Morton Academy
The best in everyone™
Part of United Learning



Curriculum Policy

September 2026

DOCUMENT CONTROL

Author/Contact	Rachel Robinson	
Version	11	
Status	Approved	
Publication Date	November 2026	
Review Date	September 2027	
Approved/Ratified by:	Local Governing Body	Date: November 2026

Distribution:

Morton Academy staff

PLEASE NOTE, this version of the document contained within the Policy Folder on the 'V' drive in the Policy Folder is the only version that is maintained.

Any printed copies should therefore be viewed as "uncontrolled" and as such, may not necessarily contain the latest updates and amendments.

Version	Date	Comments	Author
02	March 2017	Updated with up to date curriculum details	R Robinson
03	November 2018	Updated with new school day	R Robinson
04	January 2020	Updated with new curriculum information	A Harding
05	November 2020	Updated with new T and L information	V Sabuda
06	September 2021	Updated with new school day	R Robinson
07	September 2022	Updated with changes to option subjects	R Robinson
08	September 2023	Updated with changes to option subjects	R Robinson
09	September 2024	Updated with changes to option subjects	R Robinson
10	September 2025	Updated with changes to option subjects	R Robinson
11	September 2026	Updated with changes to option subjects	R Robinson

Curriculum Statement

Intent – our ambition for our pupils; how we achieve the best in everyone

The Curriculum vision for Richard Rose Morton Academy is to raise aspirations of all students by promoting a passion for learning, providing co-curricular and enrichment opportunities, providing the knowledge and skills they need to be successful as young adults and enabling them to secure outcomes that exceed their expectations.

Intent - Our aim at Morton Academy is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life. Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens.

By drawing on the best that's been thought, said and done in each subject, we hope that our curriculum at Morton Academy enables children to appreciate and participate in the full richness of their academic and vocational experience. Subjects work together to identify knowledge, thematic and skills-based links between their disciplines and exploiting those through careful joint planning will enable students to make connections that will help them to understand the world around them and their place in it. At Morton Academy pupils receive good-quality careers education and guidance which helps them to make increasingly well-informed choices about Key Stage 4 options and post-16 study.

Morton Academy is part of the biggest multi academy trust in the country (United Learning). Teachers and leaders across the trust have been involved in developing the United Learning Curriculum as a core academic curriculum, founded on these key principles;

- Entitlement – We believe that all children have the right to learn what is in the United Learning Curriculum. Morton Academy aims to ensure that all children are taught this Curriculum offer with day to day teaching typicality a continuing focus with clear progression planning and sequencing in every subject studied.
- Mastery – We want all students to achieve a full understanding of the knowledge specified in the Curriculum for each year, and teaching should not move on until this is achieved. This stretches across all age ranges and abilities at Morton Academy.
- Enrichment – Learning outside of the classroom is valued at Morton Academy with a variety of enrichment visits that cover a broad spectrum of pupil experiences. We have a strong and established co-curriculum model that enhances pupil learning experiences and allows them to access wider skills and practices in a different learning environment, thus helping develop the complete Morton learner. We also believe that with our "Morton Milestone" model all pupils have an opportunity to work within their school community towards a shared goal, making them better citizens and developing "Education with Character".
- Concepts not context – The Curriculum is intended as a concise specification of knowledge and content to be taught and learned; it is for our teachers to decide how to deliver lessons and bring it to life.

Our curriculum is:

- fully compliant with all statutory aspects of the revised National Curriculum for 2014.
- designed with the needs of our local community very much at the forefront of our thinking.
- designed to ensure the academy is positioned well in the changing assessment and national measures reforms.
- broad and balanced, yet able to be flexible for specific academic or organisational requirements.
- established to support teaching and learning to improve significantly in all areas.

Our non-negotiables:

- English and Maths will always be at the forefront of our design, students must be given every opportunity to flourish and achieve in these subjects.
- Curriculum organisation must never be a barrier for student engagement, enjoyment or choice.
- Intervention for all learners who are not meeting expected progress in their subjects.
- The development of courses offered and procurement of any available expertise to ensure our curriculum offer matches best practice.
- Students feel ownership of the curriculum and the topics they study.

