



THE PIONEERS ACADEMY

CURRICULUM POLICY

1. Policy Statement

The Pioneers Academy is committed to providing a broad, balanced, ambitious and coherent curriculum that enables every pupil to achieve academic success, develop strong character, build resilience and become an excellent role model within her family, school and wider community.

As an Islamic girls' secondary school, our curriculum is rooted in Islamic values and seeks to develop pupils who combine academic knowledge with faith, integrity, emotional intelligence, moral responsibility and a commitment to lifelong learning. The curriculum reflects our vision of nurturing emotionally intelligent and morally uplifting role models.

The Academy believes that every pupil, regardless of prior attainment, background, SEND, disadvantage or personal circumstance, is entitled to a high-quality education and ambitious curriculum. Curriculum planning therefore aims to remove barriers to learning while maintaining high expectations for all.

2. Curriculum Aims

The curriculum aims to:

- secure strong knowledge, understanding and skills across the full range of subjects;
- promote academic excellence and high expectations for every pupil;
- develop character, resilience, self-discipline, confidence and independence;
- develop pupils' Islamic understanding, moral awareness and sense of responsibility;
- prepare pupils successfully for GCSE, IGCSE, BTEC and post-16 education, training and employment;
- develop high standards of literacy, numeracy, oracy and digital competence;
- provide opportunities for creativity, critical thinking, problem-solving and leadership;
- support pupils' physical, social and emotional development;
- develop respect for others, equality, diversity and the responsibilities of citizenship;
- prepare pupils to contribute positively to their families, local community and wider society.

3. Curriculum Intent

Our curriculum is designed around three core school values: Character, Resilience and Excellence.

Core Value	Curriculum Commitment
Character	Pupils develop integrity, sincerity, modesty, gratitude, respect, honesty, kindness, moral responsibility and an understanding of Islamic values.
Resilience	Pupils learn to persevere, respond positively to challenge, learn from mistakes, manage setbacks and become increasingly independent learners.
Excellence	Pupils are challenged to acquire deep knowledge, achieve highly, develop high-quality work and fulfil their academic and personal potential.

4. Islamic Ethos and Values

Islamic values are embedded throughout the curriculum and wider life of the Academy. Staff are expected to model the values and behaviours that the school seeks to develop in pupils.

- Islamic Studies and Arabic form an important part of the curriculum and support pupils' religious literacy and understanding.
- Where appropriate, subjects identify opportunities to explore ethics, responsibility, stewardship, justice, compassion and respectful conduct.
- Pupils are encouraged to connect learning to real-life responsibilities and their role as positive members of society.
- Assemblies, form time, Salah, pastoral provision and enrichment complement the formal curriculum.
- The curriculum promotes sincerity, modesty, gratitude, positivity, resilience, respect, honesty and kindness.

5. Curriculum Entitlement

The Academy provides pupils with access to a broad and balanced curriculum across Key Stages 3 and 4. Curriculum planning is reviewed annually to ensure that the programme remains ambitious, coherent and appropriate to pupils' needs and future pathways.

The curriculum includes, as appropriate to the year group and examination pathway, English Language and Literature, Mathematics, Biology, Chemistry, Physics/Combined Science, ICT, PE, PSHE, Arabic, Islamic Studies, Art, History, Geography, Business Studies and Creative Media.

For September 2026, the Academy has introduced IGCSE Islamiyat and BTEC Creative Media. Curriculum leaders ensure that qualification specifications, examination requirements and internal curriculum sequencing are reflected accurately in schemes of work.

6. Key Stage 3

Key Stage 3 provides a secure foundation for GCSE and other accredited study. Curriculum plans are designed to build knowledge cumulatively rather than treating individual lessons as isolated units.

- Subject-specific knowledge and vocabulary are explicitly taught.

- Core knowledge is revisited through retrieval and deliberate practice.
- Reading, writing, speaking and listening are developed across subjects.
- Mathematical reasoning is reinforced where relevant across the curriculum.
- Pupils are introduced to increasingly challenging concepts and disciplinary thinking.
- Assessment information is used to identify misconceptions and adapt teaching.

7. Key Stage 4

At Key Stage 4, pupils follow appropriate GCSE, IGCSE and vocational pathways. Curriculum leaders ensure that pupils understand course requirements, assessment objectives and progression opportunities.

