



St Anne's
Church of England Academy

The best for everyone
The best from everyone
We have faith in our future

CURRICULUM POLICY

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Contents

1. Policy Statement	2
2. Principles that underpin our curriculum design	2
3. Principles for Learning	2
4. Curriculum Structures	3
4.1 Achievement for All.....	3
4.2 Secondary	4
4.3 Teaching Principles.....	4
4.4 Organisation	4
4.5 Key Stage 3 Curriculum in The Cranmer Education Trust (CET).....	5
4.6 Central principles of the Key Stage 3 curriculum:	5
4.7 The Curriculum at Key Stage 4	9
4.8 The Co-Curricular offer.....	10
4.9 Duke of Edinburgh Award	10
4.10 Archbishops’ Young Leader Award	11
4.11 Social, Moral, Spiritual and Cultural Development (SMSC)	11
4.12 Careers Education, Information, Advice and Guidance (CEIAG).....	12
5. The Quality of Education: Governance	13
Appendix 1: Curriculum Maps	14

1. Policy Statement

It is the firm commitment of the Cranmer Education Trust (CET) that all our pupils and students enjoy a rich and ambitious curriculum that provides a platform for progression, aspiration and social mobility. There is no ceiling on students' experiences or aspirations. Expectations are the same for all and all routes will lead to recognised qualifications. The curriculums of our schools reflect their individual communities, identities and histories.

Social, moral, spiritual, and cultural development (SMSC) is the golden thread running through all aspects of provision, designed to foster resilience, self-worth, cultural capital, social cohesion and integration. The curriculums of our schools seek to empower our young people.

The breadth of curriculum provision in Years 7-9 will enable a large majority of students to take and enjoy the full EBacc at GCSE (Maths, English, Science, History, Geography and a Modern Foreign Language). At Key Stage 4 this will be supported by an Open Pot of subjects and qualifications that enable every student to succeed and progress.

Our curriculums include co-curricular enrichment and enhancement to further build social and cultural capital.

The academic, co-curricular and pastoral curriculum ensures students leave our schools as well rounded, informed and resilient young people ready to take their place in the world.

2. Principles that underpin our curriculum design

- **Broad** – so that young people gain knowledge and understanding of the **range** of ways in which human beings have understood and found meaning in our world - the best that has been thought, said and created.
- **Deep** – so that as they develop and gain experience, young people understand the concepts which provide structure to human beings' search for meaning and its complexity.
- **Rich** – so that all children and young people can widen their horizons, develop creativity, life experiences, and increase cultural capital.
- **Interconnected** – so that our students are able to see links and connections within and across learning, can synthesise new information, tackle complex questions from a range of perspectives and understand that knowledge itself evolves, changes and is contested and dynamic.
- **Progressive** – learning builds on prior experience, gradually deepening understanding and mastery.
- **Relevant** – so that our young people are prepared for the next stage of their education, and for life in modern Britain as good neighbours and citizens: ethically and morally grounded; respectful of others and excited by diversity, compassionate and generous of spirit, and able to lead, build community and do good as they go.

3. Principles for Learning

- A rigorous and academic curriculum requires **high levels of literacy**. A whole school cross-curricular pedagogy to supporting literacy and reading underpins both curriculum design and teaching and learning.
- **High quality learning time**, where young people are given time to master and apply key disciplinary concepts.

- An understanding of the **cognitive science** of how students learn – ensuring they can remember and do more, grow in self-motivation and self-management; aiming for fluency and automaticity in key concepts which feature in our curriculum.
- Formative assessment: we check pupils’ understanding systematically, identify and address misconceptions quickly, and respond and adapt teaching, as necessary.
- Achievement for All: our pedagogy is adapted, and learning is structured to ensure that all pupils, including those with Special Educational Needs and Disabilities, can access, enjoy and experience success in the same curriculum entitlement for all pupils. Specific challenges, barriers and issues are identified and addressed.
- **Social development and fellowship** - so that our young people look forward to coming to school because there are so many things to be involved in and so many new things to experience, where they can grow socially and emotionally.

