

Pioneers Academy

Curriculum Policy

The Pioneers
ACADEMY



<i>Policy to be reviewed</i>	April 2025
<i>Date policy approved</i>	April 2024

Revised April 2024

Contents

1	Vision.....	4
2	Mission.....	4
3	Our Curriculum at The Pioneers Academy.....	4
3.1	A broad and balanced curriculum.....	4
3.1.1	Linguistic.....	4
3.1.2	Mathematical.....	5
3.1.3	Scientific.....	6
3.1.4	Technological.....	6
3.1.5	Human and social.....	7
3.1.6	Physical.....	8
3.1.7	Aesthetic and creative.....	8
3.2	Values Framework.....	9
3.3	Academic Excellence.....	10
3.3.1	Independent learners.....	10
3.3.2	Reflection time and reflective learners.....	11
3.3.3	Ownership of learning.....	11
3.3.4	Mastery.....	12
3.3.5	Long-term memory retention.....	12
3.3.6	Aspiration.....	12
4	SMSC, Citizenship, PSHE, RSE and Fundamental British Values.....	12
5	Curriculum Model.....	13
5.1	KS3: Years 7 to 9.....	13
5.2	KS4: Years 10 and 11.....	13
5.3	Islamic Curriculum.....	14
6	Extra-curricular activities, school trips & enrichment.....	14
7	Careers Guidance.....	15
8	Student Council.....	15
9	Home Learning.....	16
10	Student Support.....	16
10.1	Intervention.....	16

10.2	English as an additional language (EAL Support).....	16
10.3	SEND.....	17
10.4	Higher attaining Students.....	18
11	Online Learning.....	18
12	Assemblies.....	18
13	Relationship & Sex Education (RSE).....	18
14	Equal Opportunities.....	19
15	Literacy & numeracy across the curriculum.....	19
15.1	Communication.....	19
15.2	ICT.....	21
15.3	Mathematics.....	21

1 VISION

The Pioneers Academy vision is to nurture emotionally intelligent and morally uplifting role models who aspire to excel academically and strive for excellence in all areas of life.

2 MISSION

We will do this by providing an outstanding education in an engaging and productive environment so our pupils can excel and realise their full potential within a safe and secure setting.

The school promotes excellent character, human values and aspires for its pupils to become model citizens and future leaders of our community.

3 OUR CURRICULUM AT THE PIONEERS ACADEMY

We will provide an engaging, enjoyable and enriching curriculum that is broad and balanced.

Our curriculum at The Pioneers Academy will focus on two key outcomes:

- Values
- Academic excellence

3.1 A BROAD AND BALANCED CURRICULUM

A broad and balanced curriculum provides children with the knowledge, understanding and skills they need to develop into well-rounded, informed individuals.

Our curriculum will ensure student development in the following areas:

- linguistic
- mathematical
- scientific
- technological
- human and social
- physical
- aesthetic and creative

3.1.1 Linguistic

Students:

- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences
- use discussion to learn; they elaborate and clearly explain their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate.

through, but not limited to:

- the teaching of English as a discrete subject
- the teaching of discrete SPAG lessons
- whole school literacy initiatives
- reading and writing enrichment activities
- formal speaking presentations
- poetry and debate clubs
- expressive arts lessons
- literary projects and competitions

3.1.2 Mathematical

Students:

- become fluent in the fundamentals of mathematics so they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships, and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

through, but not limited to:

- the teaching of mathematics as a discrete subject
- whole school numeracy initiatives

- problem solving sessions and assessments
- mathematical games
- mathematics enrichment clubs
- mathematical projects

3.1.3 Scientific

Students:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry, and physics
- develop understanding of the nature, processes, and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

through, but not limited to:

- the teaching of science as a discrete subject
- whole school science initiatives
- scientific games
- science enrichment clubs
- science projects

3.1.4 Technological

Students:

- evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- become responsible, competent, confident, and creative users of information and communication technology
- can analyse and solve problems in computational terms
- develop the creative, technical, and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

through, but not limited to:

- the teaching of ICT as discrete subjects
- whole school technology initiatives and projects
- ICT games

- competitions

3.1.5 Human and social

Students:

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims
- develop contextual knowledge of the location of globally significant places – both terrestrial and marine
- understand the processes that give rise to key physical and human geographical features of the world,
- are competent in the geographical skills needed to:
 - collect, analyse, and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

through, but not limited to:

- the teaching of history, geography, citizenship, PSHE including RSE and Arabic as discrete subjects
- whole school initiatives
- citizenship week and projects
- IIm 2 Amal (Knowledge to Action) Scheme
- FBV Scheme
- assemblies
- visits, visitors and trips
- careers scheme
- SMSC development

3.1.6 Physical

Students:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

through, but not limited to:

- the teaching of PE as a discrete subject
- sports club
- PSHE lessons
- sport competitions
- AMS Sports Academy Calendar

3.1.7 Aesthetic and creative

Students:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft, and design techniques
- evaluate and analyse creative works using the language of art, craft, and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- use their voices, to recite, create and compose sounds and melodies on their own and with others

through, but not limited to:

- the teaching of Art& Design as a discrete subject
- the teaching of Expressive Arts as part of the English provision
- Arts club
- Arts week
- Quranic recitation
- famous artists themed months

3.2 VALUES FRAMEWORK

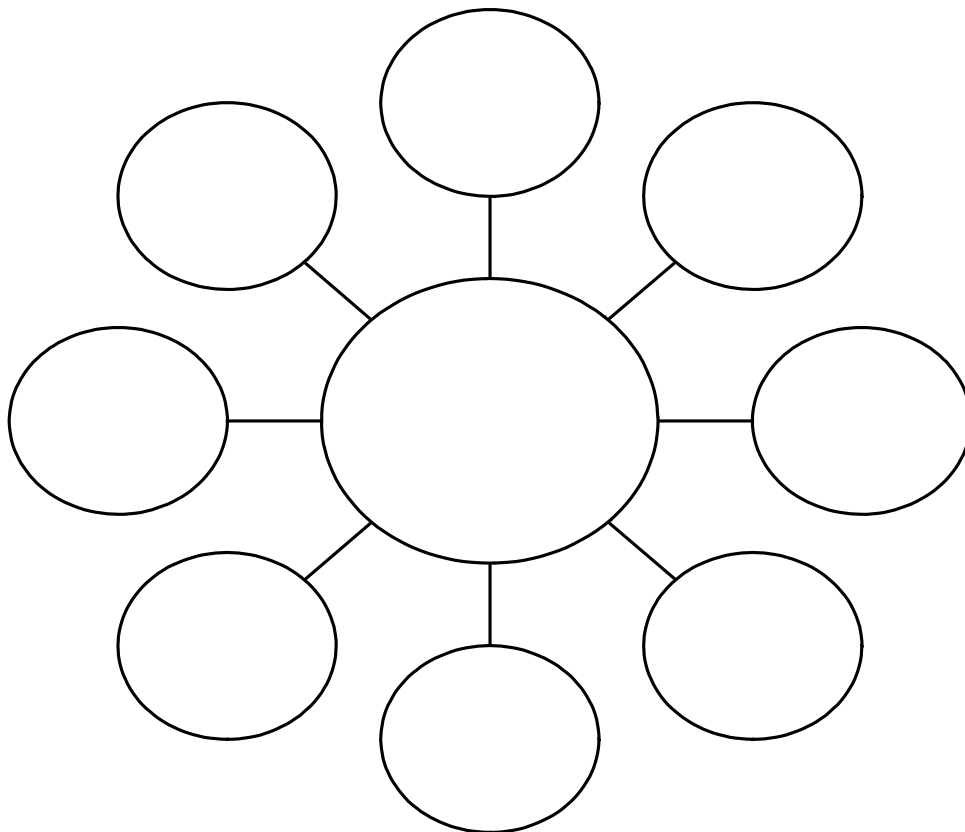
An integral element of our curriculum is developing character through our Values Framework. We want our students to demonstrate exemplary and righteous character by bringing knowledge of Islam into action through fulfilling the rights of Allah and the rights of the creation.

