

Curriculum & Assessment Policy

Governor committee:

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Responsibility of:

Vice Principal

Approved by:

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Contents

1. Curriculum Vision and Intent
 2. Aims of the Policy
 3. Curriculum implementation at Key Stage 3
 4. Curriculum implementation at Key Stage 4
 5. Curriculum implementation at Key Stage 5
 6. Independent Learning
 7. Christian Values across the Curriculum
 8. Religious Education (RE) Curriculum
 9. Disciplinary Literacy across the Curriculum
 10. Assessment as a measure of Curriculum
 11. The Pastoral Curriculum
 12. CEIAG Curriculum
 13. The Extended Curriculum
 14. The Science Specialism
 15. Roles and responsibilities
 16. Links with other policies
- Appendix 1

1. Curriculum Vision and Intent

*Chelsea Academy is an inspirational community of learning and achievement with high expectations and high aspirations, underpinned by the Academy's mission of **Work Hard Be Kind No Excuses**. Guided by our Christian ethos and through our vision of *Learning together to flourish*, the Academy seeks to bring out the best in everyone; enabling all to flourish. We firmly believe that high standards and inclusion are two sides of the same coin. We place the highest importance on maintaining a truly inclusive learning environment where all students are able to flourish regardless of their starting points.

In alignment with the Department for Education's White Paper, [Every Child Achieving and Thriving](#), our Academy is driven to have inclusion at the heart of mainstream education, as outlined in our curriculum intent. The detailed version of our vision* underpins this intent:

We will be a diverse, inclusive community welcoming all. Our Christian values will anchor us so that we work hard together. All at the Academy will hold themselves to account and practise kindness at all times.

Students will flourish, benefitting from a rich academic curriculum and personalised pastoral care. Learning will excite, inspire and challenge. Opportunities for students to develop outside the classroom will ensure they leave the Academy with: resilience, wisdom, hope and the skills with which to lead happy, healthy and fulfilling lives.

Our Curriculum:

The curriculum at Chelsea Academy is defined as the totality of learning experiences offered to students to provide them with the knowledge, skills, and qualifications required for life and work in the 21st century. Our curriculum offers a vision where every student flourishes, one that embraces excellence and academic rigour, but sets them in a wider framework.

To ensure that no young person is left behind, our curriculum is designed to ensure that those who have historically been sidelined are actively included and active participants in our school community. To turn our inclusive vision into reality, Chelsea Academy embeds a robust, multi-layered system of support that welcomes students exactly where they are. We have a well-qualified and experienced teaching and associate staff body who recognise that students have a variety of different learning needs to be successful both in and beyond the Academy. As a result, Chelsea Academy offers a broad and balanced curriculum, with sights set firmly on all students progressing onto either university or training and employment where appropriate. Through high expectations, expert teaching, and targeted intervention, students from all beliefs, backgrounds and starting points will flourish. Timetabled lessons are enhanced by an extensive and varied Academy Extended Curriculum which also includes excellent opportunities for trips, visits, and speakers, creating a well-rounded educational experience where our young people are active participants in their learning.

Our intent is that the Key Stage 3 curriculum will challenge and inspire students throughout the three years. We aspire to be *primary receptive* so that students are further stretched and challenged as they start Year 7. Throughout their 3 years of study, students will develop a firm foundation that enables them to flourish and progress into Key Stage 4. Our Key Stage 3 offer is broad and balanced, inspires a rich love of learning and the accumulation of knowledge. There is an emphasis on developing reading, writing and oracy skills across all subjects. Each subject is delivered in a modular format, based on the national curriculum and carefully sequenced to build on prior learning. Students demonstrate their learning through key summative assessment points; this ensures that their knowledge and understanding is secure and that key knowledge can be transferred to long term memory. Regular formative assessment and incisive feedback, often in the form of low stakes retrieval tests, allows for swift identification of learning gaps or misconceptions and crucially for knowledge to be embedded. Students have the confidence to be fluent in their use of knowledge, progressing through Key Stage 3 into Key Stage 4.

At Key Stage 4 our intent remains the same but with the additional rigour of ensuring students extend their retrieval and retention skills and can apply knowledge successfully in their GCSE examinations.

Key Stage 5 students have access to a broad subject offer at A level, catering for different pathways through to university, training or employment.

We also have six curriculum principles that help expand our vision and demonstrate the intent of our curriculum:

- **Is anchored in our Christian Values:** Our values of Joy, Forgiveness, Perseverance, Charity and Servant Leadership should permeate through all aspects of Academy life, including its implementation within the curriculum.
- **Provides pathways for academic success:** Our vision is for students to flourish in whatever

pathway they follow.

