



Curriculum Policy

Successful – Confident – Responsible

ACER ACADEMY MISSION STATEMENT

To be inclusive

To provide nurturing/caring environments.

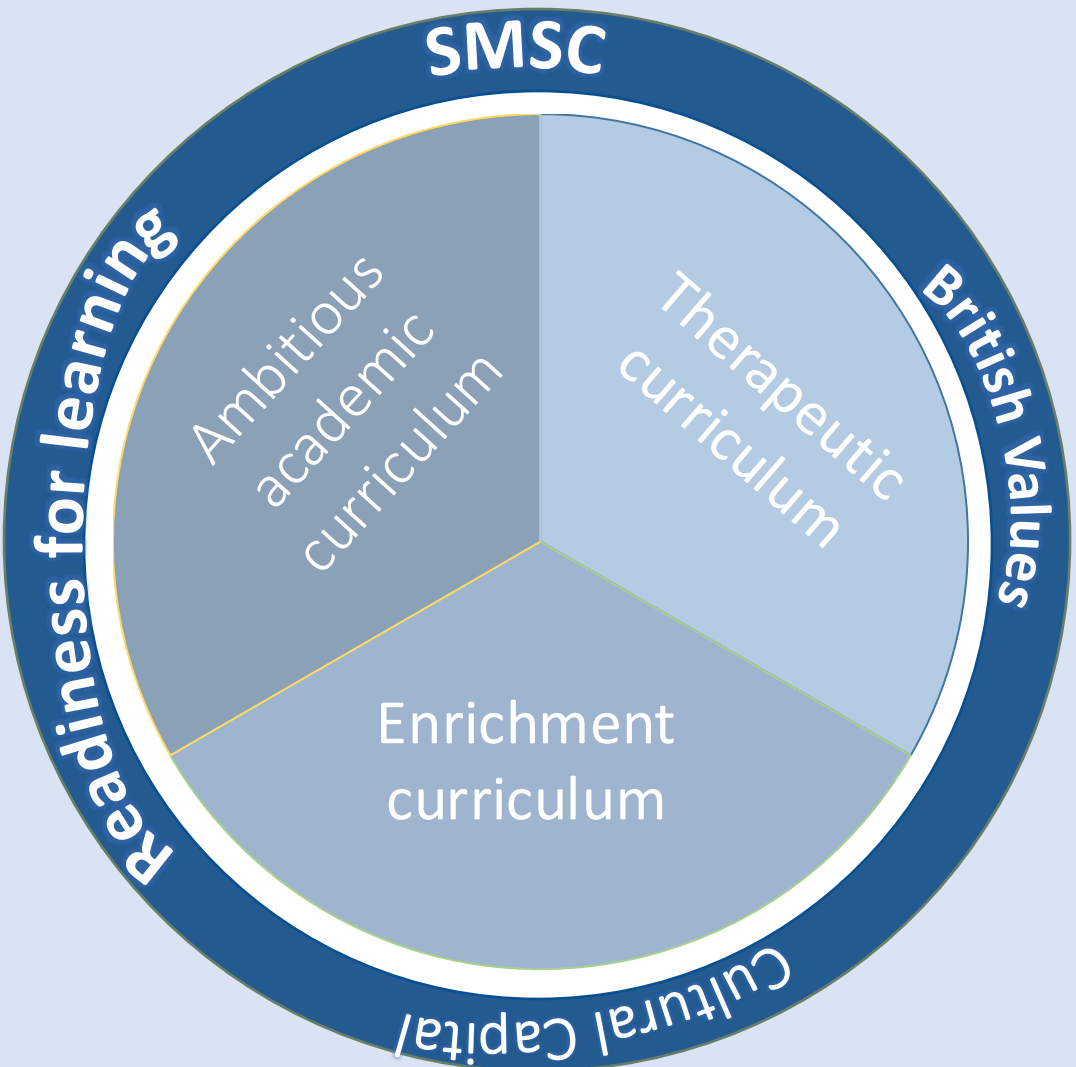
For children to feel safe.

To work with integrity and a strong moral compass.

To have the highest expectations and standards.