Our curriculum, through our Values Framework will instil within our students a range of character strengths, which will in turn:

- make them well-rounded Muslims
- develop them as upstanding and respectful individuals
- encourage them towards morally righteous behaviour
- develop them as responsible citizens who contribute to society and support others
- thoroughly prepare them for life in modern day Britain
- ensure their full engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- develop their appreciation of Islamic and British culture and heritage, the arts, the environment, and public institutions.

- promote equality, ensuring they are prepared for an active and full involvement in society, equipped to challenge prejudicial and discriminatory views

To nurture confident young women, we will enhance their character by promoting the following values:



3.3 ACADEMIC EXCELLENCE

We want our students to achieve academic excellence across all their subjects. They will attain academic excellence by:

- i. becoming independent learners
- ii. being reflective
- iii. taking ownership of their learning

- iv. aiming for mastery
- v. committing learning to long-term memory
- vi. being aspirational

3.3.1 Independent learners

At The Pioneers Academy we will actively promote and teach students to become lifelong independent learners:

“Independent learning is a process, a method and a philosophy of education whereby a learner acquires knowledge by his or her own efforts and develops the ability for enquiry and critical evaluation”

Essentially in promoting independence we are encouraging and enabling our students to become self-directed in their learning experiences and to have more autonomy and control over their learning.

In practice, this will include:

- making decisions about what to study and when
- finding and collecting information
- carrying out investigations or projects
- learners learning at their own pace using ICT or VLE (Virtual Learning Environment)
- learners developing the skills of organisation and time-management
- completing homework, extension work or coursework assignments

3.3.2 Reflection time and reflective learners

As part of our students' spiritual and academic development, we believe that reflection time is one of the most important aspects of the day. Reflection time during form time allows students to recognise and critically think about their overall development and enables them to measure, review and self-evaluate their learning and progress.

Reflective learners will take out time to review and reflect upon their learning experiences. From this reflection they will plan and improve upon their learning by adapting habits and strategies.

Part of reflection within lessons is about valuing and encouraging student involvement – getting them to share ideas, listen to each other and develop the confidence to join in.

3.3.3 Ownership of learning

We believe the best outcomes occur when students are able to take ownership of their learning. They will do this by having clear long term goals, setting themselves ambitious targets, managing their time, persevering and being resilient when things get difficult,

problem solving when a plan doesn't work and organising themselves, their thoughts and materials.

We want our students to understand their learning habits and know how best they learn. The more responsibility they take, the better they manage their learning and the better their outcomes.

3.3.4 Mastery

Our curriculum aims to develop mastery. This means students attaining a deep, long-term, secure and adaptable understanding of each subject

Mastering content, having sound knowledge and developing transferable skills will ensure students are able to securely and successfully move on to the next stage of their learning

3.3.5 Long-term memory retention

At The Pioneers Academy we will develop long term memory retention by focusing on teaching which enables students to:

- remember
- understand
- review
- revisit
- apply
- teach others

We use a variety of strategies including revisiting content, quizzes, assessments, learning support and home parental support.

Students will retain content when they securely transfer knowledge into their long- term memory by using and stretching their working memories.

3.3.6 Aspiration

Our curriculum is designed to aspire. We believe that aspirations motivate for better achievements and outcomes. When students have a vision of what they want their future to be, and the education they are receiving moves them toward that vision, they are powerfully motivated to give their best effort and engage more fully in the learning process.

