

MULBERRY STEPNEY GREEN MATHS, COMPUTING & SCIENCE COLLEGE

CURRICULUM POLICY

Ratified on: November 2024

Ratified by: Full Governing Body

Date of next review: November 2025

November 2024	No changes
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This policy has been adopted by the Mulberry Schools Trust “The Trust” and will be applied to all schools which belong to the Mulberry Schools Trust.

This policy statement sets out the underpinning principles and aims for an education provided by any school within the Mulberry Schools Trust. It also describes the key elements of all learning at schools within the Trust, as well as explaining the framework within which all learning is planned and resourced. All schools will create a curriculum that reflects this policy statement but that is also bespoke to the particular needs of their own pupils, families and communities as well as speaking to the character of their school. In this way, schools can create inspiring learning framed within a structure that is visionary and rigorous – that encourages innovation and the development of great pedagogy and practice.

Principles for a Mulberry Schools Trust Education

A Mulberry education is premised on three under-pinning principles:

1. Access to education and the chance to be educated is a human right in a civilised world. A state school like those in the Mulberry Schools Trust should provide a high quality education for every child regardless of the barriers. As well as the intrinsic value in this, there are important social and economic reasons for doing this that affect the peace and security of our society profoundly
2. Education should provide rich intellectual and personal development for individuals and communities of people. An education offered by the Trust is concerned with the spiritual, moral, social, cultural and physical development of people so they have self-determination and can create for themselves fulfilled, happy lives. It is also concerned with equipping people for employment, making a contribution to the economy as well as enabling them to sustain themselves financially
3. Education is a public good. To have universal school education brings economic and social benefits to the whole of society as well as enriching the human condition: it creates greater peace, prosperity and economic and social well-being. The Mulberry Schools Trust is outward facing and contributes to education beyond the doors of its own schools. Aims of Education at Schools in The Mulberry Schools Trust

All learning at any school within the Mulberry Schools Trust has three key aims:

1. To engender high levels of academic and technical ambition with knowledge of how to learn and how to communicate one’s learning with strong understanding through high quality, confident writing and speaking. Pupils will learn the intellectual skills and technical language for the subjects they study so that they can perform at the highest level. Pupils will be taught how to be independent learners and how to work together to support each other in successful learning
2. To provide rich personal development (character education) that includes a strong moral, spiritual and social foundation, to foster a highly developed imagination and creativity. Pupils will be taught to think critically and analytically, to be enquiring, thoughtful and questioning and to be open-minded with a strong understanding of the world around them. Pupils will be supported to develop confidence, resilience and security in their abilities and identity and to extend their talents. Pupils will be helped to develop their ‘voice’ and will be provided with a variety of platforms from which they can develop their skills in public speaking and ensure they are confident in making their voices heard in constructive, powerful ways
3. To enable the development of pupils’ high aspirations and self-determination through opportunities for leadership, engagement with higher education and the professional workplace and experience of different cultures. Pupils will become global ambassadors - for the school, their community and for British society - able to encounter challenge, to negotiate solutions and to make peace and prosperity a realistic prospect for all those with whom they live and work. Pupils will actively work for positive social change

All schools within the trust through their curricula will:

- Promote understanding of the wider world for which we are preparing our pupils
- Uphold social cohesion and a good social mix
- Understand the impact of systemic disadvantage and how to ensure every child is highly successful – both academically and in terms of personal happiness
- Work hard to open doors for all pupils regardless of background

Curriculum Framework for the Mulberry Schools Trust

The curriculum at schools within the Trust is framed by a formal curriculum and extra-curricular offer known as 'Mulbacc' – the Mulberry Baccalaureate. This a Trust-wide system that runs from nursery and early years to post-16 provision. It ensures that high standards of academic and technical achievement are built up seamlessly throughout a child's school career, key stage by key stage. Most schools within the Trust offer a general education, focused on academic scholarship leading ultimately to university and Level 4 apprenticeships. The UTC offers a very bespoke education that brings intellectual rigour and technical prowess together to ensure that UTC graduates are 'industry-ready' and skilled at a highly competitive level when they move on to their next destination.

The development of confidence, creativity and critical thinking, leadership skills and a love of learning underpin every stage of the provision that is made – from nursery schooling through to adult education. Underpinning all of this work are the features of:

- Academic scholarship and aspiration to excel
- Intellectual rigour and technical prowess in applied learning skills
- Global citizenship with a commitment to British identity
- Creativity and the arts, fostering confidence, creativity and entrepreneurialism
- Innovation in science and technology
- Partnership with industry, colleges and universities including Oxbridge and Russell Group universities
- Support for learning in the family and the local community

Mulbacc is characterised by rigour and high expectations at all levels. It is accredited through SATs tests, public exams and qualifications at each key stage of transition.

In nursery and primary education, a mixture of play-based and thematic learning is offered as appropriate to age. Strong emphasis is placed on writing, reading and speaking as well as a love of number and mathematics as well as science, technology, humanities and the arts in a way that builds a platform for success in secondary education. Physical education and personal development are also very prominent.

In secondary education, a traditional general curriculum is offered throughout schools in the Trust except where a school has a special designation, such as Mulberry UTC. Conscious that at the transition to secondary school can bring a dip in progress for many youngsters, Year 7 builds in stretch and challenge to programmes of learning and a focus continues on academic voice, writing and reading as well as mathematics and love of number. Sciences, languages, humanities, technology, arts, RE and PE are also compulsory at Key Stage 3.