- **Values breadth and depth:** Across all key stages, there are a broad range of opportunities for students to study in a number of different subject areas. Whilst the core curriculum remains at the heart of most year groups, this does not sacrifice creative or vocational opportunities.
- **Is fully inclusive:** The curriculum allows for variety in opportunity that is inclusive to all students and encourages a commitment to healthy diversity, rather than pursuing a 'one size fits all' approach.
- **Prepares students beyond knowledge and skills to be successful in tomorrow's world:** It is important that through the curriculum, students develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These include skills such as collaboration, creativity, critical thinking and communication. We believe these skills will best equip our students to thrive in the increasingly AI focused world. Our vision also seeks to educate the whole child, seeing spiritual, moral, social and cultural development integrated with physical and intellectual development at the heart.
- **Develops students' ability to be resilient, reflective, resourceful and responsible learners:** Informed by the latest research our Teaching & Learning and Behaviour Frameworks prioritise learning attributes and opportunities in lessons to ensure students understand how to learn and develop the skills for lifelong learning.

Measuring Impact:

Chelsea Academy also recognises that assessment, recording, reporting, and target setting are critical in raising student achievement and evaluating the quality of the curriculum. Assessment, recording, and reporting achievements offer a way of measuring the impact of curriculum provision, ensuring that we accurately map the distance travelled by every learner from their individual starting points. We use summative assessment to evaluate the progress a student has made and formative/diagnostic assessment to identify strengths, areas for improvement, and future objectives, including forecast grades.

Recording assessments and reporting to parents/carers are fundamental. This process ensures that students, parents/carers, learning coaches, and teachers are well informed of individual progress and the expectations and strategies in place to ensure excellent, equitable outcomes for all.

2. Aims of this Policy

- To outline the vision for curriculum and assessment at Chelsea Academy and the shared principles that underpin its implementation across all key stages.
- To highlight the curriculum intent through this vision.
- To outline the Academy's principles for effective assessment and how assessment is carried out in the Academy as a measure of curriculum and to inform responsive teaching.
- To outline the role of the pastoral curriculum in developing both consistent whole Academy approaches to the explicit teaching of positive behaviours and equipping our students with the skills with which to lead happy, healthy, and fulfilling lives.
- To ensure expectations of setting Independent Learning (IL) in all key stages.
- To highlight the role of the Extended Curriculum within the Academy.
- To highlight the roles and responsibilities of all parties in implementing and reviewing the curriculum.

- To highlight the role of the Academy’s historic Science specialism.

3. Curriculum implementation at Key Stage 3

Through careful curriculum planning over time and links with primary colleagues, our Key Stage 3 curriculum is ambitious and offers a broad and balanced diet of subjects of at least equal depth to the national curriculum. Over our three year Key Stage 3, students enjoy all subjects and then choose their own pathways at the end of Year 9 for a two year Key Stage 4.

Curriculum Model

The curriculum model for Key Stage 3 covers Years 7 to 9. There are 29 lessons, each 55 minutes in length, in a one week timetable.

Subject	Allocated Lessons	Subject	Allocated Lessons
Art	1 Lesson	Computing	1 Lesson
Citizenship*	1 Lesson	Maths	4 Lessons
Drama	1 Lesson	Music	1 Lesson
Design & Technology	2 Lessons	Physical Education	2 Lessons
English	4 Lessons	Religious Education	2 Lesson
Geography	2 Lessons	Science	4 Lessons
History	2 Lessons	French or Spanish**	2 Lessons
Total: 29 Lessons			

* At Key Stage 3, Citizenship covers a range of personal, local, national, and global issues relevant to the students’ lives, for example work skills, citizenship and relationships education. This is in addition to the pastoral curriculum taught in Coaching Time.

**Year 7 students study either two lessons of Spanish or two lessons of French, giving their preference on admission.

4. Curriculum implementation at Key Stage 4

At Key Stage 4, students have three options across a variety of subjects, including technology, the arts, sport, business and sociology and a choice of computing qualifications, thus ensuring that a balanced variety of subjects to suit all learners is maintained. The Academy offers both academic and technical qualifications to cater for the needs of all learners. All students have the opportunity to study the EBacc suite.

Key Stage 4 runs over two years. The RE full course is the only exception, with students sitting the exam at the end of Year 10. This allows the students to focus intensely on their RE exam in Year 10, which in turn gives them the maximum amount of time to focus on their remaining subjects in Year 11. It is vital for their life chances that students do well in English and Mathematics. There is a strong focus on the core in Chelsea Academy’s curriculum, as reflected in the allocation of time to core subjects in Key Stage 4. It is our pledge to parents to do everything in our power to ensure that students achieve minimum good passes in these qualifications.