Statutory Responsibilities:

The Academy fulfils the statutory responsibilities of the National Curriculum by ensuring the Religious Education, SMSC and Sex and Relationship Education are part of the curriculum in both Key Stage 3 and Key Stage 4.

Implementation – how we expose our pupils to powerful knowledge and provide education with character

Subject specialism is at the heart of our curriculum and you will see differences in the way that the curriculum is constructed and assessed in different subjects. Standardised written assessments, for example, play less of a role in performance subjects such as music, drama and physical education. The stability of our curriculum allows subject expertise to develop over time, and we are careful to provide sufficient time for teachers of the same subject to plan together and collaborate.

Further subject specialism is provided by United Learning's subject advisors. These advisors are subject experts who help teachers link the subject discipline to our pupils' daily experience in the classroom. Subject advisors meet regularly with Heads of Department across United Learning and provide curriculum resources to support the implementation of the subject curriculum.

As a mastery curriculum our pupils study fewer topics in greater depth, with the expectation that we don't move on to the next topic until all pupils have a secure understanding of the current topic. A 3-year Key Stage 3 provides pupils with the time and space to gain this secure understanding. In our lessons we expect to see all pupils grappling with the same challenging content, with teachers providing additional support for pupils who need it. Rather than moving on to new content, our higher attainers produce work of greater depth and flair.

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide sufficient opportunity for guided and independent practice. We use Barak Rosenshine's Principles of Instruction to develop our teaching practice. At the heart of Rosenshine's principles is a simple instructional core:

- **Explanation** of new material in small steps (I)
- **Guided practice** with prompts and scaffolds (we)
- **Independent practice** with monitoring and feedback from teacher (you)

At each point in this instructional core, teachers check understanding of all pupils by asking lots of questions and providing feedback.
The Rosenshine principles support the implementation of the curriculum by ensuring that pupils regularly recall prior learning. You will often see this at the start of our lessons. When prior learning is committed to long term memory it becomes fluent or 'automatic', freeing space in our working memory which can then be used for comprehension, application, and problem solving.

We also make use of Doug Lemov's 'Teach Like A Champion' strategies, which link to the Rosenshine principles, ensuring that all students achieve at dramatically higher levels.

In order to allow the mastery approach to be effective (i.e. children learn what they are expected to in the year they are expected to), early catch-up is essential: we aim to promptly identify and support pupils who start secondary school without a secure grasp of reading, writing and mathematics so that they can access the full curriculum.

Everything from which children learn in school – the taught subject timetable, the approach to spiritual, moral, social and cultural development, the co-curricular provision and the ethos and 'hidden curriculum' of the school – are to be seen as part of the school curriculum. Our principle of 'Education with Character' is delivered through the curriculum in this broadest sense.

Impact – how we measure and secure continuous improvement for all

With thousands of pupils across United Learning following the same curriculum, we have been able to devleop common assessments in most subjects. These are summative assessments which allow pupils to demonstrate their growing understanding of their subjects and enable teachers to assess the impact of their teaching. These summative assessments are typically taken once or twice a year, allowing teachers to focus on formative assessment from lesson to lesson.

We are particularly conscious of the role that literacy and vocabulary plays in unlocking the whole curriculum. Our teachers explicitly teach the meaning of subject-specific language, and we expect lessons to contain challenging reading and writing. Knowledge organisers provide students with key information that they are expected to learn and recall with fluency, enabling them to develop their understanding of key concepts outside of their lessons.

The culmination of our curriculum is that pupils leave our school with the confidence and intelligence to thrive. We know our pupils as individuals which enables us to provide curriculum guidance and careers guidance throughout their time with us. We expect all pupils to leave our school with the grades required to progress to their desired destination, and the character required to flourish once they get there.

By teaching our curriculum well, and delivering education with character, we bring out the best in everyone

Religious Education, SMSC and Personal Development.