At Key Stage 4, Mulbacc includes the EBacc with a compulsory art qualification and RE full course GCSE. At Mulberry University Technical College, this is varied to support the development of excellence in technical learning through appropriate applied qualifications. At Key Stage 5, a

portfolio mix of qualifications is offered for students to allow them to specialize in a way that suits their chosen aspirations. Students at post-16 have curriculum extension which includes the EPQ, industry-based placements and experiences, master-classes, service to the community and rich extra-curricular programmes such as the Model UN.

There is an emphasis on high quality subject teaching reinforced by high quality support for learning and intervention where pupils are not making the progress they should. Inclusion services support personal development and there is excellent pastoral care ensuring that when pupils come to classes they are ready to learn. Leadership of curriculum development is strong with high levels of expertise in education supported by knowledgeable, committed and challenging governance.

The curriculum in schools within the Trust will:

1. Provide curriculum pathways appropriate to high levels of academic challenge / intellectual rigour in applied learning in all phases and will consist of:
 - Subject mastery with academic voice and love of number
 - High quality, confident writing and speaking
 - Computing and the creative use of technology to support knowledge, innovation and invention
 - Confidence gained from public speaking, other forms of self-expression and performance
 - Creative and artistic skills and critical thinking
 - SMSC dimensions of learning and sense of identity which includes a commitment to Britishness and global citizenship
 - Physical fitness and motor skills
2. Prepare for and foster a love of learning in all phases that will consist of:
 - The National Curriculum
 - Writing, reading and mathematics
 - Skills in scientific and technological enquiry
 - Aptitude leading to proficiency in at least 1 MFL other than mother tongue
 - Understanding of the globe and the chronology of human history
 - Citizenship, politics, religious education and PSHEE
 - The arts, sport and culture
3. Entitlement to an enriched education through The Mulberry Pledge and which gives access to in all phases to:
 - Young women's and young men's education programmes (that mirror the Women's Education programme at Mulberry School for Girls)
 - Sports coaching and physical fitness including cricket, football, netball, rugby, judo, hockey, fencing, rowing, climbing, circuit training
 - Arts and cultural visits including art galleries, museums, theatres, monuments, palaces and parks • Visits abroad
 - The Duke of Edinburgh's Award
 - Outdoor education
4. Academic intervention programmes & support for learning for all phases that will consist of:
 - Prep
 - Star / Skills Academy
 - Literacy and numeracy catch-up
 - Voice work
 - The Inclusion and support teams

The Virtual Learning Environment

Supported self-study is fundamental to pupils' progress, helping pupils to develop as independent learners. Schools within the Mulberry Schools Trust will have access to a Virtual Learning Environment (VLE) – an online learning platform to support structured independent study – by the end of 2018. This will be a shared portal to which each school will have its own access point and on which all learning resources for pupils will be stored. Pupils and staff will be able to access units of work and resources as well as activities and assessments. This will allow teachers to prepare more easily, cutting down workload. It will allow pupils to carry out supported, structured independent learning. It will help pupils to 'prep' lessons beforehand and parents / carers to help their children at home.

Inclusion, Support for Learning and Pastoral Care

An inclusive provision across the Mulberry Schools Trust is an essential part of the ethos that underpins it. All schools are comprehensive and, with the exception of any Special and Alternative Provision that may be established, all schools will have a mixed ability intake that follows the local admissions policy and the DfE's Admissions Code.

At present, and always as far as possible, pupils with severe and complex needs are accommodated in the mainstream schools in the Trust. Pupils with special educational needs and disability (SEND) and pupils with EAL (English as an additional language) have access to specialist assistance to ensure that their needs are fully met. Specialist teachers carry out reviews and update Education and Healthcare Plans (EHCs). At times, pupils may be referred to specialists in the Inclusion team or they may be referred to external services such as CAMHS or social services.

Pupils must come to class ready to learn and so pastoral care is essential to support achievement. Thus it is regarded by the Trust as an area of professional expertise that is closely tied to Inclusion. Each school in the Trust has a team of pastoral leaders who take responsibility for pupils' personal development and well-being. They oversee teams of primary school class teachers / secondary school form tutors and contribute to the development of PSHE (Personal, Social and Health Education). They will use the Inclusion service to support their work and they will have a multi-agency panel meeting monthly to ensure that pupils causing concern in relation to their personal needs are properly supported.

The Inclusion service will be a shared service across the Trust with some dedicated officers based in schools and some that will be offered centrally. These services may include:

- A school counsellor
- A school nurse
- A learning mentor
- An attendance and welfare officer
- Child protection and safeguarding leads
- A school social worker
- A police liaison officer
- A parent liaison officer
- Educational psychology and speech therapy services

Safeguarding of pupils is a priority and so the pastoral leads in each school will work alongside this multi-agency team to promote pupils' well-being and safety. Parent liaison and support has proved critical to the success of pupils within schools in the Trust. Schools within the Trust will benefit from a family learning programme. Mulberry's dedicated centre for parents – the

Mulberry and Bigland Green Centre – with a Children’s centre and extensive offer of classes in basic skills, advice and support workshops on such issues as breast cancer, drugs addiction, safety on the internet and prevention of extremism will be offered to all.

Assessment and Pupils’ Progress

Assessment and tracking pupils’ progress accurately is linked to curriculum planning and methods of classroom learning and teaching. This policy statement should be read in conjunction with the Trust’s policy statements on ‘Raising Standards Through Effective Assessment of Pupils’ Progress’ and ‘Learning and Teaching Within the Mulberry Schools Trust’.

Review

This policy will be reviewed