4 SMSC, CITIZENSHIP, PSHE, RSE AND FUNDAMENTAL BRITISH VALUES

The Pioneers Academy promotes the spiritual, moral, social, and cultural development of our students through the provision of:

1. a balanced and rich curriculum
2. consistent and regular spiritual development opportunities throughout the school day
3. engagement opportunities with the wider world and reflection time to analyse their place within it
4. opportunities to actively engage with the democratic process
5. a PSHE and Citizenship curriculum which enables them to discuss issues beyond academic study, and which equips them with life skills.
6. a comprehensive assembly programme through which teachers and visitors present topics which enable students to :
 - reflect upon their role in society
 - foster an understanding of different cultural traditions,
 - appreciate British and Islamic culture
 - understand right and wrong.

In developing our SMSC and Citizenship provision, we ensure that the promotion of fundamental British Values is fully embedded in the school ethos and curriculum.

5 CURRICULUM MODEL

Our broad and balanced subject-based model leads to students successfully taking a wide range of GCSEs at Key Stage 4.

The academic curriculum will be delivered via six 55-minute lessons daily.

5.1 KS3: YEARS 7 TO 9

All students follow the same opportunity-rich, broad, and balanced curriculum.

5.2 KS4: YEARS 10 AND 11

At the start of Year 10, students begin a programme of study leading to examinations in at least ten GCSE subjects. Staff will advise students on their subject choices and consult parents. A booklet setting out the aims and content of every subject will be issued to each student and final decisions will be made following a consultation meeting involving students, staff, and parents.

Subject	KS3	KS4
---------	-----	-----

English Language	√	√
English Literature	√	√
Mathematics	√	√
Biology	√	√
Chemistry	√	√
Physics	√	√
ICT	√	√
History	√	√
Geography	√	√
RS	√	
Citizenship	√	
PSHE	√	√
Arabic	√	√
Islamiyat	√	
Art & Design	√	√
PE	√	√

5.3 ISLAMIC CURRICULUM

At The Pioneers Academy, we will provide students with a broad and balanced Islamic education focusing on developing 5 key strands:

- Aqaid (Belief)
- Ibaadah (Worship)
- Mu'asharah (Social – dealings)
- Mu'amalaat (Financial dealings)
- Akhlaq (Character)

Our curriculum will focus on fulfilling the rights of Allah and the rights of the creation with the aim of developing responsible British Muslim citizens.

Our Islamic provision includes:

- Quran recitation and remembrance
- Weekly Islamic Studies
- Salaah
- Dua and Azkhar
- Weekly Islamic reminder (hadith etc)

6 EXTRA-CURRICULAR ACTIVITIES, SCHOOL TRIPS & ENRICHMENT

At The Pioneers Academy our students are provided with a range of opportunities for them to gain new experiences, develop life skills and pursue interests.

All students have a core entitlement in terms of the curriculum. Wherever possible we make this broad, interesting and relevant. However, there are areas of learning that are not within the scope of the usual school day but which we recognise as being beneficial for them. We

aim to offer this enrichment provision through various types of projects, extra-curricular activities and volunteering opportunities. These will be organised and delivered by school staff, external providers and independent clubs — all with a view to increasing the range of experiences that students have thus enabling them to make informed choices for later life.

Our curriculum will enrich our students through an extensive calendar of educational visits to theatres, galleries, places of natural beauty, famous institutions, and places of worship and through subject specific excursions.

Team spirit, initiative, independent thinking, and leadership skills will be developed through participation through a range of visits, field trips and excursions.

Enrichment clubs and opportunities are available on a termly basis.

7 CAREERS GUIDANCE

All students will have access to accurate and up-to-date careers guidance which is presented in an impartial manner and enables a student to make informed choices about career pathways.

Careers advice will be delivered through a combination of discrete careers lessons, through PSHE, Citizenship, assemblies, and form time and through careers events such as annual careers fair, careers lunches with vetted external speakers and in conjunction with Future-wise, an external provider for specific careers advice.

