Trinity Academy Halifax

Policy:	Curriculum Policy
Date of review:	July 2025
Date of next review:	July 2026
Lead professional:	H. Tuffnell
Status:	Non-Statutory

1. Curriculum Intent

1.1 Our inclusive curriculum at Trinity Academy Halifax:

- Opens doors to future opportunities and ensures students are life-ready.
- Is academically challenging and rigorous across of broad range of subjects.
- Leads to in-depth knowledge and skill development.
- Facilitates students' acquisition of core values and Professional Standards.
- Provides a wealth of co-curricular experiences to allow students to 'use their gifts' [1 John 4].

The curriculum design and delivery take into account the organisation's duties under the Equality Act 2010 and the SEND Regulations 2014.

1.2 Aims:

- To provide a varied curriculum offer to students which ensures a deep understanding of individual subjects, leading to a rich body of knowledge.
- To ensure the best possible progress and highest academic achievement for all by tailoring the curriculum to individual needs, ensuring flexibility and responding to change where necessary.
- To ensure that students have appropriate careers information, advice and guidance at all stages, and that options are open to students through their academic achievement and experiences gained at Trinity Academy Halifax.
- To promote students' spiritual, moral and social understanding by a varied Curriculum for Life programme which responds to the needs of TAH students.

2. Objectives

2.1 For students

- To be fully engaged and involved in their learning at all times, always striving to be the best they can be and completing all class and homework tasks set for them.

2.2 For parents and carers

- To support their child's academic progress and curriculum experience by working with the academy through regular communication, attendance at parent consultation evenings and support of the 'Involve', 'Graduation', 'Trinity Challenge', and 'Competitive Edge' programmes.

2.3 For teachers

- To provide quality first teaching for all students, allowing for the full range of learning needs of different students. Ensuring that a deep body of knowledge is given to students to enable them to make the highest possible progress.

2.4 For Curriculum Leaders

- To ensure curriculum coherence via regular review of schemes of work in line with national and local requirements.
- To monitor the academic progress of students across the curriculum and ensure any potential barriers to learning are recognised and strategies are put in place to remove them. To lead CPD within departments to ensure students are receiving quality first teaching with a focus on deep understanding of knowledge and acquisition of relevant skills.

2.5 For the Senior Leadership Team

- To ensure that a broad and balanced curriculum is offered which is appropriate to student's needs.
- To ensure statutory requirements are met by the curriculum offer and that national changes are monitored and acted on within appropriate timescales.
- To be responsible for the management of change in curriculum content over time.
- To ensure that Quality Assurance is consistent across the Academy and that the process is effective in raising achievement through sustained and continuous improvement in teaching and learning.
- To offer a programme of professional development that will ensure quality first teaching for all students.

2.6 For the CEO

- To review and agree the curriculum policy for approval by the Board of Directors.

3. Curriculum Delivery

3.1 Classroom policy

- All students will follow a broad and balanced curriculum offer within individual curriculum areas, which aims to not only prepare students for national exams but that also deepens their understanding of the subject and builds the skills needed for success academically and in the future workforce.
- All students will be expected to complete all tasks set in lessons, and in addition, complete weekly homework for each subject.
- If a student is absent, it is their responsibility to catch up on missed class work/homework. The class teacher will support the student to ensure they are provided with all relevant resources.

3.2 The Trinity Experience policy

- In addition to timetabled academic subjects, all students follow a 'curriculum for life' programme which aims to develop their spiritual, moral, social and cultural understanding.
- Students have a timetabled 40-minute Curriculum for Life lesson each week. This covers the content of the Relationships, Sex and Health Education statutory guidance (2020), the recommended content of the PSHE Association and the Citizenship National Curriculum.
- Delivery of the curriculum for life programme will be provided for in year groups to be tailored to the specific needs of different age groups.
- The content of the Curriculum for Life programme will be determined via analysis of a range of data available, which gives evidence as to the education gaps students may have. Data will be taken from avenues such as the yearly bullying survey, analysis of the types of referrals made to the vulnerable student team and pupil voice.
- The Curriculum for Life programme permeates the academic curriculum and will be enhanced through assemblies, vertical tutoring sessions, workshops by external agencies, and collective worship.
- In addition to the core curriculum for life programme, students will have the opportunity to partake in cultural trips, visits and residential trips, based on their interests and needs.
- The academy values of Empathy, Honesty, Respect and Responsibility play an integral part in the curriculum for life programme, and all students and staff take part in a daily two-minute silent reflection, aimed to provide space and time for thinking and reflecting on a world event.
- These values are underpinned by annual whole school events such as the whole school act of remembrance, the Christmas service and Easter service. These events also reflect the academy's religious ethos.

3.3 Religious Education policy

- All students study a core RE programme. The programme comprises the teachings of a variety of religions and links to wider topics which broaden students' spiritual and moral education.