4. Curriculum Structures

4.1 Achievement for All

At St Anne’s we offer a fully inclusive environment where the aim is that all pupils experience a full, wide ranging, engaging curriculum. However, some pupils may require more specific interventions. The following statements outline our inclusive ethos for every pupil.

All pupils

All of our pupils at St Anne’s will receive quality teaching within the classroom environment and will be taught by teachers who receive regular training and development, providing opportunities to ensure teaching and learning are all inclusive. This will include high quality resources, including access to ICT. All pupils will have access to a full and rounded curriculum which ensures that students are integrated into lessons/groups/classes and are not viewed differently. All pupils will have access to extra-curricular activities and will be part of an effective pastoral care structure.

Some pupils

As well as that above, some pupils at St Anne’s will receive personally scaffolded and differentiated materials and teaching that allow supported access to learning. They will have access to in-class TA support, with the TA supporting the teaching and learning, rather than individual pupils. As a school we remain research engaged around TA deployment and its impact. At St Anne’s some students will be closely monitored by the achievement team to ensure that their individual needs are met, where these differ from the majority. There will be regular communication between the achievement team and teacher(s) to advise on effective strategies to be used with individual pupils in the classroom, we use an effective co planning strategy through Microsoft Teams. Where we believe we require further support to meet the needs of our students we seek support and guidance from the Local Authority responsible for the EHCP.

Few pupils

In addition to the two sections above, some students at St Anne’s receive targeted interventions, either small group or one to one to ensure progress in line with their peers. Referrals are made to external agencies for assessments and additional support. A small number of pupils are assigned a key worker and a to ensure effective communication with home. Key workers liaise closely with teachers and with the achievement team to ensure the pupil’s individual needs are met. In some cases, pupils will be monitored during unstructured times and provided with extra-curricular timetables. At St Anne’s, few pupils will have access to an alternative curriculum that is more appropriate to their learning needs.

Interventions

At St Anne's interventions are matched and personalised to individual needs. Provision maps are used to map how outcomes will be reached. These are mapping and modelling tools which may include use of interventions. All pupils with an EHCP and those with SEND who are receiving extensive support and intervention have a provision map.

4.2 Secondary

The curriculum at St. Anne's Academy is designed to enrich students' ambition, love of learning and equips them with the skills, cultural capital and powerful knowledge they need to lead happy and successful lives.

Throughout our curriculum we aim for our students to be **hardworking, respectful, act with integrity and have high aspirations**. Students' growth of these core values are developed across all aspects of their school experience: tutor time, CEIAG, subject lessons, assemblies and extracurricular opportunities. We want all our students, regardless of their background or previous social and academic experience, to leave school as well qualified, self-regulated and confident young adults who are ready to make a positive contribution to their community and wider society. All teachers address the ethos of achievement in their curriculum planning. Lessons are designed to meet the needs of pupils with SEND; teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

4.3 Teaching Principles

Our curriculum is led by, collaborated on, and delivered by highly skilled and passionate subject specialists who are committed to delivering:

Intelligent sequencing – our teachers plan their schemes of work around knowledge, skills and understanding.

Tailored learning activities – teachers deliver lessons where all pupils learn and make good progress.

Effective formative assessment – our teachers regularly review pupil learning and use data to inform the next stage of their teaching.

Supporting spiritual and personal wellbeing – our teachers promote imagination, creativity and insight so that our students enjoy school.

This means that our curriculum in every subject is planned and delivered to ensure students leave with exceptional outcomes, both in their examinations and in their personal development. We ask every pupil to live and work by our personal values as well as leaving with high currency qualifications which will prepare them for their next stage in life.

4.4 Organisation

- We run a two-week timetable
- The school day starts at 8.30am and the school day at St Anne's consists of five lessons. See below for the detail of our school day.
- Students are expected to be present in the Academy 5 minutes before the start of the Academy day: by 8.25am.
- Students are recorded late if they arrive in the Academy after 8.30am.
- On week 2 of the timetable, students leave school at 13:50 to complete an hour of independent study, such as completion of modules of the Archbishops' Young Leader Award.

- The co-curricular offer runs from 14:50 on Monday, Wednesday, Thursday and Friday.