In year 10, students will take part in a work experience week. At the beginning of Year 11, a careers programme including CV and letter writing, interview coaching and mock interviews will take place.

8 STUDENT COUNCIL

Students will have the opportunity to vote for the Student Council to represent their views. This will not only involve them in the democratic process but enable them to be part of the drive for school improvement.

Students will appreciate the effort and consideration that goes into making school rules thus having a greater respect for the laws of the United Kingdom and how they have been formulated both historically and in modern times.

9 HOME LEARNING

In order to aid academic excellence homework will be set regularly for all students according to their age and ability (see attached homework timetable). Students will also have access to online resources and study pack.

10 STUDENT SUPPORT

10.1 INTERVENTION

All students are assessed regularly (See Assessment Policy) and those requiring additional support are placed on an intervention programme.

Intervention will take place:

- within the classroom setting through targeted support, differentiated work or TA support
- additional after school group classes
- one-to-one tuition

10.2 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL SUPPORT)

The Pioneers Academy will:

- deliver a broad, balanced curriculum which caters for the needs of all students
- promote equality of opportunity for all learners for whom English is an additional language
- will ensure EAL students reach their full potential
- identify language outcomes for all curriculum areas and include in medium-term plans
- promote and encourage the development of the students' first languages to facilitate concept development in tandem with their acquisition of English

- provide students with access to resources which are age appropriate, at the correct language level, and are linguistically and culturally relevant
- use key visuals and other strategies to support students' access to the curriculum
- ensure that learners not yet fluent in spoken English or the language of the curriculum are entitled to receive planned support for their oracy and literacy skills
- actively liaise with parents to help them to support their student's learning
- facilitate parents' access to school life by providing dual language information and bilingual support especially for parents' evenings, school events and workshops, and to monitor parental involvement
- ensure that EAL students are assessed in their first language where possible and where appropriate
- seek first language assessment to ensure the accurate identification of SEN
- monitor progress and set targets to address any underachievement identified
- provide all staff with high-quality professional development to develop their knowledge of EAL pedagogy and their skills for teaching EAL learners
- celebrate multilingual skills and promote linguistic diversity with all students.

See EAL Policy.

10.3 SEND

Every child at The Pioneers Academy will be valued and have access to a full curriculum. We fully understand that some child will have specific special educational needs and will require bespoke and tailored support.

At The Pioneers Academy we will:

- a) make reasonable adjustments to enable all SEND students to have full access to all elements and aspects of the school curriculum

- b) use children's Education, Health and Care plans to tailor the curriculum and other curriculum related activities
- c) modify the curriculum so that SEND students gain in confidence and improve their self-esteem
- d) make suitable provision for students with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum
- e) regularly review the curriculum policy and practice to achieve best practice

See SEND Policy.

10.4 HIGHER ATTAINING STUDENTS

At The Pioneers Academy we aim to provide a curriculum that is relevant to the needs and abilities of all our students, so that they can fulfil their potential.

Our curriculum for able students will ensure that they:

- are stimulated to succeed and thus secure the highest standards of attainment
- develop high-order thinking skills
- alongside breadth, explore with appropriate pace, depth to units of work
- are given opportunities to be creative
- have the opportunity to be involved in master classes, competitions and additional classes and courses

11 ONLINE LEARNING

At The Pioneers Academy, students will have access to well-known online and ICT based resources to:

- support the learning in class
- encourage independent learning and mastery

- review content covered
- develop opportunities for learning using inverted classrooms
- support homework activities
- enable students to access work during absence

12 ASSEMBLIES

Assemblies are an integral aspect of our school. All students will have access to well-planned and purposeful assemblies that are linked to our Values Framework.

13 RELATIONSHIP & SEX EDUCATION (RSE)

We want our students to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain.

Our RSE curriculum at The Pioneers Academy is designed to equip our students with the knowledge and skills to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.