Students will all study English (Literature and Language), Maths, Combined or Triple Science, RE (Religious Education) and PE (Physical Education). Students will also have three option choices across a wide range of subjects, allowing them to maintain a balanced variety of subjects that suit all learners.

The vast majority of qualifications selected at Level 2 are academic GCSE qualifications, with the exception of Information Technology (IT), which is a vocational qualification.

Subjects studies are as follows (subject to change):

Core Subjects	Open GCSE Options
English Literature	Art
English Language	Business Studies
Maths	Citizenship
Combined Science or Separate Sciences	Drama
Biology	D&T
Chemistry	Sociology
Physics	Media Studies
RE (Religious Education)	Music
Core PE (Physical Education)	Physical Education
EBacc Options	Vocational Qualifications
Computer Science	Information Technology
French	
Geography	
History	
Spanish	

** For some students we offer an alternative pathway where instead of 8+ GCSEs they will study 7 with additional time focused on the development of literacy and numeracy skills as well as working toward appropriate qualifications*

Curriculum Model (Year 10 -11)

Subject	Year 10	Year 11
English	5	6
Mathematics	5	6
Science*	6	6
RE**	2	
Core PE	2	2
Citizenship***		
Option A	3	3
Option B	3	3
Option C	3	3
Total	29	29

**All students are taught in three separate Science specialisms with specialist Science teachers. A decision will be made in Year 10 about which students will work towards GCSE qualifications in the separate sciences, and which students will work towards the Combined Science double award.*

***Early entry, full course GCSE for all students in Year 10.*

****Following the completion of the RE course in May, a series of Citizenship lessons is delivered in the remaining curriculum time. Drop down days and the pastoral curriculum delivered in Coaching Time further support the delivery and development in this area.*

*All students are required to study Computing as part of the KS4 National Curriculum. **All students** have the option of studying GCSE Computer Science or a Cambridge National in Information Technology. Approximately thirty students in each GCSE cohort study Computing with a further ten studying Information Technology. These qualifications allow pupils to progress to higher levels of study and ultimately to a professional career in these disciplines. Students who do not choose to study these subjects are able to develop their capability, creativity and knowledge in digital media and information technology, in alignment with national curriculum expectations via several other routes during their KS4 studies.

5. Curriculum implementation at Key Stage 5

Key Stage 5 students also have access to a broad subject offer at A level, catering for different pathways through to university, training or employment. In addition there is an excellent choice of Extended Curriculum activities to further enhance students' breadth of experience.

There is a broad range of A level courses available in the Sixth Form. All students are expected to study three A levels in Year 13. In some cases, where students have achieved exceptional GCSE results, students may be permitted to study four A levels.

Subjects studied are as follows (subject to change):

Subjects		
Art and Design (Fine Art)	English Literature	Further Mathematics
Biology	English Language & Literature	Media Studies
Business Studies	French	Music
Chemistry	Film Studies	Physics
Computer Science	Geography	Psychology
Design & Technology	Government and Politics	Religious Studies (Philosophy)
Drama and Theatre Studies	History	Sociology
Economics	Mathematics	Spanish

Curriculum Model

Students choose three A level subjects in total and an opportunity to study four where it is deemed appropriate. Students have five lessons per week per subject in Year 12, increasing to six lessons per week per subject in Year 13, as well as a weekly lecture slot, timetabled enrichment and supervised study.

6. Independent Learning

We believe that Independent Learning (IL) forms an important part of students' learning experiences. It embeds knowledge and skills acquired in class and provides young people with an opportunity to develop lifelong learning habits including critical thinking, independence, creativity, perseverance and initiative.

- Teachers should celebrate and reward success in relation to completed IL tasks
- The purpose of an IL task must be made clear with careful consideration to appropriate scaffolds and modelled examples for students to achieve success.
- The quality of I L is more important than the quantity.
- Guidance for the amount of time that a student should spend on a task must be displayed on the assignment description set via google classroom with clear deadlines for submission.
- Students should receive specific and timely feedback on I L tasks, this may be in the form of a class discussion; response to an assessment; peer assessment, self-assessment or immediate feedback through an online programme/platform or teacher assessment.
- Parent/Carers should be informed if recurring problems arise with the completion of IL
- Curriculum Leaders must ensure that IL opportunities are frequent* and with good quality assignments suggested within schemes of work.

* Frequency is dependent upon age, ability and requirements of the scheme of work, but a subject with two or more lessons per week, should aim to set one Independent Learning task each week and vary the range of ILg tasks set. Subjects with less than two hours per week may be set fortnightly.

7. Christian Values Across the Curriculum

[The Church of England Vision for Education, 2016](#) is a key document that underpins our curriculum.

- Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
- Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

8. Religious Education (RE) Curriculum

At Chelsea Academy, all students study Religious Education (RE) from Year 7 to Year 13 . All students are expected to complete their GCSE exam at the end of Year 10.

Although not part of the timetabled curriculum model, RE teaching continues into Year 11 through 'Lightening Lectures' (lectures delivered half termly to the year group), the weekly pastoral curriculum, weekly coaching sessions (with weekly themes via coaching notes and presentations) and organised events across the year.

In Year 12 and 13, RE teaching continues with RE drop down sessions throughout Year 12 with RE specialist teachers and a whole day in the summer of Year 12. Coaching time in Year 12 and 13 also allows for students to discuss spirituality and RE topics.

9. Disciplinary Literacy across the Curriculum

At Chelsea Academy, embedding literacy across the breadth of the curriculum is a critical priority, rooted in our conviction that literacy is the primary predictor of academic success and long-term life outcomes. We recognise that to unlock and deepen access to a rigorous, knowledge-rich curriculum, every teacher must act as a teacher of literacy within their own subject discipline. Rather than viewing literacy as an isolated intervention, our approach is centered on disciplinary literacy—empowering our staff to explicitly teach the unique ways that experts read, write, and communicate within Science, History, Art, and beyond.

By systematically breaking down complex academic texts; providing targeted instruction for Tier 2 and Tier 3 vocabulary and creating structured opportunities for high-quality verbal and written responses, we ensure that every student, regardless of their starting point, is equipped with the vital tools necessary to express themselves meaningfully; navigate curriculum complexities and ultimately flourish.

10. Assessment as a measure of curriculum

At Chelsea Academy, we believe:

- The key driver for assessment data is to enable all students to receive the adaptive teaching, aligned to the CA Teaching and Learning Framework that they need to maximise their achievement.
- Students take responsibility for improving their own outcomes.
- The Academy's processes are structured and transparent without being bureaucratic or placing unnecessary demands on students or teaching staff
- Curriculum and Assessment information should be reported in a clear and effective manner - ensuring all stakeholders including parents, are equipped to support further progress.

Target setting

The initial baseline data for all Year 7 students will be Key Stage 2 SATs data, CATs data and new group reading tests (NGRTs). For Year 12 students, GCSE results will be used. Please note: Where KS2 data is available it is used but where this is not available targets are set using professional judgement in conjunction with any base line testing conducted.

Prior data is used to set targets at each Key Stage as follows:

Key Stage 3: Key Stage 2 data extrapolated using Fisher Family Trust (FFT) to give aspirational target grades ranging from Diamond to Carbon. The grades are defined as follows:

- Diamond: Students who achieve this grade typically go on to achieve grade 9 at GCSE
- Platinum: Students who achieve this grade typically go on to achieve grade 8 at GCSE
- Gold: Students who achieve this grade typically go on to achieve grade 7 at GCSE
- Silver: Students who achieve this grade typically go on to achieve grade 5 - 6 at GCSE
- Bronze: Students who achieve this grade typically go on to achieve grade 4 at GCSE
- Carbon: Students who achieve this grade typically go on to achieve grade 2-3 at GCSE
- Not Yet Achieved: Students who achieve this grade typically go on to achieve grade U or 1 at GCSE.

Key Stage 4: Key Stage 2 data is extrapolated using FFT to give a minimum expected and aspirational target for each subject. The aspirational target, made available to teachers only, equates to a student making progress that would place them in the top 5% nationally, while the minimum expected target, made available to teacher, parent / carer and student, would equate to them making progress that would place them in the top 20% nationally.

Key Stage 5: GCSE data is extrapolated using FFT to generate minimum expected A level grades from a student's GCSE grades. A student's aspirational grade is one grade higher than this.

Assessment

All learning is sequenced so that students engage with new concepts, knowledge and skills in a hierarchy of increased intellectual complexity. It is informed by the curricula that come before and after it to ensure a smooth and purposeful transition to the curriculum in Year 7 and then builds logically towards the challenges of Key Stages 4 and 5.

All learning is captured in well considered curriculum plans that promote intellectual development through the careful mapping of learning against the prerequisite understanding required to learn new knowledge and skills. Careful thought is given to the sequence of learning to ensure that concepts are revisited so as to create ever deeper understanding; this structure helps students to remember, not merely encounter, the knowledge and skills that are learnt.

As such all formalised assessment is both standardised and cumulative in nature - ensuring that students are supported in knowing more and remembering more over time.

The most regular form of assessment is the day to day assessments that teachers do in the classroom. This assessment can be done orally or as written feedback; a combination of both is encouraged. Sometimes students will need instant feedback that assesses their thinking when, at other times, it is best that students receive more detailed written feedback

Each curriculum area will carry out at least one summative assessment every term (see reporting cycle table below). Subject leaders will have assessments available for scrutiny by the Leadership Team upon request.

