



Astrea Academy Trust
Curriculum Recommendations

Introduction

The Importance of Curriculum

In 2017, Amanda Spielman, Her Majesty's Chief Inspector delivered a keynote speech that explored the potential of the curriculum to ensure that "education be about broadening minds, enriching communities and advancing civilisation. Ultimately, it is about leaving the world a better place than we found it."

In July 2018 the Department for Education stated "The Department reformed the National Curriculum in 2014, and subsequently the GCSE qualifications, so that we set world-class standards across all subjects. With these changes come three important pedagogic considerations: a 'knowledge-rich' curriculum, whole-class teaching and teacher-led instruction:

- a) **A knowledge-rich curriculum:** ED Hirsch argues that "only a well-rounded, knowledge-specific curriculum can impart needed knowledge to all children and overcome¹ inequality of opportunity." A knowledge-rich curriculum requires careful consideration of the sequence of knowledge so that it is pedagogically coherent and reflects the specific ideas and language in each discipline being taught. It emphasises knowledge to be remembered and constantly built upon, not merely encountered and fleetingly experienced.
- b) **Whole-class teaching:** Whole-class teaching ensures that each and every child is taught all of the core curriculum content, in contrast to some differentiated teaching that can narrow the curriculum for lower attaining pupils and work against social mobility. Whole-class teaching continues to be successful in achieving both high standards and high equity in jurisdictions in the far east, including the mastery approach in mathematics where all pupils master key content before they move on to more complex material. Mastery teaching approaches appear to be a promising strategy for narrowing the attainment gap, with low attaining pupils gaining one or two more months of additional progress from this strategy than high-attaining students.
- c) **Teacher-led instruction:** Studies have shown that students who have been taught through teacher-led instruction perform at least as well or outperform their peers who were taught using an enquiry-based approach². This is also highlighted in the PISA 2015 study³, where researchers found that teacher-led approaches in science were associated strongly with pupil success in contrast with more enquiry-based or 'child-centred' approaches. (Grants to Curriculum Programmes DfE July 2018)"

¹

Hirsch, ED, *Why Knowledge Matters* (2016)

² Kroesbergen, E.H., Van Luit, J.E.H. & Maas, C.J.M., *Effectiveness of Explicit and Constructivist Mathematics Instruction for Low-Achieving Students in the Netherlands* (2004); and Khlar, D. & Nigam, M., *The Equivalence of Learning Paths in Early Science Instruction*. (2004)

³ OECD (2016), *PISA 2015 Results (Volume II): Policies and Practices for Successful Schools*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/9789264267510-en>

There is no doubt that the curriculum offer is central to the overall effectiveness of the Trust. This document makes recommendations to Principals, Senior Leaders and Chairs of Local Committees around design principles, curriculum content and structures to aid curriculum review and decision making. However, individual academies are free to craft a curriculum offer which best meets the needs of their pupils, the talents of their teachers and which ensures access for all.

Vision & Principles

The following vision statement outlines the outcomes that the Trust aims to achieve for every pupil in an Astrea school. It outlines our approach to education, assessment, key performance indicators and, above all, our curriculum model.

The most important underlying principle of the Astrea curriculum and Teacher Standards is a **relentless belief that all children and pupils are capable of success**⁴, with the ultimate aim being to develop pupils who are equipped to meet the challenges of a rapidly changing world with confidence and success, based on their individual starting points and future goals and aspirations.

All Astrea leaders and teachers are committed to being the champions of all Astrea pupils by teaching a challenging, knowledge-based curriculum.

- *As young adults, pupils will leave Astrea academies with the necessary dispositions, character and academic qualifications to live a life full of choice and opportunity. The Astrea dispositions of Resilience, Empathy, Aspiration, Contribution and Happiness will enable pupils to **find a sense of purpose and ambition**.*
- *A broad curriculum **based on knowledge of the world around them and experiences through sport, music, drama and co-curricular enrichment** will enrich pupils' lives, build cultural capital and instil a love of learning.*
- *Pupils will learn to value family, community, their contribution to the wider world and the environment. They will make positive contributions to the life of the school and those around them.*
- *Pupils will have high **expectations of themselves** and a drive for excellence. They will understand the scope of possibilities that lie ahead of them and what is required to achieve their ambitions with the confidence and belief to make them a reality. They will learn how to utilise their knowledge and ideas and to see that they can make a difference to the world.*

Astrea takes an evidence-informed approach to curriculum development and innovation and teachers use evidence and data to be informed both in terms of pedagogy and outcomes. The curriculum will foster the Astrea Teacher as a trusted education professional; therefore, the curriculum will be owned by all teachers. It is a framework designed by leaders but is adapted and delivered by teachers and teaching teams in classrooms.