Our RSE curriculum will ensure content is taught at an age-appropriate level and Islamic viewpoints are taught alongside statutory requirements.

See RSE Policy

14 EQUAL OPPORTUNITIES

At The Pioneers Academy we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

15 LITERACY & NUMERACY ACROSS THE CURRICULUM

At The Pioneers Academy we ensure that literacy and numeracy skills are developed across other subjects.

15.1 COMMUNICATION

Communication is one of the three Cross-Curricular Skills at the heart of the curriculum. Developing pupils' communication skills enables them to express themselves socially, emotionally and physically, develop as individuals, engage with others and contribute as members of society.

Teachers give pupils opportunities to engage with and demonstrate communication skills. They should also have opportunities to transfer their knowledge about communication concepts and skills to real life and meaningful contexts across the curriculum.

The modes of communication include:

- Speaking and Listening
- Reading
- Writing

Effective communication also includes non-verbal modes and engaging with a range of multimedia and ICT texts that may combine different modes. These modes are covered in a range of contexts across the curriculum.

Teachers of any subject encourage pupils to become effective communicators by using a range of techniques, forms and media to convey information and ideas creatively and appropriately.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in three modes of communication.

In Speaking and Listening, pupils should be able to:

- listen to and take part in discussions, explanations, role-plays and presentations;
- contribute comments, ask questions and respond to others' points of view;
- communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;
- structure talk so that ideas can be understood by others;
- speak clearly and adapt ways of speaking to audience and situation; and

- use non-verbal methods to express ideas and engage with the listener.

In Reading, pupils should be able to:

- read a range of texts for information, ideas and enjoyment;
- use a range of strategies to read with increasing independence;
- find, select and use information from a range of sources;
- understand and explore ideas, events and features in texts; and
- use evidence from texts to explain opinions.

In Writing, pupils should be able to:

- talk about, plan and edit work;
- communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;
- develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes; and
- write with increasing accuracy and proficiency.

15.2 ICT

- Using ICT is one of the three Cross-Curricular Skills at the heart of the curriculum. Developing pupils' digital skills encourages them to handle and communicate information, solve problems, pose questions and be creative in using digital technology.
- The emphasis in Using ICT is on pupils using digital skills appropriately while engaging in meaningful and purposeful activities. Ideally, teachers will provide a context of relevant, real-life situations when developing these skills.
- Teachers have a responsibility to provide pupils with experiences of Using ICT that are appropriate to their subject. They should also help pupils to acquire and develop the skills necessary to become informed and responsible users of digital technology.

15.3 MATHEMATICS

Using Mathematics is one of the three Cross-Curricular Skills at the heart of the curriculum. It is the skill of applying mathematical concepts, processes and understanding appropriately in different contexts. Ideally, teachers will use relevant, real-life situations that require mathematical thinking.

Pupils are likely to acquire and consolidate their mathematical knowledge and skills within the Mathematics and Numeracy Area of Learning. Teachers also give them opportunities to transfer their understanding, as appropriate, to other contexts across the curriculum.

Pupils can demonstrate their mathematical knowledge, understanding and skills in a variety of ways to communicate, manage information, think critically, solve problems and make decisions.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to:

- choose the appropriate materials, equipment and mathematics to use in a particular situation;
- use mathematical knowledge and concepts accurately;
- work systematically and check their work;
- use mathematics to solve problems and make decisions;
- develop methods and strategies, including mental mathematics;
- explore ideas, make and test predictions and think creatively;
- identify and collect information;
- read, interpret, organise and present information in mathematical formats;
- use mathematical understanding and language to ask and answer questions, talk about and discuss ideas and explain ways of working;
- develop financial capability; and
- use ICT to solve problems and/or present their work.

Teachers measure standards of pupil competency in numeracy through the Cross-Curricular Skill of Using Mathematics.

Depending on the pupil's ability, they will demonstrate their competency through structured activities, activities with some structure and activities that require increasing independence.