At each assessment point classroom teachers, Learning Coaches, Heads of Year, Curriculum Leaders and the Leadership Team will carefully monitor the progress of both individual students and student groups (e.g. Pupil Premium, SEND, boys/girls) with appropriate interventions being put into place for underperforming students.

Reporting of data

Parents / carers and students will receive Progress Checks containing the student's target grade; grade in the most recent assessment, Attitude to Learning (AtL), and a prediction of the grade most likely to be achieved at the end of the course. If students have completed more than one assessment since the last Progress Check, then the most recent assessment grade may be an average of these assessments - this is at the discretion of Curriculum Leaders and should be consistent across the cohort. Please see appendix 1 for examples of Key Stage 3, 4 and 5 Progress Checks including grade descriptors for AtL.

Depending on the year group and stage of the year, a Progress Check may not include all the pieces of data outlined above: When progress checks are published and what data is on each progress check is outlined in the table below:

	Key Stage 3*	Key Stage 4*	Key Stage 5
HT1	Year 7: AtL data only.	Year 11: Target grade, most recent assessment data, predictions and AtL data.	Year 12: Most recent assessment data and AtL data. Year 13: Target grade, most recent assessment data, predictions and AtL data.
HT2	Year 7 -Year 9: Target grade, most recent assessment data, and AtL data	Year 10 and 11: Target grade, most recent assessment data, predictions and AtL data.	Year 12 and 13: Target grade, most recent assessment data, predictions and AtL data.
HT3			
HT4	Year 7 -Year 9: Target grade, most recent assessment data, and AtL data.	Year 10 and 11: Target grade, most recent assessment data, predictions and AtL data.	Year 12 and 13: Target grade, most recent assessment data, predictions and AtL data.
HT5			
HT6	Year 7 - Year 9: Target grade, most recent assessment data, and AtL data.	Year 10 Target grade, most recent assessment data, predictions and AtL data.	Year 12: Target grade, most recent assessment data, predictions and AtL data.

11. The Pastoral Curriculum

Our Pastoral Curriculum enables the embedding of an explicitly taught Behaviour Curriculum, rooted in our conviction that good behaviour is not an innate trait, but a set of habits and skills that must be intentionally taught, practised, and mastered. We recognise that a calm, purposeful, and predictable environment is the primary predictor of academic success and long-term life outcomes, directly influencing a student's ability to engage with our rigorous, knowledge-rich academic curriculum. By explicitly detailing classroom and corridor habits, we remove the ambiguity that leads to low-level disruption. This systematic instruction creates the environment necessary for every student, regardless of their starting point, to successfully **Work Hard** and ultimately flourish

Moreover, the Pastoral Curriculum at Chelsea Academy is a combination of different learning opportunities provided to our students across the year. As well as dedicated lessons, these include drop down days; visiting talks and lectures; Sixth Form lectures; trips; themes of the week, Academy assemblies; other high profile off-timetable activities and discretely taught lessons in Coaching Time. It is an important part of the wider curriculum through which students develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help students to stay healthy, safe and prepare them for life and work in modern Britain. It also helps students achieve their academic potential and leave school equipped with skills they will need throughout later life.

12. CEIAG Curriculum

Careers Education is an integral aspect of our offer that interlinks each element of our curriculum with the aim of inculcating the skillsets, mindsets and behaviours necessary for future success once our students transition from Chelsea Academy. To this end a progressive and timely sequence of careers activities are offered to students throughout each Key Stage combining optional and mandatory learning experiences to ensure the needs of each student can be met.

We take a holistic approach to careers education which relies on a collaborative model that engages all stakeholders including Academy staff. We deliver a mixed economy of learning experiences drawing on both the expertise of our colleagues and the specialist resources and knowledge of industry partners. This means our students have direct contact with a range of employers, entrepreneurs and academics. Examples include, but are not limited to: Year 7 workplace visits, Year 8 Careers & Skills Day, Year 9 Options support, Year 10 Work Experience, Year 11 Futures Day, Year 11 transition support, Year 12 Work Experience, Sixth Form UCAS and Apprenticeship support and a weekly Sixth Form Lecture Series.

We are fortunate to have the support of a number of partners such as the Worshipful Company of Grocers, The Old Vic Theatre, Walpole (the official sector body for UK luxury), RBKC, The Construction Youth Trust, the Education Development Trust, Access Aspiration, NCS, Morley College, the University of Sussex, ASK, Multiverse, The Access Project and Making the Leap. In turn, they have given students access to people in organisations such as HSBC Bank, Morgan Stanley, Chelsea FC, G7 and the Future Leaders Network, HEARST UK and the Tunisian Embassy.