- Courses are selected with regard to pupils' needs, prior attainment and future aspirations.
- Teaching follows the relevant examination-board specification while extending pupils' understanding beyond examination requirements where appropriate.
- Revision, examination technique and independent study are explicitly taught.
- Pupils receive guidance on post-16 progression, further education, apprenticeships and careers.
- Curriculum decisions are reviewed using attainment, progress, pupil voice and destination information.

8. Teaching and Learning

The curriculum is implemented through high-quality teaching. Teachers are expected to maintain high expectations and ensure that all pupils are appropriately challenged.

- Lessons have clear learning purposes and appropriate challenge.
- Teachers explicitly teach new knowledge, vocabulary and subject-specific skills.
- Teachers check understanding frequently and address misconceptions promptly.
- Pupils are expected to participate actively and produce work of an appropriate standard.
- Adaptive teaching is used to support pupils who need additional scaffolding while avoiding unnecessary lowering of expectations.
- Stretch and challenge are provided for pupils who are ready to deepen or extend their learning.
- Independent learning and study habits are developed progressively.

9. Literacy, Numeracy and Oracy

All teachers share responsibility for developing literacy and numeracy. The Academy recognises that strong reading, writing, vocabulary, mathematical fluency and communication skills are fundamental to success across the curriculum.

- Subject-specific vocabulary is explicitly taught and revisited.
- Pupils are expected to read increasingly challenging texts.
- Teachers address spelling, grammar and written accuracy where relevant.
- Numeracy opportunities are identified across subjects where appropriate.
- Pupils are given opportunities to explain, justify, debate and present their thinking.

10. SEND, Inclusion and Additional Needs

The curriculum is inclusive and ambitious for pupils with SEND and other additional needs. Teachers are responsible for knowing pupils' needs and adapting teaching appropriately.

- Reasonable adjustments are made where required.
- Teachers use information from pupil profiles, support plans and relevant professional advice.
- Scaffolding, modelling, visual support, chunking and additional practice are used where appropriate.
- Pupils with SEND are not automatically given less challenging curriculum content.
- The SENCO works with teachers, parents/carers and external professionals where appropriate.

11. Disadvantaged and Vulnerable Pupils

The Academy monitors the progress and participation of disadvantaged and vulnerable pupils. Barriers to achievement are identified and addressed through appropriate academic, pastoral and enrichment support.

- Attendance and punctuality are monitored closely.
- Intervention is based on identified need rather than assumptions about a pupil's background.
- Access to trips, enrichment, careers and leadership opportunities is promoted.
- Leaders evaluate whether interventions are improving outcomes and remove or amend those that are not effective.

12. Assessment

Assessment is an integral part of curriculum implementation. It is used to establish what pupils know, understand and can do and to inform subsequent teaching.

- Formative assessment takes place routinely within lessons.
- Summative assessments are planned in accordance with departmental and whole-school assessment arrangements.
- Pupils receive meaningful feedback that identifies strengths and areas for improvement.
- The Academy's marking expectations are followed, including the agreed use of red pen for teacher marking and WWW/EBI where appropriate.
- Assessment information is analysed to identify gaps, misconceptions, underachievement and pupils requiring additional support.
- Assessment is not used simply as an accountability exercise; it must improve teaching and learning.

13. Homework and Independent Study

Homework supports curriculum learning and develops pupils' independence, organisation and study habits. Tasks should have a clear purpose and be proportionate to pupils' age and stage.

- Homework should reinforce, retrieve, practise or extend classroom learning.
- Tasks should be accessible while maintaining appropriate challenge.
- Teachers should provide clear instructions and deadlines.
- Pupils are expected to complete homework to a suitable standard.
- Persistent non-completion is addressed through the Academy's behaviour and pastoral systems.

14. Personal Development, SMSC and British Values

The curriculum contributes to pupils' spiritual, moral, social and cultural development. It supports pupils to understand their responsibilities, interact respectfully with others and participate positively in society.

- PSHE education supports personal development and responsible citizenship.
- Careers education develops aspiration, employability skills and awareness of future pathways.
- Pupils learn about democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- The Islamic ethos of the Academy complements rather than replaces pupils' preparation for life in modern Britain.
- Enrichment, assemblies, leadership opportunities and community activities broaden pupils' experiences.

15. Careers and Preparation for Future Pathways

Careers education is embedded across the curriculum and wider school programme. Pupils are supported to understand the relationship between their subjects, skills, qualifications and future opportunities.

