



THE PRIORY
LEARNING TRUST

Curriculum Policy

Policies approved by the Board of Trustees

Signed: 

Name: Katie Dominy

Date: 2nd September 2021

Chair of Board of Trustees

Authorised for Issue

Signed: 

Name: Neville Coles

Date: 2nd September 2021

Chief Executive Officer

History of Policy Changes

| Date | Version | Change | Origin of Change e.g. TU request, change in legislation | Changed by |
|----------------|---------|---|---|--------------|
| September 2017 | 1 | | | |
| July 2018 | 2 | Added Headteacher as well as Principal. Changed the Trust to TPLT | Review of Policy | Gail Webb |
| May 2019 | 3 | Key Aims updated | Review of Policy | Sarah Gibbon |
| May 2021 | 4 | No changes | Annual review | Gail Webb |

This policy applies to The Priory Learning Trust and its schools.

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| Date policy adopted | September 2021 |
| Review cycle | Annual |
| Review date | May 2022 |

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1. Policy Statement

It is the policy of the Priory Learning Trust (TPLT) that all students should have access to a curriculum that is challenging, engaging, enjoyable and appropriate to their needs and abilities. The ultimate responsibility for the curriculum lies with the Academy Councils, working in conjunction with the staff and schools. The Curriculum Lead is responsible for modeling the curriculum, in consultation with the Leadership Team and Central Leaders, and for presenting any curriculum review to the appropriate Academy Council committee.

2. Key Aims

The Curriculum will:

1. Be personalised. Students will follow a curriculum which is relevant and tailored to their learning needs and interests and well matched to their starting points. The curriculum will be adapted to meet their requirements and be designed to fulfil their aspirations, ensuring that they are well prepared for their next stage of learning. Students will have significant choices about the curriculum they follow. Individual Advice and Guidance will always support choices.
2. Encourage students to develop positive attitudes and a sense of responsibility towards themselves, other people in the community and other cultures.
3. Allow outstanding achievement. Students will have every opportunity to gain the qualifications needed to maximise their life chances beyond school.
4. Promote the acquisitions of life skills, including personal, learning and thinking skills, Personal, Social, Careers and Health Education (PSCHE) and Spiritual, Moral, Social and Cultural (SMSC) development. Furthermore, students will develop key skills of communication, ICT, numeracy and literacy.
5. Create and enforce a clear and rigorous expectation in promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of these with different beliefs in different faiths and no faith.
6. Be engaging and relevant for all students. Though high quality, inspiration, memorable and rich learning experiences, students will develop a life-long love of learning and build their cultural capacity both within the core curriculum time and experiences outside the classroom.
7. Promote high aspirations and expectations. All students will be encouraged to strive to fulfil their potential and their achievements will be recognised, valued and celebrated.
8. Follow a structured modular learning cycle approach which allows for sequential learning and enables the curriculum to be adapted and refined to ensure that no student gets left behind.

3. Role of Academy Council

The Academy Council will use feedback from lesson observations, faculty reviews, analysis of data relating to external exams and parent and student voice to assess the implementation of this policy.

4. Policy Review

This policy is reviewed annually by the Trust and where materially amended is consulted on, where necessary. We will monitor the application and outcomes of this policy to ensure it is working effectively.