13. The Extended Curriculum

At Chelsea Academy, we view the Extended Curriculum as a central part of learning. For this reason, it is not referred to as the 'extra' curriculum, but as the 'Extended' Curriculum, where learning is enhanced and complements the main curriculum. The offer, and students' engagement with the programme, is a unique feature of the Academy, and the variety of the offer allows every student to find or develop an interest, hobby or skill that they are passionate about. The importance attached to the Extended Curriculum is reflected in the timetable, with sessions for all year groups (inclusive of KS5) before, during and after Academy hours. In addition, the Academy's Flourish 8 programme enables students to track and record their participation in both the Academy Extended Curriculum and opportunities they choose to access outside of the Academy.

Chelsea Academy has developed partnerships with a number of high profile organisations, including Russell Reynolds Associates, the Oppidan Foundation, the Duke of Edinburgh Award scheme, the Grocers' Company and Imperial College. There are frequent opportunities for students to visit a wide range of organisations and undertake projects, which enrich and extend their learning. The Extended Curriculum takes place both at lunch times and after school and beyond school in the holidays and at weekends.

14. The Science Specialism across the Curriculum

As our historic specialism, the Sciences are influential on the timetabled curriculum and beyond:

- The emphasis on the Science Specialism is reflected in the allocation of curriculum time, particularly in Key Stage 4.
- There is a strong Science club provision, with a variety of topics covered.
- As part of the ongoing lecture programme, the Sciences feature strongly in the choice of themes delivered to Sixth Form students, with visiting speakers experts in their scientific fields.
- Students are involved in local and national Science and STEM competitions.
- Sixth Form students have extensive opportunities in the Sciences (and other STEM subjects) through trips, mentoring and links to universities such as Kings College London and Imperial College London.
- Students' best work, research and demonstrations are showcased at the Key Stage 3 Science Fair.

15. Roles and responsibilities

The Governing Board

The governing board will monitor the effectiveness of this policy and hold the Principal to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The Academy is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths and Science, and enough teaching time is provided for students to cover the requirements of the funding agreement.

- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEND).
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state via the DfE Performance Tables of the appropriate Academic year.
- The Academy implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- Students are provided with independent, impartial careers guidance, and that this is appropriately resourced.

Leadership Team

The Principal and Leadership Team are responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the Academy chooses to offer, have aims and objectives which reflect the aims of the Academy and indicate how the needs of individual students will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The Academy's procedures for assessment meet all legal requirements.
- They critically reflect upon students' progress against the intended curriculum across year groups / highlighted cohorts (formally showcased in termly standardised assessments) and direct curriculum leaders to make appropriate adjustments to W1 adaptive teaching strategies and / or broader curriculum provision.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-academy targets in order to make informed decisions.
- Proper provision is in place for students with different abilities and needs, including children with SEND.
- Create opportunities to share identified good practice (staff meetings, Wednesday CPD, Weekly Anchor publication, The CALC, INSET days, twilight sessions).

Curriculum Leaders

- Have full awareness and up-to-date knowledge of curriculum developments, changes and opportunities in their subject area.
- Be explicit about curriculum intent so that all teachers in a curriculum area share and understand the intent and implement it.
- Review the impact of the curriculum and ensure that it continues to be accessible, broad and ambitious for all students
- Conduct regular lesson visits, student work scrutinies and learning conversations.
- Critically reflect upon students' progress against the intended curriculum within their curriculum area (formally showcased in termly standardised assessments) and direct teachers to make appropriate adjustments to W1 adaptive teaching strategies.
- Ensure that there is access to resources for parents/carers to support their child's learning, and that information about the curriculum is shared with parents/carers on a regular basis.

SENDCO

- Leading the creation, implementation, and regular evaluation of the Academy's Individual Support Plans (ISPs) in direct partnership with parents, carers, and Learning Coaches.
- Oversight of the day-to-day deployment of the Academy's tiered framework of support, ensuring a clear, effective pathway from universal adaptive teaching into targeted and specialist provision.
- Supporting teaching and associate staff with evidence-based classroom strategies and reasonable adaptations to remove barriers for commonly occurring needs in mainstream lessons.
- Coordinating the resources and provision within the Academy's SRP (Flourish Centre) so that students access an ambitious curriculum.
- Managing collaborative relationships and interventions with external specialists (e.g., educational psychologists, speech and language therapists) to SEND students to access an ambitious curriculum.