⁴ Lucy Crehan, "Cleverlands"

Curriculum Principles

Astrea academies seek to cover the requirements of the National Curriculum *as a minimum*. However, beyond this, leaders are given the autonomy to decide how best to shape this.

All academies must offer a curriculum which is balanced and broadly-based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the academy and
- prepares pupils for the opportunities, responsibilities and experiences of later life.

(DfE, 2014)

The Astrea curriculum is based on achieving our end goal, our vision for all pupils who leave the Trust at the age of 16 or 18. In order to achieve this we will establish a clear set of outcomes for each subject. These outcomes will allow leaders to plan a coherent progression across the curriculum that spans Nursery to Sixth Form. Our ambition is equally strong, though necessarily different, for those in our special school.

Each Astrea academy will also design the curriculum to support the Astrea pupil dispositions of:

Resilience

Strength through determination and quick recovery from difficulties

Empathy

A stable and comforting learning environment through shared feelings

Aspiration

Aiming for the top and seeing others achieve brings out the best in everyone

Contribution

Each playing a part in producing positive results

Happiness

Satisfaction and contentment lead to a better learning experience

Early Years Foundation Stage (EYFS)

The Trust is committed to the development of an Early Years' education which instils a love of learning. As such, the EYFS will follow the guiding principles of the Statutory Framework, which is underpinned by four themes:

- A unique child

- Positive relationships
- Enabling environments
- Learning and development

These themes in turn foster the characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

There are seven areas of learning and development that shape educational programmes in early years settings. The **prime** areas are fundamental and work together, moving through and supporting development in all other areas:

- Personal, Social and Emotional Development
- Mathematics
- Understanding the World
- Expressive Arts and Design

From the outset, the learning programme will capture the core ethos and distinctive features of the Trust, as well as incorporating the over-arching principles above. The curriculum will encourage our youngest learners to develop an enthusiasm for learning, to be curious about the world around them, and to develop a ‘can-do’ approach. The expectation is to “challenge and extend the learning of all children, without predetermining what any individual might be capable of achieving and without communicating messages of differential worth or undermining children’s beliefs in their own capabilities”.⁵ This is the core expectation underlying the Astrea commitment to ‘inspiring beyond measure’.

Learners need to meet a minimum threshold of expression and comprehension in order to be successful in the classroom.⁶ Therefore, a focus on language, communication and vocabulary acquisition is a priority in the Early Years. Research undertaken by the Education Endowment Foundation⁷ suggests the following should be considered when improving vocabulary:

- Providing learners with a rich language environment (implicit approaches) as well as directly extending children’s vocabulary (explicit approaches);

⁵ Swann et al (2012) *Creating Learning Without Limits*

⁶ Early Intervention Foundation (2017) *Language as a Child Wellbeing Indicator*

⁷ Education Endowment Foundation (2018) *Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years*. London: Education Endowment Foundation

- Carefully selecting Tier 2 vocabulary (high-frequency words) for explicit teaching;
- Developing the number of words learners know (breadth) and their understanding of the relationship between words and the contexts in which words can be used (depth); and
- Providing multiple opportunities to hear and use new vocabulary.

Primary Phase

The Trust is committed to the development of collaborative and active learners who are able to make links between subjects and topics; who are at home with technology and who flourish through challenge.

Priority is given to the learning of Maths and Literacy from Early Years to Year 6 to ensure that our children leave primary “secondary ready”. Good literacy skills provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. (EEF, 2016)

At Key Stage 1, evidence from the Education Endowment Foundation⁸ suggests the following should be considered when developing approaches to literacy:

- Effectively implement a systematic phonics programme;
- Develop pupils’ speaking and listening skills and wider understanding of language;
- Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills; and
- Explicitly teach pupils to use strategies for developing and monitoring their reading comprehension. (EEF, 2016).

