



Trinity Academy Leeds

Policy:	Curriculum Policy
Date of review:	July 2026
Date of next review:	July 2027
Lead professional:	W.Trail
Status:	Non-Statutory

1. Curriculum Intent

1.1 At Trinity Academy Leeds we offer a purposeful, coherent, and academically rich curriculum which leads to deep subject knowledge in a broad range of disciplines. Our curriculum is contextualised for our cohort amplifying a breadth of voices and experiences, weaving the canonical, cultural, and contemporary to produce an interesting and relevant diet for our learners. Our offer is further strengthened by an unrelenting focus on developing key skills in literacy and numeracy coupled with a robust and embedded careers programme. Our academy mantra, 'Reach Higher, See Further, Shine Brighter' encapsulates our vision for the holistic development of our young people. Our specialism of Voice draws together and strengthens our curriculum, empowering our young people to have the confidence and resilience to grasp opportunity and to live lives well led.

The curriculum design and delivery take into account the organisation's duties under the Equality Act 2010 and the SEND Regulations 2014

Our Curriculum at Trinity Academy Leeds:

- Is ambitious and transformational
- Provides a wealth of academic and co-curricular opportunities
- Leads to in depth knowledge and skill development of a broad range of subjects
- Expands on cultural capital
- Ensures students are confident, resilient and prepared for life beyond TAL
- Our co-curricular offer is varied, far reaching, and experienced by all. Enrichment opportunities are carefully chosen to enhance our curriculum and expose our young people to the best of all that has been thought, said, and written. Our character curriculum underpins this, promoting our core values of honesty, empathy, respect, and responsibility.

1.2 Aims:

- To provide a varied curriculum offer to students which ensures deep understanding of individual subjects, leading to a rich body of knowledge.
- To ensure the best possible progress and highest academic achievement for all by tailoring the curriculum to individual needs, ensuring flexibility and responding to change where necessary.
- To ensure that students have appropriate careers information, advice and guidance at all stages, and that options are open to students through their academic achievement and experiences gained at Trinity Academy Leeds.
- To promote students' spiritual, moral and social understanding through our character and conduct curriculum, which responds to the needs of TAL students.

2. Objectives

2.1 For students

- To be fully engaged and involved in their learning at all times, always striving to be the best they can be and completing all class and homework tasks set for them.

2.2 For parents and carers

- To support their child's academic progress and curriculum experience by working with the academy through regular communication, attendance at parent consultation evenings, family build sessions and support of our Involve, Build and Empower programmes.

2.3 For teachers

- To provide quality first teaching for all students, allowing for the full range of learning needs of different students. Ensuring that a deep body of knowledge is given to students to enable them to make the highest possible progress.

2.4 For Curriculum Leaders

- To ensure curriculum coherence via regular developmental reviews of schemes of work in line with national and local requirements.
- To monitor the academic progress of students across the curriculum and ensure any potential barriers to learning are recognised and strategies are put in place to remove them. To lead CPD

within departments to ensure students are receiving quality first teaching with a focus on deep understanding of knowledge and acquisition of relevant skills.

2.5 For the Senior Leadership Team

- To ensure that a broad and balanced curriculum is offered which is appropriate to student's needs.
- To ensure statutory requirements are met by the curriculum offer and that national changes are monitored and acted on within appropriate timescales.
- To be responsible for the management of change in curriculum content over time.
- To ensure that Quality Assurance is consistent across the Academy and that the process is effective in raising achievement through sustained and continuous improvement in teaching and learning.
- To offer a programme of professional development that will ensure quality first teaching for all students.

2.6 For the CEO

- To review and agree the curriculum policy for approval by the Board of Directors.

3. Curriculum Delivery

3.1 Classroom policy

- All students will follow a broad and balanced curriculum offer within individual curriculum areas which aims to not only prepare students for national exams but that also deepens their understanding of the subject and builds the skills needed for success academically and in the future workforce.
- All students will be expected to complete all tasks set in lessons, and in addition complete home learning.
- If a student is absent, it is their responsibility to catch up on missed class work. The class teacher will support the student to ensure they are provided with all relevant resources.