Academy Day

Time	Lesson/Session
08.25 – 08.30	Transition to Form Time
08.30 – 09.00	Morning Registration & Form Time and Assemblies
09.00 – 10.00	Period 1
10.00 – 11.00	Period 2
11.00 – 11.15	Break
11.15 – 12.15	Period 3
12.15 – 13.50	Period 4 including staggered lunch sittings
12.15 – 12.50	1st Lunch: Year 8, Year 10
13.15 – 13.50	2nd Lunch: Year 7, Year 9 & Year 11
13.50 – 14.50	Period 5
14.50 – 15.20	Period 6 (Year 11 only)
14.50+	After School – Enrichment Years 7 to 10

4.5 Key Stage 3 Curriculum in The Cranmer Education Trust (CET)

During Key Stage 3, Years 7-9, all pupils follow a common curriculum which builds on learning in Key Stage 2 and introduces pupils to new subject disciplines and new levels of understanding.

KS3 Curriculum at St Anne’s Academy

Year	English	Maths	Science	Geography	History	Spanish	PE	RS	PSHE	Music	IT	Art	Performing Arts	Technology	Food
7	7	8	7	3	3	4	4	2	1	1	2	2	1	2	2
8	7	8	7	3	3	4	4	2	1	1	2	2	1	2	2
9	7	8	7	3	3	4	4	2	1	1	2	2	1	2	2

4.6 Central principles of the Key Stage 3 curriculum:

4.5.1 Reading and Literacy

A rigorous and academic curriculum requires **high levels of literacy**. A whole school cross curricular pedagogy to supporting literacy and reading underpins both curriculum design and teaching and learning. The **strategies** we use draw extensively on those outlined in:

- Metacognition and Self-Regulated Learning (2018), EEF
- Improving Literacy in Secondary Schools (2018), EEF
- Closing the Vocabulary Gap (2018), Alex Quigley.

All teachers and teaching assistants are trained in the literacy strategy and the components of **reading, oracy** and **writing**, enabling all students to make maximum progress whatever their start point.

4.5.2 Reading

We adopt a deliberate approach to developing a reading culture which starts at transition.

A Trust-wide programme of guided reading through Geraldine McCaughan's abridged version of 'The Odyssey' develops a love for reading during the transition period and introduces students to the rigour of vocabulary that students study in Year 7. The programme continues into Year 7 with their first unit of work in English. All students are provided with a hard copy of the text during induction evening and access modelled reading sessions of the text through the literacy page on the St. Anne's website. Students are provided with an electronic work booklet to complete as part of the programme which is built upon in half-term 1 of Year 7.

4.5.3 The integration of reading into the curriculum

At KS3 level, all students participate in guided reading three times a week. Students are provided with hard-copy texts and follow along through audio books and Form Tutor reading to model strong fluency practices. Year 10 students study a non-fiction text that corroborates the KS4 curriculum three times a week in Form time. These pre-academic texts cover all core and option subjects to develop a wider understanding of all areas for cultural capital.

Disciplinary literacy is planned across every curriculum area. Subject leads choose texts which both challenge and extend students' reading, modelling how to read and how to deconstruct complex and subject-specific vocabulary.

A well-stocked and resourced library is our focal point to promote reading for pleasure, and age-appropriate scholarly reference materials to contextualise on-line information. A literacy lead organises competitions that reward, promote and celebrate all aspects of literacy.

Oracy: Staff model for and support students to speak clearly and convey ideas confidently using standard English, enabling students to clarify their thinking as well as organise their ideas for writing.

Writing: Writing uses the EEF guidelines for writing ensuring that colleagues break writing down into planning, monitoring and evaluation. Teachers also use a variety of approaches, including collaborative and paired writing, to motivate students.

In addition to the comprehensive universal offer to support students' literacy, St Anne's Academy also provides a graduated response for pupils who might require extra support. Students' literacy levels on entry are evaluated through appropriate diagnostics and identified cohorts include:

- Students who have not achieved Age Related Expectations at Key Stage 2 in Reading and Writing.
- Students who score below their chronological age on reading diagnostic tests.
- Students who have not engaged appropriately with the transition task.
- Students identified by teachers as appearing to struggle with accessing texts, articulating ideas, writing.