At Key Stage 2, evidence from the Education Endowment Foundation suggests the following should be considered when developing approaches to literacy:

- Explicitly teach reading comprehension strategies through modelling and supported practice;
- Develop pupils’ language capability to support their reading and writing; and
- Explicitly teach writing composition strategies through modelling and supported practice.

In Years 5 and 6 the curriculum will move to discrete subject teaching in the following subjects: Maths, English, Science (with an explicit differentiation between Biology, Chemistry and Physics), Art & Design, Computing, Design & Technology, Geography, History, Music, Physical Education, RS, PSHE and Spanish.

Pupils are given the opportunity to study one modern foreign language – Spanish, as the second most commonly spoken language in the world⁹, throughout their time in the Trust, to ensure proficiency/ fluency in at least one language. Pupils will also be given the opportunity to study additional languages through the extensive enrichment programme

⁸ <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/>

⁹ According to Ethnologue, February 2018: www.ethnologue.com

and support is provided to pupils who have English as an additional language, so that they are able to achieve a formal qualification in their home language, by the end of KS4.

Homework is a vehicle through which we engage parents in their children's learning. We will actively support parents in their child's learning by sharing with them the curriculum content and communicating ways in which they can contribute to the learning. In Reception to Year 2 opportunities will be given for research homework and open-ended investigations. This 'learning through enquiry' approach will be underpinned by a rigorous assessment framework which is used to inform planning, thus ensuring that there is rigour in learning and explicit understanding of pupil progress. In Year 3 to Year 5 homework will enable pupils to recall and memorise key knowledge and subject content with a focus on achieving fluency in basic arithmetic.

Sport, culture and character development are intrinsic elements of the curriculum and not seen as 'bolt-ons'. There are opportunities for primary pupils to engage in sport, music and drama and for them to be leaders within the academy – as 'buddies' to other pupils or as Prefects and Academy/Pupil Council representatives. There are also cross-Academy sporting and arts events to foster the dispositions of competition and collaboration.

Transition from Primary to Secondary

It is recommended that a programme of transition be led by a nominated member of senior academy staff with the expectation of collaboration with colleagues from the destination secondary schools. A 'rollover' model where Year 6 start Year 7 for the last 2-3 weeks of the summer term is encouraged.

Transition should be aided by the expectation that there is collaborative work, development and mutual observation between primary and senior academy staff, particularly in maths, English, music, PE and modern foreign languages. This outward-facing approach is encouraged, regardless of whether or not the destination secondary school is within the Trust.

Key Stage 3

The revised (2014) KS3 National Curriculum is a significant step up from previous years. The Ofsted Report, "The Wasted Years" (Sept 2015) stated that too many academies are not building on the improved learning at Key Stage 2 and expectations of progress are not high enough. Principals should assure themselves that their KS3 curriculum builds on prior knowledge and provides extended challenge, not repetition of KS2 and/or content repetition of KS4. There should be strong collaboration between teachers at KS2 and KS3 to ensure there is no repetition of content (unless approached in a significantly more sophisticated and deeper way).

All Astrea pupils sit a MidYIS assessment on Year 6 Transition Day to enable baseline assessment to take place and to give additional data to leaders to form ideas around extra provision or teaching groups. Other forms of assessment can be used in conjunction with this, for example reading age tests, to ensure full knowledge of the ability and needs of each individual pupil.

Any pupil who does not meet the required 'academy-ready' standard on entry into Year 7 should be supported through targeted intervention to ensure they are able to fully access the curriculum. Dependent on need, additional Maths and/or English teaching should be a primary focus of intervention, with the aim to accelerate progress and close any gap.

All pupils accessing a targeted intervention in Maths and/or English must be tracked and monitored closely; baseline data should inform the content to be delivered with regular evaluations of progress. Success is evaluated by the pace in which pupils reach the expected standard and are able to reintegrate positively back into mainstream classes. All pupils are expected to be successfully reintegrated by the end of Year 7, unless they have a significant cognitive impairment, which prevents this.

Similarly, any pupil who is capable of attaining 8/9 at GCSE, or who excels in a particular subject such as music or sports, will be offered an 'Astrea Scholar' programme of accelerated learning and challenge to ensure they, and their parents, are aware of their potential to apply for leading universities. Year 9 is an opportunity to introduce independent learning and study skills through a project focus on a subject of the pupil's choosing. This 'Astrea Scholar Project' could take the form of a presentation, extended essay or piece of

art. See <https://www.aqa.org.uk/subjects/projects/project-qualifications/PQ2-7992> for more information.