Policy developed by:	
Policy to be reviewed:	
Summary of changes	New policy

Main aims of the Acer curriculum



	Provide an ambitious academic curriculum so that students can access a wide range of qualifications and vocational options that can support and impact on their further education and their employability.
	The enrichment curriculum at Acer Academy provides pupils with diverse opportunities to prepare for success in 21st-century Britain. We aim to bridge gaps with socially advantaged peers by offering experiences beyond the classroom, including inspiring visitors, assemblies, clubs, and extracurricular activities linked to subjects. These opportunities broaden horizons, develop essential skills, and foster confidence, ensuring pupils are well-equipped for life's challenges and opportunities.
	We offer a therapeutic curriculum to support our students' holistic development, fostering emotional well-being alongside academic progress. By integrating therapeutic approaches into our curriculum, we create a nurturing environment where students can thrive socially, emotionally, and academically.
	To ensure that our students are in the best position to be ready to access and participate in their academic lessons. To develop our students' cultural capital , for us this is providing students with the opportunities to experience people, places and things that contribute towards the essential knowledge that pupils need in order to be educated citizens. To promote pupils' physical health and personal development which includes the spiritual, moral, cultural, mental development of pupils at the school in order to prepare our students for the opportunities, responsibilities and experiences of later life

Introduction and aims

What is a curriculum?

A curriculum is 'The framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage' (intent)

What is curriculum design?

Translating that framework over time into a structure of narrative within a school (implementation); and for evaluating what knowledge and understanding pupils have gained against those expectations (impact). Curriculum lies at the heart of education.

