Mulberry
Academy London Dock

Curriculum Policy

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1. Aims

At Mulberry Academy London Dock, we're inspired by the rich history of the area. From the stories of migration that have travelled through the former London Docks and shaped our community, through to the pioneering ambition and innovation in the foundations of our school running through Brunel's subaqueous tunnel. Our curriculum provides an education of possibilities, broad, balanced and rich for all students. It's a chance for us to think imaginatively about what a great curriculum can look like.

We're going beyond the parameters of the National Curriculum, with an approach that is representative and inclusive of the lives and experiences of our students. Our curriculum is ambitious, rigorous and knowledge rich, shaping diligent and well-informed students. It's important that our children recognise their rightful place as global citizens.

We recognise that opportunities beyond the classroom are just as important as the learning that takes place in lessons. We offer students the chance to develop a sense of self as a young person, to decide their place in the world and to articulate their power to achieve. We enrich our students' lives through our exciting Wonder 7 after school programme, and leadership opportunities such as the Duke of Edinburgh's Award and Model UN, sports – competitive and recreational, residential and overseas trips, outdoor education and our Mulberry STEM Academy, in partnership with Mercedes-Benz Grand Prix Ltd, and Mulberry Production Arts Academy in partnership with the National Theatre and the Royal Central School of Speech and Drama.

More widely, provision for students' learning in schools within the Mulberry Schools Trust is framed by a formal curriculum and extra-curricular offer known as 'Mulbacc' (the Mulberry Baccalaureate) – the hallmark of a Mulberry education.

The Mulbacc is focused on ensuring outstanding achievement for all through a broad and balanced curriculum that offers traditional and academic rigour. At Mulberry Academy London Dock, we are inclusive and ambitious in what we have set ourselves to achieve.

In line with our Mulberry Schools Trust schools, our curriculum reflects these intentions and so every student is given an education within this context that:

- Engenders high levels of ambition in academic scholarship and
- technical learning
- Provides rich personal development (character education)
- Enables the development of high aspirations, self-determination and self-actualisation

Whilst we are a new school, with just two year groups, we recognise the importance of the Mulbacc as being characterised by rigour and high expectations at all levels. It is a seven year sequential learning journey with an emphasis on high quality subject teaching reinforced by high quality support for learning and intervention. Leadership is strong with high levels of expertise in education supported by knowledgeable, committed and challenging governance.

The experience of learning, teaching and curriculum at Mulberry Academy London Dock provides:

1. Curriculum pathways appropriate to high levels of academic challenge in the traditional curriculum across Key Stage 3:

- Subject mastery with academic voice and love of number
- High quality, confident writing and speaking
- Computing and the creative use of technology to support knowledge, innovation and invention
- Confidence gained from performance, self-expression and public speaking
- Creative and artistic skills as well as development of cultural capital and critical thinking
- Collaborative learning and purposeful group work
- SMSC dimensions of learning and sense of identity which includes Britishness and global citizenship
- Physical fitness and motor skills

2. Preparation for and fostering of a love of learning in subject and technical disciplines in all phases and will consist of:

- The National Curriculum

- Skills in scientific and technological enquiry
- Proficiency in at least 1 other modern foreign language other than the mother tongue
- Understanding of the globe and the chronology of human history
- Citizenship, politics, religious education, PSHEE and RSE
- The arts, sport and culture

3. Academic intervention programmes and support for learning at all levels, consisting of:

- Intervention in KS3
- Literacy and numeracy catch-up
- Specialist intervention including withdrawal where appropriate, speech and language therapy, educational psychology, counselling and other specialist support for learning
- Family learning programmes
- Bespoke careers programme

4. Entitlement to curriculum enrichment, consisting of:

- Sports coaching
- Arts and cultural visits including art galleries, museums, theatre and places of religious significance
- Visiting lecturers and speakers
- Duke of Edinburgh's Award
- Outdoor education
- Model United Nations
- Global Girl Leading
- Mulberry Schools Trust Production Arts Academy
- Mulberry Schools Trust STEM Academy
- Peripatetic music lessons
- A full offer of clubs and after school activities in Wonder 7 including choir, orchestra and dance

All subjects have a clear, shared curriculum rationale that reflects these whole school curriculum principles and values and supports an ambitious programme of study which is inclusive of all students. Middle leaders take ownership of this development, working with subject teams to plan the curriculum they deliver. Many subject leaders are involved with local primaries at KS2 so that we plan effectively for primary transition in our curriculum.

The love of subjects characterises all teaching and learning, with careful and thoughtful planning of lesson content, assessment and activity seeking to fulfil the intention for students to leave us as confident, creative leaders with a love of learning. The curriculum in each subject intentionally provides students with the qualifications and cultural capital that they need to be successful in life and is sequenced towards cumulatively sufficient knowledge and skills for future learning and employment so they can be economically self-sufficient and independent. Students are taught to be independent learners who are resilient about their learning.