KS3 represents an opportunity to build on initiatives seen in KS2 and to continue to focus on pupils as curious and challenged learners. Every opportunity will be taken to make the most of the advantage that KS3 is relatively free of risk from high stakes external examinations.

The core curriculum for all pupils includes:

English, Mathematics, Biology, Chemistry, Physics, Computer Science, History, Geography, Spanish, Design and Technology, Art and Design, Music, Physical Education, Religious Education, Drama and PSHE.

There will be a cross-curricular commitment to literacy, communication and numeracy. The wider curricular programme should ensure that the creative arts and sport are seen as a vital, integrated and fundamental part of every pupil's entitlement.

Key Stage 3 Designated Hours Per Week (50 period fortnight)

To ensure the breadth of curriculum can be accommodated Astrea recommends a 2 week timetable of 50 periods.

Periods (week timetable 50 Periods)																									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
En	En	En	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Se	Se	Se	Se	Se	Se	MIL	MIL	MIL	MIL
8								8								6						4			
27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	After School	
Gy	Gy	Gy	Gy	Hi	Hi	Hi	Hi	PE	PE	PE	PE	Ar	Ar	Cs	Cs	Dt	Dt	Dr	Dr	Fe	Fe	Mu	Mu	SD	SD
4				4				4				2		2		2		2		2		2		2	

Key Stage 4 - The EBacc Years

Astrea Academy Trust recommends a two year Key Stage 4 to ensure a robust and in depth Key Stage 3. The academy will offer a coherent, broad and balanced offer in Key Stage 4, whereby pupils achieve the EBacc and can cover the elements required for the new 8 measures *as a minimum*:

1. GCSE in English Language, English Literature, maths, two sciences, one language, history or geography (fulfilling EBacc requirements) plus guided subjects as below;
2. A programme of study covering citizenship;
3. Participation in a programme focusing on mental and physical wellbeing; and
4. Credible contribution to life of academy and wider community (which could be in sports / culture / community / enterprise / leadership). This should be evidenced and tracked by the academy in the form of a portfolio, digital record or achievement of the Duke of Edinburgh Award.

50% of the Key Stage 4 curriculum time is dedicated to the teaching of the core subjects of English, maths and science.

The GCSE offer at Key Stage 4 will comprise; English, English Literature, Maths, Science (Double Award) and one Modern Foreign Language.

Plus, one from History or Geography.

in addition, guided subjects from Music, Art, Design & Technology, P.E, Drama, Computer Science, Business Studies, Biology, Chemistry, Physics, RS.

Where identified, some pupils will be given the option to study the separate sciences of Biology, Chemistry and Physics or an additional language (especially mother tongue). This may be offered through basket 3 or 4.

Pupils who are not 'on track' to achieve well in Maths and/or English will be given the option of Maths / English in an additional block to allow more curriculum time and thus ensure they are well prepared for the next stage in their education, training or employment. Whilst not being prevented from accessing a full complement of GCSEs, pupils who are unlikely to achieve expected progress and attainment in Maths and/or English will not be automatically required to do so.

The Ebacc route may be not be appropriate for all pupils – for these pupils alternative, vocational qualifications will be offered.

How many GCSEs/ KS4 qualifications a pupil is entered for will be informed by an open discussion before options are taken, based on a wide range of evidence including KS2 outcomes and MIDYIS data. Pupils and their parents **will be guided** in this discussion to determine the best choices.

Key Stage 4 Designated Hours Per 2 Week Timetable (50)

Periods (week timetable 50 Periods)																															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26						
En	En	En	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	SE	SE	SE	SE	SE	SE	SE	SE	SE	SE						
8								8								10															
27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	After School							
Option 1					Option 2					Option 3					Option 4					FE	FE	PS-E	PS-E	SDS	SDS						
5					5					5					5					2		2		2							
Subject: Gg,Hi,Cs					Subject: Sp					2xSubject: Dt,Dr,Mu,Ar,Re,Bu,Gg,Hi - Additional Ma,En,Sc																					

The Sixth Form Astrea Laureate

The Sixth Form Laureate curriculum will ensure there is a premium on independent study, discussion and development of ideas. Excellent preparation for A Level or Level 3 BTEC options are a given, but the curriculum will go further, encouraging enhanced study in each subject area, and exploration in a range of areas above and beyond the syllabus. The Astrea Sixth Form curriculum is not reduced to assessments, rather it represents a full and rich experience - the Astrea Laureate.