Disadvantaged Lead

- Alongside all members of LT- have oversight of the tracking and strategic intervention to further reduce the disadvantage gap at GCSE, ensuring identified individual / cohort of students achieve in line with their disadvantaged peers nationally as well as their non-d disadvantaged peers.
- Evaluating the use of the Academy's Pupil Premium allocations to strategically direct intervention(s) to those individual / cohort of students where barriers to progress / attainment are greatest.
- Leading targeted initiatives to reduce severe or persistent absence for identified students, returning valuable learning days to the classroom.
- Collaborating with the LT to reduce / remove barriers to the Academy Extended Curriculum, trips, visits, and cultural enrichment.
- Building strong relationships and thus increased parental engagement between the families of identified students and the Academy; ensuring parent/ carers are updated on academic progress and wider Academy engagement.

Teachers

- Base the content of lessons on agreed curriculum plans - delivering engaging and inspiring lessons that generate curiosity amongst the students.
- Reflect on the content and effectiveness of their lessons on a regular basis to ensure that they are always improving their practice
- Participate in peer learning visits to learn from and share best practice in different curriculum areas.
- Ensure that criteria for key assessment tasks are shared with students.
- Critically reflect upon students progress against the intended curriculum (formally showcased in termly standardised assessments) and make appropriate adjustments to W1 adaptive teaching strategies.

Students

- Engage intentionally with their own Progress Report - working with classroom teachers and their learning coach to construct SMART targets that enable further progress.
- Assist in the development of the curriculum through questionnaires, the student council and learning conversations with different student groups.

Parents / carers

- Form an active partnership with the Academy in promoting their child's learning.
- Engage intentionally with their child's Progress Report - using it to lead conversations at home around actions their child may take to enable further progress.
- Where appropriate, attend twilight courses run by the Academy designed to assist parents in supporting their child's learning, for example, 'how to revise' sessions.

16. Links with other policies / documents

- Chelsea Academy Behaviour Framework
- Teaching and Learning Framework
- Feedback Policy
- Independent Learning Policy
- SEND Policy
- High Prior Attainers Policy

Appendix 1

Key stage 4/5 Progress Check:

Subject		Minimum Expected Grade	Aspirational Target	KS4 Predicted Grades					Most Recent Assessment	Attitude to Learning		
				HT1	HT2	HT3	HT4	HT5		Behaviour	Effort	Independent Learning
English Language Mr Hipkins		7	8	9	8	8	9	9	8	Excellent	Excellent	Excellent
English Literature Mr Hipkins		7	8	9	9	8	9	9	8	Excellent	Excellent	Excellent
Mathematics Miss Nugent		6	7	8	8	7	8	8	8	Excellent	Excellent	Excellent
Biology Ms Kriuar		7	8	8	7	7	8	8	7	Excellent	Excellent	Excellent
Chemistry Miss Edge		7	8	7+	8	8	8	8	8	Excellent	Excellent	Excellent
Physics Mr Gilchrist		7	8	8	7	8	8	9	9	Excellent	Excellent	Excellent
Drama Mrs Tomlinson		7	8	7	8	8	9	8	9	Excellent	Excellent	Excellent
French Mr Findlay		7	8	8	9	8	9	8	8	Excellent	Good	Excellent
History Mr Browning		7	8	9	9	9	9	9	9	Excellent	Excellent	Excellent

Progress Check Guidance Notes:

Minimum Expected Grade:

This is the minimum grade a student should be achieving. This is based on them being in the top 20% of students of their ability nationally (based on KS2 data).

Aspirational Target:

This is the grade a student should be aiming for. This is based on them being in the top 5% of students of their ability nationally (based on KS2 data).

Prediction:

This is the grade the student is currently expected to achieve. This is a professional prediction based on their recent assessments, Independent Learning (homework), classwork and work ethic. This grade could change over the year depending on how much work and effort the student is putting in.

Most Recent Assessment Grade:

This is the grade achieved in a recent assessment. Please note this reflects attainment in recently studied topics and does not necessarily indicate an overall working grade. This grade could go up and down over the year.

Attitude to Learning:

These set of grades are a representation of the attitude your child has shown to their learning in each of their subjects. The grid below will help you understand exactly what each grade on the progress check means and what you can do to support your child.