- EAL students at proficiency levels C and D where there are gaps in inferring, comprehension of more complex curriculum material, structural accuracy, abstract vocabulary and refining English usage.

4.5.4 Interventions are evidenced-based for the relevant diagnostic

They will be bespoke, group based and where necessary, individual student based, dependent upon the child's needs. Interventions will be delivered by a trained member of staff. The structure of the school day allows for targeted interventions for low leaders. All interventions are age-appropriate, short, frequent and evaluated for impact. Teachers are advised about appropriate in-class strategies to support the student in class through provision maps. All staff have access to Key Stage 2 student data and are trained in specific pedagogy to support reading and literacy.

4.5.5 Targeted support for Numeracy

The Maths curriculum uses a tiering system, with those students who are below age related expectations follow Tier C. Tier C is designed to secure Maths fluency (Numeracy), in the younger year groups, with less of a focus on the more complex problem solving elements of the topics being taught, whilst ensuring that all students are exposed to the same topic areas. Due to the nature of our spiral curriculum, Tier C students will meet more complex elements of Maths and problem solving, but at a later point in the overall curriculum.

4.5.6 Wellbeing (PSHRE)

The Wellbeing curriculum is taught by a small and selected number of staff, with a designated subject leader in place to plan and resource the curriculum. It incorporates all aspects of the DfE statutory framework for Relationships and Sex Education (2020) which outlines what students should know by the end of secondary school to keep them happy, healthy and safe. The curriculum also delivers elements of the Careers Education, Information, Advice and Guidance provision. Good careers guidance is crucial if young people are to raise their aspirations and capitalise on the opportunities available to them and make informed decisions about their future. Statutory areas of learning include:

- different types of relationships including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships,
- how to recognise, understand and build healthy relationships, including self-respect and respect for others; commitment, tolerance,
- boundaries and consent; how to manage conflict; and also how to recognise unhealthy relationships,
- how relationships may affect health and wellbeing, including mental health,
- healthy relationships and safety online,
- factual knowledge around sex, sexual health and sexuality,
- healthy bodies and lifestyles including keeping safe, puberty, drugs and alcohol education,
- healthy minds including emotional wellbeing, resilience, mental health.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them, for example looked after children or young carers. Staff are also mindful that a particular need may leave a young person more vulnerable to exploitation and therefore preparation for adult life will be particularly important.

The intent of the wellbeing curriculum is to prepare our young people for happy and healthy lives in which they will make a positive contribution to the 21st Century community through:

- Helping students develop feelings of self-respect, confidence and empathy.
- Equipping students who are members of distinct faith communities to take their place in a rapidly changing and challenging world.
- Providing a framework in which sensitive discussions can take place; preparing students for puberty and giving them an understanding of sexual development and the importance of health and hygiene.
- Creating a positive culture around issues of sexuality and relationships.
- Teaching students the correct vocabulary to describe themselves and their bodies.

The curriculum is pro-active in teaching our students the core values that support healthy lifestyles and allow them to nurture respectful relationships. The nature of the subject content means that the subject is constantly evolving to ensure that we meet the specific needs of the individuals and groups of students within a given year group. Each scheme of work equips our young people with the skills, knowledge and personal resilience to make safe and informed choices.

Our Wellbeing curriculum is also informed by Keeping Children Safe in Education (2021) and Ofsted's Sexual Violence and Sexual Harassment between Children in Schools and Colleges (2021).

4.5.7 Citizenship

Citizenship education is taught discretely through our whole school subject curriculum and through our PSHE curriculum.

All students access citizenship education through the wider school curriculum with some content being taught as part of the PSHE curriculum. During PSHE lessons pupils learn about the 'role of the government', the nature of rules and laws such as the 'equality act (2010)' and the 'misuse of drugs act (1971)' and financial education. This prepares pupils to take their place in society as responsible citizens who can debate and make informed, reasoned arguments, manage their money well and make sound financial decisions.