- Subject teachers highlight relevant careers and applications of knowledge.
- Pupils receive age-appropriate careers guidance and encounters.
- KS4 pupils are supported with post-16 applications and progression planning.
- The Academy provides opportunities to meet employers, education providers and professionals where appropriate.

16. Enrichment and Wider Curriculum

The curriculum is extended through educational visits, clubs, competitions, leadership opportunities, careers events, sporting activities, cultural experiences and community engagement. Enrichment is planned to complement the formal curriculum and develop pupils' character and wider knowledge.

Participation is encouraged for all pupils, with leaders monitoring access to ensure that barriers do not prevent individual groups from benefiting.

17. Safeguarding

Safeguarding is the responsibility of every member of staff. Curriculum content and delivery must support pupils' safety and wellbeing. Staff should remain alert to safeguarding concerns arising through lessons, pupil disclosures, online activity, relationships, attendance or behaviour and report concerns through the Academy's safeguarding procedures.

Online safety is addressed through the curriculum and wider pastoral programme. Teachers should use age-appropriate and safe digital resources and follow the Academy's ICT and online safety expectations.

18. Equality, Diversity and Respect

The Academy is committed to providing an inclusive curriculum and complying with relevant equality duties. Curriculum planning should avoid unlawful discrimination and should enable pupils to develop respect for people from different backgrounds, cultures and beliefs.

Teachers should select resources carefully and ensure that sensitive or controversial subjects are taught objectively, age-appropriately and in accordance with school policy.

19. Curriculum Planning and Documentation

Each subject is responsible for maintaining a clear curriculum plan. Schemes of work should identify the sequence of knowledge and skills, key vocabulary, assessment opportunities, required resources, relevant enrichment and appropriate adaptations.

- Long-term plans provide an overview of curriculum sequencing.
- Medium-term plans identify the knowledge and skills to be taught.
- Lesson planning reflects the needs of the pupils in the class.
- Curriculum documentation is reviewed regularly and updated following assessment and evaluation.

20. Monitoring and Quality Assurance

The Headteacher and senior leaders have overall responsibility for curriculum quality. Subject leaders are responsible for the quality, coherence and implementation of their subjects.

- Curriculum reviews and subject reviews are undertaken according to the Academy's monitoring cycle.
- Leaders use lesson visits, work scrutiny, pupil voice, assessment information and curriculum documentation to evaluate implementation.
- Leaders check that pupils are learning the intended curriculum and that gaps are identified and addressed.
- Professional development is provided where monitoring identifies a whole-school or departmental need.
- Findings are recorded in appropriate improvement plans and followed up.

21. Roles and Responsibilities

The Headteacher has overall responsibility for ensuring that the Academy provides a suitable, broad, balanced and ambitious curriculum and that statutory and examination requirements are met.

Senior leaders support curriculum development, monitor implementation and ensure consistency across the Academy.

Subject leaders are responsible for curriculum design, sequencing, subject standards, assessment and supporting staff within their subject area.

Teachers are responsible for delivering the planned curriculum, adapting teaching appropriately, assessing pupils and reporting concerns or curriculum barriers.

Pupils are expected to attend regularly, participate positively, complete learning and homework, respond to feedback and take increasing responsibility for their progress.

Parents/carers are encouraged to support attendance, homework, reading, revision and communication with the Academy.

22. Curriculum Evaluation

The Academy evaluates the effectiveness of the curriculum using a range of evidence, including pupil attainment and progress, assessment outcomes, attendance, behaviour, work scrutiny, pupil and parent voice, destination information, participation in enrichment and feedback from staff.

Curriculum changes are made where evidence indicates that sequencing, content, teaching approaches or provision should be improved. Changes are recorded and evaluated for their impact.

23. Policy Review

This policy will be reviewed annually by the Headteacher, with input from senior leaders and subject leaders as appropriate. The policy may also be reviewed earlier following changes to legislation, examination specifications, statutory guidance, inspection expectations or Academy priorities.

24. Curriculum Principles at a Glance

Character	Resilience	Excellence
We develop pupils of integrity who demonstrate Islamic values, respect and moral responsibility.	We teach pupils to persevere, respond positively to challenge and become independent learners.	We maintain high expectations and provide ambitious teaching so every pupil can achieve her potential.