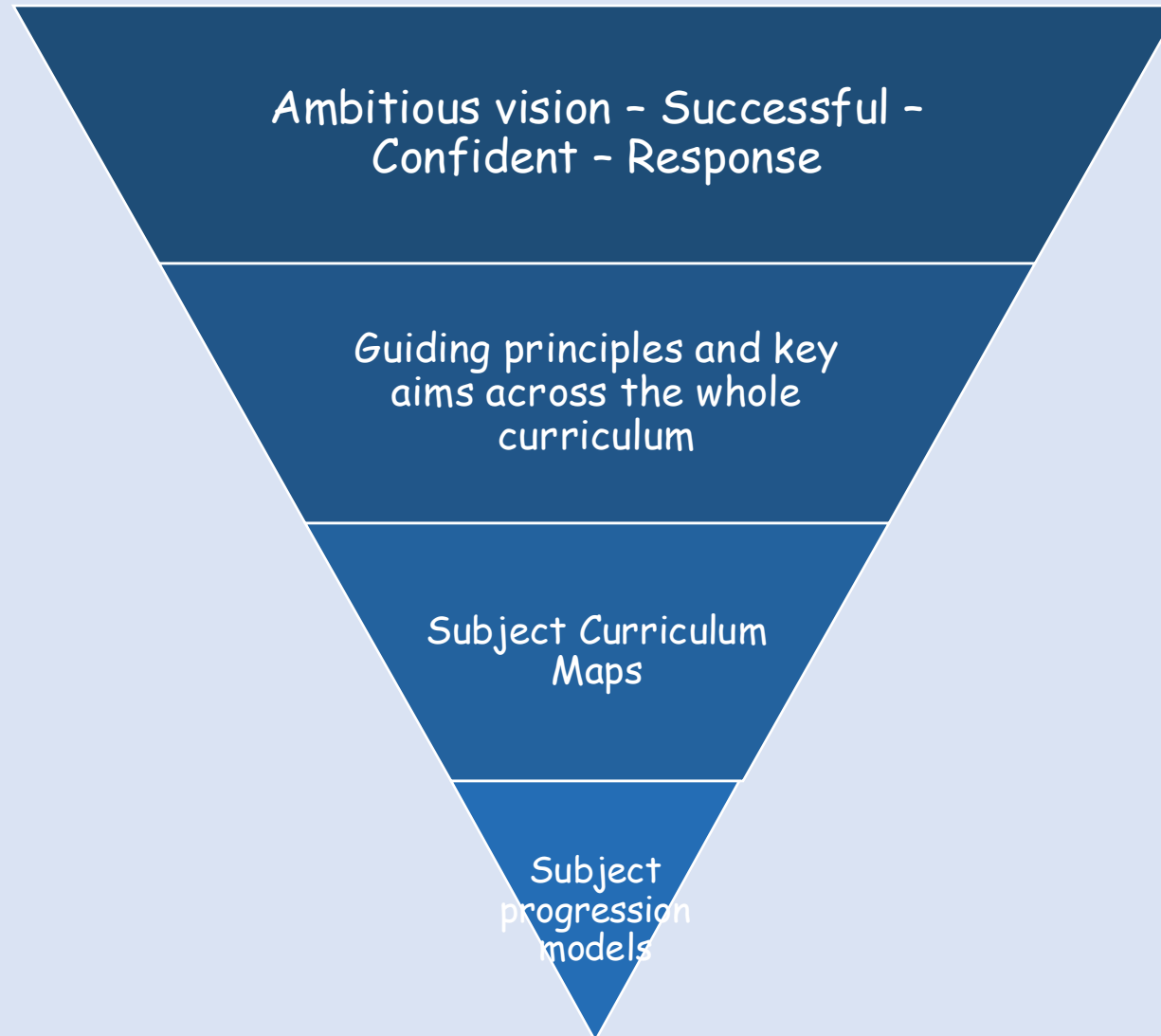
Aims of the policy

- Ensure that the design of the curriculum is tailored to meet the specific needs of all learners and has a significant impact on learning
- Provides a wide range of high quality, relevant and purposeful opportunities and qualifications which inspires young people to actively engage with their own learning and supports their development into adulthood

Legislation and Guidance

- This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.
- It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

Acer's curriculum design model



The guiding principles of our curriculum

Inclusion focus

- All students should see themselves celebrated through the curriculum. This is done through recognising and celebrating role models that reflect the diverse range of our school population.

Appropriate content

- The curriculum content has been chosen specifically for its appropriateness for our students, this is driven by rigorous assessments of student starting points across all areas of the curriculum and the context of our school community

Locality

- Where fitting, the curriculum content will have a focus upon teaching students about their locality and influential figures with a link to their local area to create cultural capital for our students.

Evidence informed curriculum design

- Our curriculum is evidence informed through rigorous application of the best practice and the science of learning

Curriculum Design

Curriculum Design Aspect	Description
Sequenced and Coherent	The curriculum is planned in a logical order, building on prior knowledge and ensuring a clear progression of skills.
Knowledge and Skills Identified	Clearly defines what pupils need to know and what they need to be able to do at each stage.
Chunked to Avoid Overload	Learning content is divided into manageable sections to support cognitive load and deep understanding.
Builds Towards Defined End Points	Learning is structured to achieve specific, measurable goals by the end of each stage or unit.
Clear Curriculum Maps	Comprehensive curriculum maps ensure learning is not left to chance and is consistently and coherently planned.
Key Vocabulary Detailed	Identifies essential terms pupils must learn to access the curriculum and express understanding confidently.

Curriculum Design

Curriculum Design Aspect	Description
Backward and Forward Links	Clearly identifies what came before and what will come after to help teachers adapt teaching as needed.
Assessment Linked to Curriculum	Assessments align with what is taught, measuring progress against the intended knowledge and skills.
Common Misconceptions Identified	Highlights typical misunderstandings, enabling non-specialist teachers to address them effectively.
Regular Revisit for Consolidation	Key knowledge and skills are revisited regularly to reinforce learning and ensure retention.
Links to Wider Curriculum Aims	Connects learning to broader goals, such as local context, cultural relevance, and appropriateness for pupils.
SMSC and British Values Embedded	Social, Moral, Spiritual, and Cultural development and British values are integrated holistically across subjects.
Enhancements	The curriculum is enriched with relevant trips, visits, and extracurricular activities, including clubs and events that promote the subject. Opportunities are created to connect learning to real-world experiences.

KS3 Curriculum Organisation

Curriculum Area	Sessions allocated
English	5
Maths	4
Science	4
Humanities	2
Spanish	1
Life skills	2
Personal Development	2

Curriculum Area	Sessions allocated
Computing	1
RE	1
Music	1
Art	1
PE	2
Daily intervention	5 (30 minutes)
Form time / reflection	4 (15 minutes)
Forest School	Delivered on a cycle.