4.5.8 Religious Education

Designated CE schools

- St Anne's is a Church of England school with a distinctive Christian ethos that welcomes young people of all faiths and none. All students study Religious Studies in every year up to GCSE studied at KS3 and through form time at KS4.
- In KS3 pupils study the Diocesan-approved syllabus. This is not religious instruction in any faith. It involves learning about religions and world perspectives on the big moral and ethical challenges that human beings face – human rights, discrimination, persecution, war, our relationship with the natural world and the rights of animals. All major world faiths are equally respected and represented. – Christianity, Islam, Judaism, Hinduism, Sikhism, and through a developing understanding of faith and non-faith perspectives RS encourages students to explore and develop their own spirituality and search for meaning and direction in life. We currently use the Rochdale locally agreed syllabus which focuses on Christianity, Islam, Sikhism and Buddhism. We also study non-religious viewpoints with a focus on Humanism.
- The subject is taught by specialists, and the curriculum enhanced by the contributions of representatives of different faith communities, and particularly the 5 main faiths in the Greater Manchester area – Christianity, Islam, Judaism, Hinduism and Sikhism, and non-religious world views of humanism, secularism, and agnosticism, so that students understand the range of thinking and philosophies by which different human beings seek to make meaning of the world. All students have the opportunity to take RS

at GCSE and for those who do not the experience of faith and spirituality continues through KS4 through the Archbishop of York curriculum, which is delivered through form time.

Religious Education: community schools

- Religious education is part of the National Curriculum and is studied by all pupils up to the end of KS3 and offered as an option at KS4. Our schools follow the local Agreed Syllabus determined by the Local Standing Advisory Council on Religious Education (SACRE) which has been developed by faith leaders, teachers, parents and grandparents working together.
- The curriculum is designed to develop pupils' knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions (Buddhism, Hinduism, Judaism, Islam, Sikhism), other religious traditions (such as the Baha'i faith or Jainism) and world views (such as Humanism). By exploring issues with and across world faiths, pupils learn to understand and respect different religions, beliefs, values and traditions (including ethical life stances such as Humanism), and their influence on individuals, societies, communities and cultures.

How the RS/RE curriculum is organised:

- Students in KS3 have a two hour allocated curriculum time over a 2 week timetable. As an option at KS4, students who study RS, are allocated 5 hours over a 2 week timetable. All students have the opportunity to take RS at GCSE and for those who do not the experience of faith and spirituality continues through KS4 through the Archbishop of York curriculum, which is delivered through form time.
- Science and religion: The science curriculum teaches evolution in full. Sometimes students will ask about creationism in Religious Studies. All discussion is encouraged. We teach students is that creationism is not a valid scientific theory and is not held by mainstream churches/faiths.
- Religious education for all pupils, whether in a CE-designated or non-faith-designated school. RE does not seek to influence pupils' views in support of any particular religion or worldview – it is a subject which educates pupils to understand their own beliefs and those of others.
- Our schools, in line with Diocesan (faith-designated schools) and SACRE policy (non-faith designated) do not support selective withdrawals from parts of the RE syllabus.
- Students' work in Religious Studies will be exhibited prominently and we are very happy to discuss the curriculum and the materials we use with parents.

4.7 The Curriculum at Key Stage 4

All Cranmer Trust pupils study English Language and Literature, Mathematics, Dual Award Science or separate sciences to GCSE. The majority will also take a Humanities subject (History and/or Geography) and a Modern Foreign Language to GCSE. Pupils in (VA) academies will all take Religious Education; pupils in VC academies or non- faith designated schools will have the option to study RE to GCSE level.

The KS4 curriculum also includes core PE and PSHE, including careers.

At St Anne's, pupils then choose four additional subject options from the list below. Some pupils who are at an earlier stage of learning English, or who have gaps in their learning of English and/or maths, may have additional targeted support in these subjects instead of the full number of options.