3.4 Involve

- Education outside of the classroom is integral to the Trinity Experience, and all Phase 1 students will take part in a minimum of one extra-curricular 'involve' club each week. Attendance at this club will form an integral part of Phase 1 graduation.
- In addition to the 'graduation' involve clubs, students are given the opportunity to take part in a wide range of sporting activities, music, drama and dance classes, handwriting clubs, computer clubs, debating events and film clubs.

3.5 Literacy

- We aim for all of our students to become literate and articulate communicators. In all subjects, students should be taught to correct themselves correctly and appropriately on paper and orally, and to read accurately and with understanding.
- The importance of vocabulary is valued by the academy. All students are exposed to new vocabulary through knowledge organisers and through the reading of challenging and varied texts, supported by curriculum anthologies.
- Students who need literacy support are offered a tailored literacy programme to meet their individual needs. This comprises additional Level 1 English support lessons and personalised reading programmes. For more information, please see the separate SEN and Literacy policies.

4. Curriculum Organisation

Phase 1

- Students have a 25-hour week and study a mixture of Maths, English, Science, MFL (Spanish or French), Geography, History, RS, Art and Technology, Music, Performing Arts, Computing and PE.
- Students who have difficulty accessing the full curriculum attend English support classes (Nurture) in place of History, Geography, Religious Studies, and Modern Foreign Language lessons. Students in nurture access History, Geography, Religious Studies, and Modern Foreign Languages through their nurture curriculum.

Year 7	Non-Nurture	Nurture
English	5	5
Maths	4	4
Science	3	3
History	2	0
Geography	2	0
Religious Studies	1	0
PE	2	2
MFL	2	0
Technology	1	1
Art	1	1
Music	1	1
Computing	1	1
Nurture	0	7

Year 8	Non-Nurture	Nurture
English	4	4
Performing Arts	1	0
Maths	4	4
Science	3	3
History	2	0
Geography	2	0
Religious Studies	1	0
PE	2	2
MFL	2	0
Technology	1	1
Art	1	1
Music	1	1
Computing	1	1
Nurture	0	7

4.2 Phase 2

- Students have a 25-hour week and study a core programme of English, Maths, Science, RS, MFL, and core PE.
- Students begin the personalisation of their curriculum at the end of Year 8 and choose subjects as follows:
    - Options – students have a choice of a range of qualifications. Both GCSE and vocational courses are available to students.
    - Carousel – students rank a range of subjects. Students take part in three rotations across the year.
    - History or Geography
- Students with strong academic attainment will follow the Scholars pathway. They will have more MFL lessons each week.

	Scholars Pathway	Core Pathway
English	4	5
Maths	4	4
Science	5	5

History or Geography	2	2
Religious Studies	2	2
PE	1	1
MFL	2	1
Option A	2	2
Option B	2	2
Creative Carousel	1	1

4.3 Phase 3

- Students have a 28-hour week and study a core programme of English, Maths, Science, RS, and core PE.
- The school day is extended for Year 10 and 11 students three times per week, providing an additional three hours of teaching time.
- Students in Phase 3 personalised elements of their curriculum at the start of Year 9. Students in Year 11 completed Option A at the end of Year 10. Students in Year 10 will complete two options (Option A and Option B) at the end of Year 10.
- The majority of students (approximately 80%) study MFL.
- Students who do not study MFL will have an additional Maths lesson per week.
- Students who have difficulty accessing the full curriculum attend English support classes (Level 1) in place of the Humanities subjects and MFL (6 lessons per week).

Year 10	Full MFL route	Short MFL route	Level 1
English	4	5	5
Maths	5	5	5
Science	5	5	5
History/Geography	3	3	0
Religious Studies	2	2	0
MFL	2	1	0
PE	1	1	1
Option A (completing course)	3	3	3
Option B	3	3	3
Level 1	0	0	6

Year 11	Full MFL route	Short MFL route	Level 1
English	6	6	6
Maths	5	6	6
Science	6	6	6
History/Geography	3	3	0
Religious Studies	2	2	0
MFL	2	1	0
PE	1	1	1
Option B (completing course)	3	3	3
Level 1	0	0	7

5. Grouping of students

5.1 Phase 1

- Students are taught in mixed ability groupings in Year 7.
- In Year 8, students are set based on Maths attainment for core subjects (English, Maths and Science). All other subjects are taught in mixed ability groupings.

5.2 Phase 2

- Students personalise their curriculum as detailed above.
- In the core subjects of English, Maths, Science, and Humanities, students will be set based on prior attainment.

- Where timetabling allows students may also be set in MFL and RS.
- Option A and B subjects, carousel subjects and core PE are taught in mixed ability groups.

5.3 Phase 3

- In the core subjects of English, Maths, Science, Humanities and MFL, students will be set based on prior attainment.
- All options subjects, RS and core PE are taught in mixed ability groups

6. Monitoring and review of the curriculum

Monitoring of standards, systems and teaching and learning across the Academy is the responsibility of the Senior Leadership Group. Monitoring of the quality of lessons on a daily basis is the responsibility of the Curriculum Leadership Team. Each subject has ongoing Quality Assurance throughout the year via lesson spotlights, lesson observations, work scrutinies, student voice and weekly SLG link meetings.