DJANOGLY CITY ACADEMY

Curriculum Policy

2024-2025

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Our Vision

We believe that every child has the right to an education that gives them the best opportunity to succeed and prosper. We know that it takes great people, hard work and attention to detail. This is a considerable responsibility and we take it very seriously. Everyone within our academy is fully committed to learning. Our ethos is to be innovative in order to improve, resilience in order to face challenges, and to strive for excellence in everything we do.

We want Djanogly City Academy to be a beacon of excellence in our community and a conduit to change for the young people we serve, where every scholar is challenged and supported to achieve beyond their potential and where we consider the work of all, staff and scholars, to be unfinished until it is the very best

we can make it. We aim to provide inspirational opportunities that enable our scholars to raise their expectations, realise their potential and achieve excellent academic outcomes.

Policy Statement

It is our aim to provide all scholars with opportunities to access and engage with the best that has been thought and said, but also to help scholars comprehend that while knowledge is powerful it is also insecure, contested and evolving. We encourage our students to see themselves as scholars.

The staff and governors of Djanogly City Academy aim to provide a broad, balanced, relevant and differentiated curriculum that provides appropriate learning opportunities for all scholars regardless of age, gender, cultural background, ability or special educational needs.

We aim to:

- ensure our scholars follow a knowledge-led curriculum through which they know and remember more
- ensure literacy and numeracy are prominent within our curriculum and these act as a gateway to acquiring core knowledge
- provide a rich range of subjects and develop scholars' expertise within those individual subject disciplines
- empower scholars to use an enriched vocabulary, enabling a better understanding of concepts and ideas, and facilitate access to knowledge beyond our scholars' ordinary daily experiences
- expand scholars' cultural capital and the breadth of their vocabulary by exposing them to a variety of texts both fiction and non-fiction, a wide range of creative arts and thoughtfully-planned learning outside the classroom
- provide a rich and extensive extra-curricular offer to support the development of our scholars' character and prepare them for life as balanced, happy well-rounded individuals, who can succeed
- support scholars so they can develop and look after their mental wellbeing

We keep breadth of curriculum by mapping each subject's skills and content against the National Curriculum, while guarding against narrowing by ensuring that scholars study the full range of KS3 subjects right up until the end of Year 9. Scholars then make informed choices about their future pathways and specialise their curriculum in KS4 - years 10 and 11. Scholars are encouraged, but not forced to choose a language at KS4, but do however compulsorily study the other EBacc courses of English, maths, sciences, geography and/or history in years 10 and 11.

Curriculum Intent

At Djanogly City Academy our moto is 'Achievement: No Excuses', with a mantra that 'Everybody Graduates'. Through our curriculum, we ensure that every scholar is able to reach their absolute best, regardless of their background or ability.

We aim to improve the life chances for all scholars and also therefore the local community within which they live. The intent of our curriculum is to give all the necessary foundations for success by helping scholars develop knowledge and attributes necessary and relevant to the 21st century.

We expect our scholars to achieve their individual best academically and to develop the selfconfidence and sense of purpose necessary for success in a highly competitive global society. Scholars achieve their best through our comprehensive curriculum and the high quality implementation of that curriculum; we ensure it is knowledge-rich and is both broad and balanced, regardless of demographics and starting points.

The high expectations we have within the academy drive opportunities for all of our young people. We are proud of the local community we serve and we draw on our understanding of this to create challenging and stimulating lessons and activities as part of our curriculum.

Each subject has its own curriculum document which has been developed by our subject specialists. We have high expectations of subject knowledge from teachers so there is a commitment to providing regular, high quality, subject-specific training for all teachers each week during the year. All our teachers are encouraged to be researchers into their own subject discipline and this is supported through our appraisal – career pathway review – processes.

Djanogly City Academy is part of the Djanogly Learning Trust, allowing and promoting a collaboration of subject specialists and researchers, meaning that our scholars benefit from the very highest quality in teaching and the most powerful knowledge. We harness the expertise from within Djanogly City Academy and the Trust primary academies to develop a challenging and rich curriculum model.

Curriculum Implementation

We are committed to engaging with research-based best practice to:

- provide outstanding teaching and learning and raise attainment
- motivate and foster enjoyment in learning by using a wide range of innovative teaching and learning methods that stimulate and encourage involvement
- educate scholars in the use of technology within society

The Teaching and Learning Development Team lead the research and development of pedagogical strategies.

Curriculum Impact

The academy employs a range of strategies to evaluate the impact of the education provided. The focus will be primarily on what the scholars have learned and not exclusively based on narrow formal assessment data. The impact evaluation strategies take particular note of learning and cultural capital acquisition for all scholars including those disadvantaged and those with SEND.

Academy Curriculum Structure for 2024-2025

The shape and content of the curriculum is reviewed annually in order to deliver the most effective provision for scholars. The academy curriculum structure is formulated by the Principal before being ratified by the local governing body.

See curriculum model 2024-2025.

Monitoring of this Policy

The Principal will be responsible to the local governing body for promoting, monitoring and maintaining the implementation of this policy.

Review of this policy

This policy will be reviewed on an annual basis.

Date revised: This policy was last reviewed and revised in September 2024 Review

date: September 2025