The Sixth Form Laureate includes opportunities for, *inter alia*, sports activities, debating, drama, and music; social and environmental service; enterprise and leadership. Careers and Higher Education advice will form a substantial part of the Laureate, particularly in Year 12.

All students will study 3 A level subjects or similar qualifications including Level 3 BTEC (the reformed BTECs only which qualify for performance tables 2018 onwards) leading to the designated 18 hours of lessons per week. This will form the core offer and basis for access to entry to any good university. These qualifications will be supported by the Level 3 Extended Project Qualification which most students will complete by Christmas of Year 13.

For those Year 12 students who are not yet able to access Level 3 qualifications, including those who need to re-sit GCSEs in Maths and/or English, Level 2 qualifications in their chosen area of study will be available forming a bridge to Level 3 and ensuring all students are accessing Level 3 qualifications in Year 13.

All students will be required to designate a proportion of their study periods to Personal Development and Contribution (PDAC). This will include volunteering, academy service (such as supporting Key Stage 1 pupils with reading) and completing supporting qualifications such as open online courses. All Sixth Form students will also be expected to take part and lead enrichment activities across the school. Unless volunteering or pursuing meaningful opportunities in the community, Sixth Form students should remain in school for the whole of the school day.

Sixth Form Designated Hours Per Week (50)

Periods (week timetable 50 Periods)																									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Option 1												Option 2												Employability	
12												12												2	
27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50		
Option 3												EPQ			PDAC			SDS							
12												3			3			6							

The Astrea Promise and Enrichment

The aim of Astrea Academy Trust is to deliver an education that Inspires Beyond Measure. This is an entitlement of experiences for all pupils that contribute to the development of cultural capital, raise aspirations and support the learning and acquisition of subject knowledge and the development of key skills.

All children at Primary level will complete the Primary Astrea Promise and this will then develop into the Secondary Promise from Year 7 to 13. These experiences will ensure that our Astrea dispositions are developed and that all pupils have equity of access to experiences that will enhance their lives and provide opportunities that would not be available elsewhere.

All Astrea academies will offer an extensive range of opportunities for all pupils to opt into which will include sport, art, debating, crafts and additional languages. All teachers and associate professionals employed in the Trust are expected to take part and lead enrichment activities. These opportunities, whilst informed by pupil voice, will be borne out of the interests, hobbies and expertise of staff, Sixth Form students and, wherever possible, the local community.

Self-Directed Study (SDS)

The purpose of the self-directed study programme is to support pupils in becoming responsible and independent learners and to develop the skills for life-long learning that are required for further education and beyond such as proof reading, critical analysis, university level academic writing and independent thinking.

From Key Stage 2 pupils will take part in self-directed study. This time will support the development of personal organisation, time management, research and communication skills. Pupils will also have the opportunity to learn about subjects of their own choosing in a guided structured format. These opportunities will allow pupils to explore areas of interest and develop knowledge in a domain of their choosing. As pupils move through Key Stage 3 they will also complete the Astrea Scholar Project and present this project in a formal format.

At Key Stage 3 or 4 pupils will have the opportunity to complete the Level 2 Extended Project Qualification (1 hour per week) and have the opportunity to manage their own learning through supervised study in preparation for life in the Sixth Form.

Developing Positive Wellbeing

Supporting the positive wellbeing and mental health of all pupils is a key element of the Astrea curriculum. Across all phases and stages, a tailored programme to support positive wellbeing and mental health will be delivered each term through PSHE and will include sessions on: mindfulness; promoting good physical health; dealing with change and managing relationships, as examples.

In July 2018 the Department for Education (DfE) and Department of Health and Social Care confirmed the proposals put forward in the green paper for “every school and college to have a designated lead in mental health by 2025”¹⁰. Whilst we welcome this proposal, it is an expectation for all Astrea academies to have a Designated Senior Lead for Mental Health in post by 2021.

Careers Education

From the outset careers education will be built into the curriculum and will challenge assumptions at an early stage, be they class, gender or any other factor.