It is intended that students will leave Mulberry Academy London Dock well-qualified and able to take up destinations at university or in high quality apprenticeships. Key Stage 3 (which is commensurate with the national curriculum and follows the local agreed syllabus for RE) is an important foundation for the GCSEs, A Levels and technical qualifications to come. Therefore, all students in Years 7-9 study physical and religious education alongside English, maths, science, computing, modern foreign languages, humanities, art, drama, music, food technology, textiles, resistant materials, and graphics. Teaching is in subject disciplines. Teachers are passionate about their subject and convey this to students, drawing students in to share their enthusiasm for the content and skills they are teaching.

Students should leave Mulberry Academy London Dock with strong knowledge and skills in how to stay safe and emotionally and physically healthy, as well as the capacity and desire to promote inclusion and diversity in society. PSHE is taught at all key stages, covering relationships and sex education as well as personal finance, personal care and anti-racism and anti-bullying education. The rights of LGBTQ+ people, those with disabilities, women and others who experience discrimination are promoted.

Our intention is that all students achieve outstanding progress, regardless of their starting point, within a rich curriculum experience that is personalised to individual need. For example, students with severe and complex needs, those with serious ESMH needs and those with EHCPs are supported to have full access to curricula appropriate to need. For all students, this is our mainstream provision with differentiation or adaption. Careful planning in discussion with students, families and specialists underpins thoughtful teaching and pastoral support.

The arts provide a principal channel for developing students' confidence and creativity. Through self-expression and performance, students are taught to take risks, overcome challenge, find their voice and learn to work as a team and during Key Stage 3, they build sequentially these capacities through drama, art and music.

The curriculum continues to be reviewed, developed and changed according to the needs of the school community and to ensure it remains fit for purpose in relation to our curriculum intention.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010. 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. It complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 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 school 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 (SEN)
- 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
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Principal

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

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school 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 school's procedures for assessment meet all legal requirements

- 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-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEND

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Heads of Department and Faculties are responsible for implementing the curriculum in their subject areas. They are overseen by senior leader line managers and the Assistant Principal in charge of curriculum.

4. Organisation and planning

Key Stage 3:
In Key Stage 3 the following curriculum periods are offered each week:

Subjects	Year 7	Year 8	Year 9
English	4	4	4
Maths	4	4	4
Science	4	4	4
French or Spanish	3	3	3
Music	1	1	1
Drama	1	1	1
Art, Design and Technology (including Textiles, Graphics, Food Technology and Resistant Materials)	3	3	3
Religious Studies	1	1	1
History	2	2	2
Geography	2	2	2
Citizenship	0	1	1
Computing	2	1	1
Physical Education	2	2	2
PSHE	1	1	1

Key Stage 4:
The Key Stage 4 curriculum will be determined in 2025-2026.

Key Stage 5:
The Key Stage 5 curriculum will be planned two years ahead of opening.

5. Inclusion

An inclusive provision is an essential part of the ethos that underpins the curriculum. Provision is comprehensive and Mulberry Academy London Dock has a mixed ability intake that follows the Tower Hamlets Admissions Policy and the DfE's Admissions Code.

Teachers set high expectations for all students. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an additional language (EAL)

As far as possible, students with severe and complex needs are accommodated in the mainstream. Where (on rare occasions) the standard curriculum is not appropriate for a child, this is discussed with parents, the child, and senior leaders to agree a rigorous alternative with challenging progress milestones. Students with

special educational needs and disability (SEND) and students with EAL (English as an additional language) have access to specialist assistance to ensure that their needs are fully met. Specialist teachers carry out reviews and update Education and Healthcare Plans (EHCs). At times, students may be referred to specialists in the Inclusion team or they may be referred to external services such as CAMHS or social services.

Pastoral care is essential to support students' achievement and it is an area of professional expertise that is closely tied to Inclusion. Assistant Principals take responsibility for students' personal development and well-being. They oversee teams of form tutors and contribute to the development of PSHE (Personal, Social and Health Education). They use the Inclusion service to support their work and they have a multi-agency panel meeting monthly to ensure that students causing concern in relation to their personal needs are properly supported.

Safeguarding of students is a priority and so the pastoral care team in each school works alongside this multi-agency team to promote students' well-being and safety.

Parent liaison and support is critical and Mulberry Schools Trust has a dedicated centre for parents – the Mulberry and Bigland Green Centre – with a Children's centre and extensive offer of classes in basic skills, advice and support workshops on such issues as breast cancer, drugs addiction, safety on the internet and prevention of extremism.

Further information can be found in our Equality Policy and Teaching and Learning Policy.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a broad and balanced curriculum which includes the required subjects through regular updates at Governing Body and Trust Board meetings, schools visits and meetings with school leaders. Heads of Department and Faculties monitor the way their subject is taught throughout the school by regular learning walks, book scrutinies, student voice, assessment review, lesson observations, department meetings and self-evaluation cycles. There is also regular curriculum review to ensure that the curriculum remains fit for purpose and reflects the principles of the school. Heads of Department have responsibility for monitoring the way in which resources are stored and managed.

7. Links with other policies

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- SEN and Inclusion Policy
- Equality Policy
- RSE Policy