Subject	Specification
Art Craft and Design	AQA
Computer Science	OCR

Construction and the Built Environment	WJEC
Creative iMedia	National Certificate
Drama	OCR
Geography	AQA
Health & Social Care	Pearson BTEC
History	Edexcel
Hospitality & Catering	WJEC
Drama	Pearson BTEC
Photography	AQA
Psychology	AQA
Religion and Ethics	WJEC
Spanish	AQA
Sport	Pearson BTEC
Statistics	Edexcel
Triple Science	Edexcel

4.8 The Co-Curricular offer

All of our students at St Anne's are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. In doing so, students learn to recognise their own worth, develop a sense of their own identity and the ability to take their place in the community as well as respect and work with others. Students are encouraged to reflect on their experiences and to recognise how they are developing personally and socially, addressing the spiritual social, moral and cultural issues that form an intrinsic part of growing up.

Key aspects of our Co-Curricular curriculum are:

- Student Leadership opportunities including Head Boy, Head Girl and Deputy posts, Y11 Prefects, Y10 Heroes, Form Captains, Student Council, Y9 Sports Leaders and Y8 Healthy Lifestyle Champions
- Extra-curricular programme that offers a broad range of exciting activities
- Archbishops' Young Leaders' Award at KS3 and KS4
- Personal Development form time programme
- Faith programme and Love Thy Neighbour action projects
- Careers programme that incorporates PSHE lessons and careers events
- Development of students' understanding of British Values
- Students' age-appropriate understanding of healthy relationships through Sex and Relationships Education
- Enabling students to recognise online and offline risks
- Students' understanding of how to keep mentally and physically healthy
- Investment in students' spiritual, moral, social and cultural development.

Our Co-Curricular offer is delivered both discretely through our whole school curriculum and also as part of our extended school day offer from 2.50pm onwards on a Monday, Wednesday, Thursday and Friday.

4.9 Duke of Edinburgh Award

The Duke of Edinburgh Award is one of the main ways in which we help young people to develop skills for life and work, fulfil their potential, and become a good and responsible citizen, and leader in our society.

The Duke of Edinburgh Award involves developing a skill, which builds commitment and confidence; volunteering, and making a positive difference to the lives of others; and planning for and undertaking an expedition, which requires teamwork, listening and consideration, self-reliance, and some stoicism. On the way students also learn a range of very practical skills, including map skills, basic first aid, cooking and outdoor risk management.

In Year 9 students are offered the opportunity to work towards achieving the Duke of Edinburgh Bronze Award as an extra-curricular activity. Large numbers of students then go on to complete their Silver Award (Year 10) again, as an extra-curricular activity.

The course is fully inclusive; appropriate adjustments are made so that all students can participate if they wish to sign up. The award is highly regarded by both employers and universities.

4.10 Archbishops' Young Leader Award

All students take at least one nationally accredited co-curricular qualification. At St Anne's all of our students participate in the Young Leaders Award at Key Stage 3 and 4 during faith form time as part of the personal development curriculum. The Archbishop of York Youth Trust exists to empower young people to 'be the change you want to see' in their schools, communities and the world. Through running the Young Leaders Award we empower our young people to make a difference in their local community, while helping them to develop key leadership skills.

At Key Stage 3 students study the following modules:

Faith and Leadership – Look at great leaders and the role of charities in society.

Hope – Explore hope, community and the positive difference young people can make in their local area. Students examine how we can build community, bring unity and support the most vulnerable in our society, before beginning to plan and prepare for their Action Projects.

Action – Plan and prepare for their Action Projects.

At Key Stage 4 students study the following modules:

Leadership – Explore leadership and why it is important to be a part of their communities, how they can serve others, and encourages them to identify their soft skills and character traits. They will learn how to work effectively in a team and the best ways to communicate ideas.

Building a Team – Students are introduced to the skill of emotional intelligence and why having a good emotional intelligence is important for resolving conflict when working in a team. Students will consider individual roles within a team, strengths and weaknesses and how negotiation and the ability to give constructive feedback contribute to an effective team.

Leadership Challenge – The sessions guide students through the decision making and planning process, providing a practical step by step model to thinking strategically, using inquiry skills and managing work priorities.

