



	Name of School	Koru Independent AP Academy
	Policy review Date	AUGUST 2025
	Date of next Review	AUGUST 2026
	Who reviewed this policy?	Rachael Harper
	Date approved by Governing body	August 2025

# KORU Curriculum Policy

## 1. Introduction

### 1.1 About Koru Independent Academy

Koru Independent Academy is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of Academy life.

### 1.2 Our Mission

Our aim is to meet the needs of young people by preparing them for adult and working life in the 21st century.

### 1.3 Educational Vision and Curriculum Design

The educational vision and curriculum design of Koru Independent Academy recognises that:

- The world of work for our young people will be significantly different from that of today.
- The pace of change is accelerating, making flexibility increasingly important.
- Young people now have — and will continue to have — greater access to information and learning materials independently of school.
- The current National Curriculum, defined primarily by subject content, is not always well-suited to equipping all young people with the knowledge, skills, and understanding required for a fulfilling adult life.
- Curriculum delivery can involve adults beyond the traditional teaching staff, such as support workers, graduates, artists, sports professionals, and individuals from industry and business.

## 2 Curriculum Aims

Koru's curriculum policy is based on the following aims:

- To place students at its heart, prioritising their interests above institutional ones.
- To provide a curriculum that is fit for purpose, offering both differentiation and personalisation.
- To become a centre of excellence in teaching and learning.
- To prepare all students for successful adult and working lives in a 21st-century global society.
- To maintain a strong commitment to excellence and continuous improvement.
- To value academic and vocational pathways equally.
- To nurture individual talents and celebrate success.
- To collaborate with other schools to support smooth transitions.
- To actively involve the community in school life.
- To engage parents and carers in the educational journey.
- To foster a learning environment that is, above all, inspiring

## 3 Curriculum outcomes

Our curriculum will:

- Lead to qualifications that are recognised and valued by employers, further education providers, and apprenticeship programmes.

- Fulfil all statutory requirements.
- Enable students to fulfil their potential.
- Meet the needs of young people of all abilities at the Academy.
- Provide equal access for all students to a broad range of learning experiences beyond statutory guidelines.
- Prepare students to make informed and appropriate choices at the end of Key Stage 3, Key Stage 4, and beyond.
- Help students develop lively, enquiring minds; the ability to question and argue rationally; and the capacity to apply themselves to academic, practical, and physical tasks.
- Include the following curriculum characteristics: breadth, balance, relevance, differentiation, progression, continuity, and coherence.
- Ensure continuity and progression both within the Academy and between phases of education, increasing students' choice during their school career.
- Promote teaching styles that offer and encourage a variety of relevant learning opportunities.
- Help students to use language and number effectively.
- Support students in developing personal moral values, respect for religious beliefs, and tolerance of other cultures, races, and ways of life.
- Help students understand the world in which they live.
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- Help students understand the world in which they live.
- Develop a specific curriculum for Key Stage 3 (Years 7–9), focusing on core skills in literacy and numeracy, and on developing personal, learning, and thinking skills. This curriculum will also support young people who have previously struggled in mainstream education, helping them to re-engage and, where appropriate, reintegrate successfully into mainstream schooling.
- Design a Key Stage 4 curriculum that meets the needs of students, their families, and wider society.

## **4 Roles and Responsibilities**

### **4.1 The Headteacher and Director of Curriculum will ensure:**

- All statutory elements of the curriculum, as well as optional subjects chosen by the Academy, have clear aims and objectives aligned with the Academy's vision. These will outline how individual student needs are met, including teaching and assessment strategies.
- The teaching time allocated to the curriculum is sufficient and is reviewed annually by the Governing Body.
- Where appropriate, individual student needs are supported through permanent or temporary disapplication from parts of the National Curriculum.
- Assessment procedures meet legal requirements, and students and their parents/carers receive timely, informative updates on progress and guidance for improvement.
- The Governing Body is fully involved in decisions about the breadth and balance of the curriculum.
- Teachers have oversight of curriculum structure and delivery within their subject area.
- Detailed and current schemes of learning are in place for all courses offered.
- Schemes of learning are regularly monitored and reviewed.
- Levels of attainment and rates of progression are discussed with staff regularly, and appropriate actions are taken to improve outcomes where necessary.
- Long-term planning exists for all courses, using the Academy's pro forma. Schemes will include information on context, expectations, key skills, learning objectives, outcomes, activities, differentiation strategies, and resources.
- Schemes of learning promote progression in line with, or exceeding, national standards.
- Curriculum delivery is consistent across departments. Staff teaching the same course must use the agreed scheme of learning.
- Awarding bodies and courses are selected to best suit student needs and learning styles.
- Alternative or combined qualifications are offered where appropriate to best meet the needs of individual learners.
- Assessment methods are appropriate for each course and student cohort, with consistency in approach across subjects.
- Governors are informed of any proposed changes to curriculum delivery in a timely manner.
- Student performance data is regularly reviewed to ensure timely and effective curriculum changes where necessary.
- Best practices in curriculum design and delivery are shared among staff.
- CPD (Continuing Professional Development) needs are identified and addressed in relation to curriculum planning and delivery within each area of responsibility.