KS4 Curriculum Organisation

Curriculum Area	Sessions allocated
English	5
Maths	4
Science	4
Humanities	2
Spanish	1
Life skills	2
Personal Development	2
Computing	1
RE	1
Music	1
Art	1
PE	2
Daily intervention	5 (30 minutes)
Form time / reflection	4 (15 minutes)

Qualification pathways for core subjects

Key Stage 4 and 5

Upper School

Sixth Form

English Higher Pathway	Qual title	Level 2 Level 1 Entry Level n/a	Qual title	Level 2 Level 1 Entry Level n/a
English Lower Pathway	Qual title	Level 2 Level 1 Entry Level n/a	Qual title	Level 2 Level 1 Entry Level n/a
Maths Higher Pathway	Qual title	Level 2 Level 1 Entry Level n/a	Qual title	Level 2 Level 1 Entry Level n/a
Maths Lower Pathway	Qual title	Level 2 Level 1 Entry Level n/a	Qual title	Level 2 Level 1 Entry Level n/a
Science Higher Pathway	Qual title	Level 2 Level 1 Entry Level n/a	Qual title	Level 2 Level 1 Entry Level n/a
Science Lower Pathway	Qual title	Level 2 Level 1 Entry Level n/a	Qual title	Level 2 Level 1 Entry Level n/a

Qualification pathways for core subjects

Key Stage 4 and 5

Upper School

PE	OCR Entry Level Qualification in Physical Education	Level 2 Level 1 Entry Level n/a
Computing	Qual title	Level 2 Level 1 Entry Level n/a

Qualification pathways for option subjects

Key Stage 4

Upper School

Duke of Edinburgh Award	Bronze Award	Level 2 Level 1 Entry Level n/a		
Hospitality & Catering	Entry level 1 / 2 / 3 WJEC Level 1 / 2	Level 2 Level 1 Entry Level n/a		
Life Skills	Entry level 1 / 2 / 3 WJEC Level 2	Level 2 Level 1 Entry Level n/a	ASDAN	Bronze Award Level 2 Level 1 Entry Level n/a
Sport	UK Sports Leaders Level 1 certificate in Sports Leadership UK Sports Leaders Level 2 certificate in Sports Leadership ASDAN Sports and Fitness Short Course	Level 2 Level 1 Entry Level n/a	Coding	Entry level 1 / 2 / 3 WJEC Level 1 / 2 Level 2 Level 1 Entry Level n/a
Horticulture	Entry 3	Level 2 Level 1 Entry Level n/a		
Childcare	Entry 3 Gateway Level 1	Level 2 Level 1 Entry Level n/a		

SMSC and British Values

At Acer we are committed to exploiting SMSC (Spiritual, Moral, Social, and Cultural) and British Values (BV) links throughout our curriculum. These connections are identified and integrated at the planning stages, ensuring that they are embedded within our educational framework and evidenced through individual subject policies.

Subject leaders meticulously map out these SMSC and BV links in their policies, ensuring a coherent and comprehensive approach. This integration extends beyond the classroom and is reflected in various aspects of school life, including:
Dedicated lessons that explicitly address SMSC and BV themes.

Assemblies and Collective Worship: Opportunities to explore and celebrate these values as a school community.

Praise and Reward System: Recognising and reinforcing behaviors and achievements that align with our SMSC and BV objectives.

We aim to 'live' what is learned and apply it to everyday situations within our school community. This holistic approach ensures that the values and lessons taught are not only understood intellectually but are also practiced and demonstrated in daily interactions and behaviors.

Learning beyond the classroom

At Acer Academy, we believe that learning extends far beyond the classroom. We are committed to providing students with enriching out-of-class experiences that inspire, engage, and broaden their horizons.

We understand that real-world experiences are essential for holistic development. They not only enhance academic learning but also foster critical life skills, creativity, and a deeper understanding of the world around us.

To support this vision, every subject at Oakwood Academy includes an Enhancement Section in its policy. This ensures that a comprehensive enhancement cycle is carefully mapped out across a pupil's journey with us, providing clarity on the opportunities available at each key stage. While these experiences are thoughtfully pre-planned, we also remain responsive to unique and timely opportunities—such as attending a theatre production linked to the curriculum that might only be available for a short period. This balanced approach guarantees that our students benefit from both structured and spontaneous opportunities to enrich their learning.