3.2 The Trinity Experience policy

- In addition to timetabled academic subjects, all students follow a character and conduct curriculum programme which aims to develop their spiritual, moral, social and cultural understanding.
- Students have a Personal Development session each week. This covers the content of the Relationships, Sex and Health Education statutory guidance (2020), the recommended content of the PSHE Association and the Citizenship National Curriculum.
- Delivery of personal development will be tailored to the specific needs of different age groups.
- The content of the Personal Development programme will be determined via analysis of a range of data available which gives evidence as to the education gaps students may have. Data will be taken from avenues such as analysis of the types of referrals made to the vulnerable student team and student voice.
- The Personal Development programme permeates the academic curriculum and will be enhanced through assemblies, workshops by external agencies, and our daily reflection.
- In addition to the core curriculum, students will have the opportunity to partake in cultural trips, visits and residential trips, based on their interests and needs.
- The academy values of Empathy, Honesty, Respect and Responsibility play an integral part in the personal programme and all students and staff take part in a daily minute silent reflection, aimed to provide space and time for thinking and reflecting on a world event.

3.3 Religious Education policy

- All students study a core RE programme. The programme comprises the teachings of a variety of religions and links to wider topics which broaden students' spiritual and moral education.
- Parents/carers have the right to withdraw their children from RE. Should a parent wish to withdraw their child from RE, they should contact the academy to discuss the request. If a pupil is withdrawn, the parent/carer shall provide work for their child. When a parent has requested to withdraw their child from RE, this request will be ongoing until the parent contacts the academy.

3.4 Involve

- Education outside of the classroom is integral to the Trinity Experience, and all Phase 1 students take part in a minimum of one co-curricular 'involve' club each week.

- In addition to the involve clubs, students are given the opportunity to take part in a wide range of sporting activities, music, drama and dance classes.

3.5 Literacy

- We aim for all of our students to become literate and articulate communicators. In all subjects, students should be taught to express themselves correctly and appropriately on paper and orally, and to read accurately and with understanding.
- The importance of vocabulary is valued by the academy. All students are exposed to new vocabulary through knowledge organisers, and through the reading of challenging and varied texts, supported by explicit teaching of academic vocabulary.
- Students who need literacy support are offered a tailored literacy programme to meet their individual needs and an adapted home learning pathway. For more information please see the separate SEN and Literacy policies.

4. Curriculum Organisation

4.1 Phase 1

- Students have a 25 hour week and study a mixture of Maths, English, Science, Spanish, Geography, History, RS, Art and Technology, Music, Dance, Drama, Computing and PE.
- Students who have difficulty in accessing the full curriculum attend an additional English support class in place of one Modern Foreign Language lesson. Students who follow this pathway, have one hour of conversational Spanish.
- In Year 8, they have one hour of Geography and two hours of History
- In Year 8 and 9 Students can choose an hour of Dance, from one of their two hours of PE.

	Non Literacy pathway	Literacy pathway
English	4	5
Performing Arts	3	3
Maths	4	4
Science	3	3
History	1	1
Geography	2	2
Religious Studies	1	1
PE	2	2
Spanish	2	1
Technology	1	1
Art	1	1
Computing	1	1

4.2 Phase 2

- Students have a 25 hour week and study a core programme of English, Maths, Science, RS, and core PE.
- Students begin the personalisation of their curriculum at the end of Year 9 in preparation for year 10, they choose subjects as follows:
 - o Options – students select 2 subjects from a range of qualifications. Both GCSE and vocational courses are available to students.
 - o History or Geography
- Students who do not study a MFL will study RS as an additional GCSE subject.
- *Core RS is delivered as part of the academy Religion and Ethics programme, lessons take place during Team Time.
- Options A and B are delivered over a two week timetable.

Year 10 and 11	MFL	Non MFL
English	4	4
Maths	4	4
Science	5	5
History/Geography	3	3
Religious Studies	1*	1*
MFL	3	(RS) 3
PE	1	1
Option A	2/3	2/3
Option B	2/3	2/3

5. Grouping of students

5.1 Phase 1

Students are carefully placed into Build Teams using a combination of SATs, information from primary schools and assessments which take place during TAL camp. Students stay in their Build Team for all lessons. Decisions on any Build Team changes will be made between the class teacher, curriculum leader and SLT where appropriate.

5.3 Phase 2

Students choose two option choice subjects as detailed above. In the core subjects of English, Maths, Science, Humanities and MFL students will be set based on prior attainment. All options subjects, core RS and core PE are taught in mixed prior attainment groups.

6. Monitoring and review of the curriculum

Monitoring of standards, systems and teaching and learning across the Academy is the responsibility of the Senior Leadership Group. Monitoring of the quality of lessons on a daily basis is the responsibility of the Curriculum Leadership Team. Each subject has ongoing Quality Assurance throughout the year via learning walks, lesson observations, work scrutinise and student voice.