### **4.2 The Governing Body will ensure that:**

- It considers the advice of the Headteacher when approving this Curriculum Policy and when setting statutory and non-statutory targets.
- Progress towards statutory annual targets is monitored effectively.
- It actively contributes to decisions regarding the curriculum's structure, balance, and focus.

#### 4.3 Teaching Staff and Learning Support Staff will:

- Ensure the Academy's curriculum is delivered in accordance with this policy.
- Keep up to date with developments in their subject areas.
- Access and interpret data for each student to inform curriculum planning and tailor learning to best meet the needs of each cohort.
- Participate in high-quality professional development and collaborate with colleagues to strengthen their understanding of students' learning needs and how best to engage and support them.
- Work in partnership with external agencies to provide an appropriate and enriched range of curriculum opportunities.

#### 4.4 Students will:

- Be treated as active partners in their own learning and contribute meaningfully to the design and review of the curriculum.
- Have their individual needs addressed—both within the Academy and, where appropriate, beyond the classroom—through a curriculum that provides breadth, support, and challenge.
- Receive targeted support if they begin to fall behind, ensuring swift intervention to help them get back on track.
- Be offered coordinated guidance to make appropriate curriculum choices, particularly in preparation for post-16 education and training (Key Stage 5).

#### 4.5 Parents and Carers:

At **KORU**, we recognise the vital role parents and carers play in their child's education. We are committed to ensuring that they:

- Are actively consulted about their child's learning and involved in planning for their future education.
- Have confidence that their child is receiving a high-quality, inclusive education tailored to meet their individual learning needs and equip them with the skills to thrive throughout life.
- Are well-informed about the curriculum on offer and clearly understand the thinking and rationale behind it.

### 5 Monitoring, evaluation and review

5.1 The **Governing Body** will receive an annual report from the Director of Curriculum, which will include:

- The standards reached in each subject, compared with national and local benchmarks.
- The standards achieved at the end of each key stage, considering significant variations between different groups of students, subjects, and courses, as well as trends over time.
- The number of students for whom the curriculum was disapplied, along with details of the alternative arrangements made.

5.2 The Director of Curriculum will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.

## 6. Equality and the 9 Protected Characteristics

At Koru Independent Academy, we actively promote and embed **Equality and Diversity** in all aspects of school life. We are committed to preparing students for life in 21st-century Britain by fostering an understanding and appreciation of difference, and by challenging discrimination in all its forms.

We ensure that our curriculum and wider provision reflect the values of inclusion, respect, and fairness. As part of this, we educate students about the **9 protected characteristics** as defined by the Equality Act 2010:

- **Age**
- **Disability**
- **Gender reassignment**
- **Marriage and civil partnership**
- **Pregnancy and maternity**
- **Race**
- **Religion or belief**
- **Sex**
- **Sexual orientation**

These principles are embedded throughout the curriculum, pastoral care, and wider Academy ethos. We aim to cultivate a respectful, informed, and inclusive learning environment where all individuals feel valued and supported.

### 6.1 All learners are of equal value

At KORU, all learners are valued equally and supported to achieve their full potential across all areas of the curriculum. Carefully planned lessons are designed to meet the diverse needs of every pupil, enabling them to meet age-related expectations. Our curriculum is inclusive and empowering, helping all learners to become the best they can be.

### 6.2 We recognise and respect difference

At KORU, we recognise, respect, and celebrate difference. We embrace the philosophy of "Being Different and Belonging Together." Through our PSHE curriculum, students explore and appreciate diversity. Our core values, including Respect, are explicitly taught through assemblies and PSHE lessons. Resources used across the curriculum reflect a broad representation of ages, disabilities, races, genders, cultures, and beliefs. We have also updated our English Literature and Language exam boards to ensure the texts studied are diverse and inclusive.

### 6.3 We foster positive attitudes and relationships and a shared sense of cohesion and belonging

At KORU, we actively promote positive attitudes and relationships both within the school and in the wider community. We are committed to fostering a sense of cohesion and belonging. Our strong partnerships with parents are central to this, and families are regularly invited into school to engage with and celebrate students' learning.

### 6.4 We observe good equalities practice in staff recruitment, retention and development

At **KORU**, we are committed to ensuring equal opportunities in all aspects of staff recruitment, retention, and professional development. All appointments are made regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. Our recruitment and retention practices are regularly reviewed to ensure fairness and inclusivity. All staff are supported through a structured appraisal and supervision cycle, enabling them to grow professionally and contribute effectively to the KORU team

### 6.5 We aim to reduce and remove inequalities and barriers that already exist

At **KORU**, we support the development of the whole child and believe that no student should be disadvantaged by pre-existing inequalities or barriers. Our curriculum actively showcases positive role models from diverse backgrounds who have overcome adversity to succeed. We celebrate the achievements of artists, thinkers, and leaders from all ethnicities, ages, genders, and cultures, helping students to understand that success is possible for everyone.