	Behaviour	Effort	Independent Learning
Excellent	Students behaviour is excellent in every lesson. This means that they behave in an exemplary way and go beyond the expectations of the CAW4B.	Student's effort is excellent in every lesson. This means that the quality and quantity of work is excellent, going beyond the expectations of the subject.	Student's IL is excellent . This means that IL is always on time and the quality and quantity of work goes beyond the expectations of the subject.
Good	Students behaviour is good . This means that they behave in an appropriate way and meet the expectations of the CAW4B.	Student's effort is good . This means that the quality and quantity of work is good and meets the expectations of the subject.	Student's IL is good . This means that IL is submitted on time and is completed to a good standard.
Some Concerns	Student's behaviour causes some concern . This means that, although they can behave appropriately, on occasions their behaviour disrupts their own and others' learning.	Student's effort causes some concern . This means that effort is not consistently good across lessons. Students do not always meet expectations and sometimes lack effort with the quality and quantity of work produced.	Student's IL is causing some concern . This means that it is not always submitted on time or not always completed to a standard expected by the subject at that stage of learning.
Serious Concerns	Student's behaviour is a serious concern . This means that in most lessons they often do not meet the expectations of the CAW4B, will disturb the learning of others and take a disproportionate amount of teacher attention. Their behaviour may also often require the use of the higher levels of the CAW4B.	Student's effort is a serious concern . This means that effort is often poor across lessons and the quality and quantity of work produced fails to meet the expectations of the subject.	Student's IL is a serious concern this means that it is often late or not submitted and fails to meet the standard expected by the subject at that stage of learning.

KS3 Progress Check:

Subject	Target for the end of KS3	3Cert Awards			Attitude to Learning		
		Term 1	Term 2	Term 3	Behaviour	Effort	Independent Learning
English <i>Ms Haynes</i>	Bronze	Silver	Gold	Gold	Excellent	Excellent	Good
Maths <i>Ms Williamson</i>	Bronze	Bronze	Bronze	Bronze	Excellent	Excellent	Good
Science <i>Ms Hinds</i>	Bronze	Bronze	Bronze	Bronze	Excellent	Excellent	Good
Art <i>Mr Double</i>	Silver	Silver	Silver	Gold	Excellent	Excellent	Good
Citizenship <i>Mr Hall</i>	Silver	Silver	Silver	Gold	Excellent	Excellent	Good
Computer Science	Bronze	Bronze	Bronze	Bronze	Excellent	Excellent	Good
Design Technology <i>Miss Singh</i>	Silver	Silver	Silver	Gold	Excellent	Excellent	Good
Drama <i>Mr Brice</i>	Silver	Silver	Silver	Gold	Excellent	Excellent	Good
Geography <i>Miss Thompson</i>	Bronze	Bronze	Bronze	Bronze	Excellent	Excellent	Good
History <i>Mr Brice</i>	Bronze	Bronze	Bronze	Bronze	Excellent	Excellent	Good
Music <i>Ms Koerner</i>	Bronze	Bronze	Bronze	Bronze	Excellent	Excellent	Good
Physical Education <i>Mr Pritchard</i>	Bronze	Bronze	Bronze	Bronze	Excellent	Excellent	Good
Religious Education <i>Miss Powell</i>	Silver	Silver	Silver	Gold	Excellent	Excellent	Good
Spanish <i>Miss Rios</i>	Bronze	Bronze	Bronze	Carbon	Good	Good	Some Concerns

Progress Check Guidance Notes:

Target: This is the 3Cert grade a student should be aiming for and is based on KS2 data.

***Grade:** Please use the descriptors below as a guide to the carbon - diamond grading system that we are now using.

KS3 grade	Descriptor
Diamond	Students who achieve this grade typically go on to achieve grade 9 at GCSE.
Platinum	Students who achieve this grade typically go on to achieve grade 8 at GCSE.
Gold	Students who achieve this grade typically go on to achieve grade 7 at GCSE.
Silver	Students who achieve this grade typically go on to achieve grade 5 - 6 at GCSE.
Bronze	Students who achieve this grade typically go on to achieve grade 4 at GCSE.
Carbon	Students who achieve this grade typically go on to achieve grades 2 - 3 at GCSE.
NYA	Students who achieve this grade typically go on to achieve grade U or 1 at GCSE.

Attitude to Learning:

These set of grades are a representation of the attitude your son has shown to his learning in each of his subjects. The grid below will help you understand exactly what each grade on the progress check means and what you can do to support your son.

	Behaviour	Effort	Independent Learning
Excellent	Student's behaviour is excellent in every lesson. This means that they behave in an exemplary way and go beyond the expectations of the CAW4B.	Student's effort is excellent in every lesson. This means that the quality and quantity of work is excellent, going beyond the expectations of the subject.	Student's IL is excellent . This means that IL is always on time and the quality and quantity of work goes beyond the expectations of the subject.
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Serious Concerns	Student's behaviour is a serious concern . This means that in most lessons they often do not meet the expectations of the CAW4B, will disturb the learning of others and take a disproportionate amount of teacher attention. Their behaviour may also often require the use of the higher levels of the CAW4B.	Student's effort is a serious concern . This means that effort is often poor across lessons and the quality and quantity of work produced fails to meet the expectations of the subject.	Student's IL is a serious concern this means that it is often late or not submitted and fails to meet the standard expected by the subject at that stage of learning.