In January 2018 the Department for Education stated: “every school and academy providing secondary education should use the Gatsby Charitable Foundation’s Benchmarks¹¹ to develop and improve their careers provision. The Gatsby Benchmarks¹² for effective careers education are as follows:

- A stable careers programme;
- Learning from career and labour market information;
- Addressing the needs of each student;
- Linking curriculum learning to careers;
- Encounters with employers and employees;
- Experiences of workplaces;
- Encounters with further and higher education; and
- Personal guidance.

At Key Stage 1 and 2 this will be delivered through the academy’s commitment to valuable experiences, such as visits to universities, partnerships with local businesses and the opportunity to explore different professions and careers. The careers programme will be built on the principles that all pupils should understand the extent of the opportunities available in the real world and the steps required to achieve their goals.

¹⁰ <https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper/quick-read-transforming-children-and-young-peoples-mental-health-provision>

¹¹ Holman, J (2014) *Good Career Guidance*. London: Gatsby Charitable Foundation

¹² Ibid.

As per DfE requirements, all academies providing secondary education will “have a named Careers Leader who has the energy and commitment and backing from Senior Leaders, to deliver the careers programme across all eight Gatsby Benchmarks”.¹³

Cross-Curricular Big Ideas

In order to facilitate cross-curricular links each year group will take part in a ‘Big Idea’ themed day each term whereby the whole year group will work on a common task. The purpose of these days will be to engage pupils in some of the problems and issues facing society, apply the knowledge and skills they have developed across the term and manage an extended task in a real-world setting – as a group of people coming together to manage resources and solve a problem under timed conditions.

Wherever possible these events will involve the local businesses and the community. Subject specialists and senior leaders will work closely to plan these events and interlink areas of the curriculum.

The ‘Big Idea’ days will further enhance opportunities to deliver the careers education and experiences programme.

Assessment

Formative and summative assessment will be used, alongside MIDYIS data, throughout pupils’ academy careers to benchmark and monitor individual progress and inform teaching strategies and interventions. At key points, it is desirable to establish benchmarks from which to measure subsequent progress in a formal and summative sense; and at others, it is necessary to certificate attainment, with high-stakes external examinations and standardised grades.

Key Stage	Internal Assessment	External Assessment
Key Stage 1	National Standardised Assessment - PiRA and PuMA - 3 x per year	End of Key Stage SATS papers
Key Stage 2	National Standardised Assessment - PiRA and PuMA - 3 x per year	Timestable Assessment End of Key Stage SATS Papers
Key Stage 3	CEM Assessment – MiDYIS Baseline Assessment – Start of Year 7 National Standardised Assessment – GL Progress Tests in Core Subjects – End of Year	N/A

¹³ DfE (2018) *Careers Guidance and Access for Education and Training Providers: Statutory Guidance for Governing Bodies, School Leaders and School Staff*

	(In time end of term subject tests would be very useful)	
Key Stage 4	Mock Assessments – GCSE Papers – 2 x per year	End of Key Stage GCSEs
Key Stage 5	Mock Assessments – A-Level/Vocational – 2 x per year	End of Key Stage A-Level/Vocational Assessment

The tracking of progress and attainment of each individual pupil will be:

- Aligned to the curriculum;
- Sequenced at regular intervals throughout the year;
- Robust and systematic;
- Used purposefully to inform teaching and learning; and
- Meaningful to parents in communicating progress.

As a general principle, Astrea academies seek to make fullest use of formative assessment (assessment for learning), and to minimise the impact of summative, high-stakes assessment on the actual process of teaching and learning.

It is for Subject Leader Collaboration Groups, Ad Astra Expert Teachers and National Subject Leader groups to ascertain consistency of assessment in order to allow for robust moderation, quality assurance and subject knowledge development. As such, assessment is also a vital tool in evaluating the effectiveness of the curriculum, informing future changes and adaptations.

Executive Summary

This draft guidance is to inform leadership decisions in Astrea academies around curriculum and associated structures. It is not intended as policy but rather to inform discussions and debates around curriculum and the experiences of all Astrea pupils at each stage of their education with us. The Education and Inclusion central teams are available to give support and guidance to leaders around Curriculum Review.

Trustees expect all schools to review their curriculum in light of this guidance, ready for Academic Year 2019/20.