pupil progress.
- Hold the Headteacher to account for the quality of teaching, learning, and assessment across the school.
- Ensure resources are allocated effectively to support the delivery of high-quality teaching and learning.
- Promote a culture of high expectations by supporting policies that focus on improvement and excellence.

7. Review

This policy will be reviewed every year by the Deputy Head teacher in charge of the Curriculum. At each review, the policy will be shared with the full governing board.

8. Links with other policies

This policy links with the following policies and procedures:

- SEN/SEND policy and information report
- Home-school agreement
- CIAG Policy
- RS procedure
- Behaviour Policy

Signed:

Chair of Local Governing Body

Date: 15.03.25