4.11 Social, Moral, Spiritual and Cultural Development (SMSC)

Character education and SMSC are the golden thread running through all aspects of curriculum provision. Grouping arrangements, seating plans, learning strategies, co-curricular opportunities and St Anne's ensure

that students from all backgrounds work together authentically to build mutual understanding and respect, and foster social cohesion and integration. In our CE-designated schools the curriculum will directly address faith and shared values.

Spiritual development is at the heart of Religious Education/Studies and collective worship/assembly. Our aim is to develop a mature spirituality which sees the commonalities in values across all the great faiths - loving your neighbour and becoming a responsible steward of the world given to us. The taught curriculum aims to build a love of learning and develop awe and wonder in learning about the world and how humanity has sought to understand and make meaning.

Students' moral education is developed through the practices and behaviours of the school – the emphasis on personal responsibility, kindness and generosity of spirit, mutual respect and active citizenship, all modelled by staff, by the ethos of the school and by the emphasis we place on community at a local, national and international level. We commit to charitable endeavour and doing good as we go.

Students' social education comes through the emphasis on active and collaborative learning; the centrality of oracy and communication; the investment in a wide co-curricular provision and ensuring that students take part, try new things, meet new people; student representation through a Student Leadership team and how constituted with formal termly meetings with senior staff and consultations on school policy development, and our commitment to active citizenship in school and in the wider community. All these behaviours embed British values of democracy, mutual respect and the rule of law.

Students' cultural education comes through the breadth and richness of the curriculum and co-curricular provision; the exposure to resources in school, both in the library and on-line; living and learning in a well ordered, light, vibrant environment, which celebrates the arts and creativity; the diversity of the school population and how that is celebrated in school; the opportunities and encouragement and (where necessary) the financial support provided by the school to enable all students to visit museums, galleries, cities, the theatre, universities and other relevant destinations.

4.12 Careers Education, Information, Advice and Guidance (CEIAG)

An ambitious curriculum is supported by an effective and responsive CEIAG curriculum to ensure that all young people have the knowledge they need to make informed choices about their future. St Anne's is committed to providing a well-planned and resourced programme of CEIAG that endeavours to reflect the Department for Education (2017) 'Careers strategy: making the most of everyone's skills and talents' which placed the eight Gatsby Career Benchmarks at its heart.

A progressive CEIAG is mapped throughout the five years students are with us and embedded across all curriculum areas. When sequencing curriculums, subjects plan for and signpost opportunities that link to careers. We use tutor time and the Unifrog platform which has access to videos and resources to showcase all elements of CEIAG to enable students and staff to record their 'encounters' and 'experiences' to build career profiles. Tutor time, PSHE and assemblies will support CEIAG provision at key points in the academic year.

Our intention is to normalise the language of university and advanced apprenticeships from Year 7, building links with local universities and companies in the Greater Manchester region to ensure our young people are inspired and encouraged to make aspirational choices which are right for them. Our Key Stage 4 offer will build on students' broad and deep learning in Key Stage 3 and enable our young people to start to prepare for progression routes at Technical/Applied/Apprentice level, as well as traditional A-Levels. Co-curricular

and enrichment provision will involve adults from the wider community who will reinforce aspiration and provide positive role models.

All students in Years 10-11 will have 1:1 discussions and bespoke careers advice on progression through 16-18 and beyond.

An independent careers adviser is contracted through Positive Steps to support the school's careers strategy and guidance interviews. Links with external agencies such as the Careers and Enterprise Company will be utilised to provide targeted opportunities (particularly SEN) for our students.

5. The Quality of Education: Governance

The trustees of The CET have delegated the monitoring of the quality of education to local governance in each school. Local governors review progress against school improvement priorities, which are identified by the Headteacher with the advice and support of the CEO and the School Improvement Partner, hearing from leaders and where possible seeing, in practice, how the design and delivery of the curriculum is developed and improved and how this is helping all pupils and students, including those with SEND or who are disadvantaged, to learn well, make good progress and achieve.

Appendix 1: Curriculum Maps

English
Maths
Science
Religious Studies
MFL
Geography
History
PE
Art
Drama
Music
Design Technology
Food
Computing
Wellbeing/PSHRE
Citizenship