### 6.6 We consult and involve widely

At **KORU**, we believe in learning from both similar and contrasting school communities. We engage with schools that face different barriers to inclusion, enabling us to broaden our perspective and improve our practice. Student voice is valued through active involvement in School Council-led opportunities and events. Our commitment to continuous improvement drives us to regularly consult with our wider community and work collaboratively with other schools.

### 6.7 We address prejudice and prejudice-related bullying

At **KORU**, we take a proactive approach to tackling prejudice and prejudice-related bullying. Clear systems are in place to ensure that any incidents are addressed swiftly and effectively. Our behaviour mentors play a key role in supporting students and promoting respectful behaviour. We mark Anti-Bullying Week annually to raise awareness among students and parents. Staff are trained to recognise and respond to incidents, helping to prevent recurrence. Our PSHE and Form Tutor programmes are linked to national events and current affairs to keep learning timely and relevant.

### 6.8 Society as a whole should benefit

At **KORU**, our aim is to equip students with the knowledge, understanding, and skills to make a meaningful and positive contribution to 21st-century Britain. Regardless of background—whether age, disability, gender reassignment, marital status, pregnancy, race, religion, sex, or sexual orientation—students are supported to become active, thoughtful, and responsible citizens who benefit and enrich society as a whole.

### 6.9 Objectives

At **KORU**, we are committed to supporting all students—regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation—to achieve their full potential.

We aim for every student to meet their age-related expectations through teaching styles and learning opportunities that are developmentally appropriate and engaging. Our staff work closely with families from all backgrounds, proactively signposting support services and involving other professionals when needed.

We ensure that all students and families feel welcomed, included, and supported to fully participate in school life. Teaching is tailored to reflect and engage students' individual interests while meeting the requirements of the curriculum, and our approach is inclusive of all genders, identities, and lived experiences.

## The Academy Day

<b>8 :00 – 8:30</b>	<b>BREAKFAST CLUB</b>
<b>08:30 - 08:45</b>	<b>Form</b>
<b>08:45 - 9:45</b>	<b>Lesson 1</b>
<b>9:45 - 10:00</b>	<b>Break</b>
<b>10:00-11:00</b>	<b>Lesson 2</b>
<b>11:00 - 11:15</b>	<b>Break</b>
<b>11:15 - 12:15</b>	<b>Lesson 3</b>
<b>12:15 - 13:15</b>	<b>Lesson 4</b>
<b>13:15 - 13:45</b>	<b>Break</b>
<b>13:45 - 14:30</b>	<b>Lesson 5</b>
<b>14:30 -15:30</b>	<b>1-2-1/ENRICHMENT</b>

### Appendix A:

Teaching groups, class sizes and grouping by ability:

#### KS3:

In years 7, 8 and 9 students are placed on our Engagement Programme - designed to support them in transitioning back to school - and study a thematic curriculum for 12 periods a week alongside their other subjects including Maths, English, Science, Humanities, Citizenship, Creatives Arts, RHSE & PE.

It builds on the students' experiences at mainstream school and develops them to meet the demands of the Secondary Curriculum. However, the Engagement Programme is designed to be engaging and exciting.

E and T	1-2-1 Provision
ENGLISH	4 hrs per week
MATHS	4 hrs per week
RHSE	2 hrs per week
PE/SPORTS	3 hrs per week
SCIENCE	4 hrs per week
HUMANITIES	3 hrs per week
CREATIVE ARTS	2 hrs per week
CITIZENSHIP	2 hrs per week
CAREERS	1 hr per week

#### KS4:

Our curriculum is designed to be bespoke and tailor - made. All students will sit English and Maths – however for some this will be a Functional Skills qualification and for others, GCSEs. Our curriculum offers all students qualifications in GCSE Citizenship and Digital Functional Skills, however these qualifications can be followed without sitting a terminal exam if this is appropriate.

Construction ( Diploma level 1 EAL) and Child Development ( Cambridge Nationals) are offered on a small group and bespoke basis which operates alongside the structured Time Table.

For students with aspirations which require extra qualifications, time and support is provided.



Any student who speaks an additional language is given the opportunity to acquire a GCSE - if available.

Year 10 students have the following number of periods per subject per week:

ENGLISH	4 hrs per week
MATHS	4 hrs per week
RHSE	2 hrs per week
CREATIVE ARTS	1 hr per week
ICT	2 hrs per week
PE/FITNESS	3 hrs per week
CAREERS	2 hrs per week
HUMANITIES	2 hrs per week
CITIZENSHIP	4 hrs per week
SPEAKING, LISTENING& COMMUNICATION	1 hr per week

Year 11 students have the following number of periods per subject per week:

ENGLISH	4 hrs per week
MATHS	4 hrs per week
RHSE	2 hrs per week
CREATIVE ARTS	1 hr per week
DIGITAL FUNCTIONAL SKILLS	2 hrs per week
PE/FITNESS	3 hrs per week
CAREERS	2 hrs per week
HUMANITIES	2 hrs per week
GCSE CITIZENSHIP	4 hrs per week
SPEAKING, LISTENING& COMMUNICATION	1 hr per week