	Year 7	Year 8	Year 9	Year 10	Year 11
Religious Education (Known as Beliefs, Philosophy and Ethics (BPE at KS3.)	1 defined lesson of BPE per fortnight.	1 defined lesson of BPE per fortnight.	1 defined lesson of BPE per fortnight.	Part of PD curriculum delivered as drop down days and through assemblies. RE also offered as a GCSE.	Part of PD curriculum delivered as drop down days and through assemblies. RE also offered as a GCSE.
SMSC	Part of Tutor programme/ 1 defined PD lesson per fortnight. Also integrated in all subjects, where appropriate.	Part of Tutor programme/ 1 defined PD lesson per fortnight. Also integrated in all subjects, where appropriate.	Part of Tutor programme/ 1 defined PD lesson per fortnight. Also integrated in all subjects, where appropriate.	Part of Tutor programme/ drop down days and through assemblies. Also integrated in all subjects, where appropriate.	Part of Tutor programme/ drop down days and through assemblies. Also integrated in all subjects, where appropriate.

Sex and Relationships Education	Part of the PD curriculum.	Part of the PD curriculum.	Part of the PD curriculum.	Part of the PD curriculum.	Part of the PD curriculum.

Core Curriculum

All students are required to study the Core Subjects of English, Mathematics and Science. In addition to this all students have two lessons of Physical Education each week through Key Stage 3 and Key Stage 4.

Foundation Curriculum

The Foundation Curriculum at Key Stage 3 consists of Information Technology, Design Technology, Art, History, Geography, Performing Arts, Music and Modern Foreign Languages (Spanish).

ROLES AND RESPONSIBILITIES

The Headteacher will ensure that:

- All statutory 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. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Governors' annually.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- The Governing Body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- The Governing Body is advised on statutory targets in order to make informed decisions

The Governing Body will ensure that:

- It considers the advice of the Headteacher when approving this Curriculum Policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.
- It contributes to decision making about the curriculum.
- Benefit other secondary and primary schools in the area.

The Senior Leadership Team will ensure that:

- They have an oversight of Curriculum structure and delivery within their line management areas
- Detailed and up-to-date Schemes of Learning are in place for the delivery of courses within their line management areas.
- Schemes of Learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with Subject Leaders on a regular basis and that actions are taken where necessary to improve these.

Subject Leaders will ensure that:

- Long term planning is in place for all courses. Such schemes of Learning will be designed using the Academy pro-forma and will contain curriculum detail on: context, expectations, key skills, Learning Objectives, Learning Outcomes, Learning Activities, Differentiation and Resources.
- Schemes of Learning encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Schemes of Learning should be in place and be used by all staff delivering a particular course.
- Appropriate Awarding Bodies and courses are selected so that they best meet the learning needs of our students.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards Assessment.
- They keep the appropriate SLT link informed of proposed changes to Curriculum delivery.
- All relevant information/data is shared with the Assessment team. This includes meeting deadlines related to exam entries etc.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching Staff and Learning Support staff will:

- Ensure that the Academy curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within the Academy and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at Key Stages 4 and 5.

Parents and Carers will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.

MONITORING, EVALUTION AND REVIEW

The Governing Body will receive an annual report from the Headteacher on:

- The standards reached in each subject compared with national and local benchmarks.

- The standards achieved at the end of each Key Stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- The number of students for whom the curriculum was disapplied and the arrangements which were made.

The Governing Body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

Information about our curriculum can also be found in the Academy Self Evaluation Form (SEF) and our Academy Development Plan (ADP). Curriculum information is also published on the Academy website.

Overview of Curriculum Organisation

Key Stage 3 Overview:

Key Stage 3 is organised into Bands/Sets defined by ability based on KS2 performance initially and thereafter rates of progress in Core Subjects. A mixture of Linear and Subject Blocking is used to timetable subjects as effectively as possible.

Linear Blocking:	**Subject Blocking:**
The Linear Blocks consist of History, Geography, Art, IT, Spanish, Performing Arts, Music, Beliefs, Philosophy and Ethics (BPE), and PD.	English, Maths, PE, Science and Design Technology have Subject Blocking to allow rotations of students within academic bands. It also allows the academy to create male/female groups in PE. In Science and Design Technology, smaller class sizes are used to enhance the quality of practical lessons.

Curriculum Coverage KS3 (number of 100 minute lessons per fortnight)

Subject	**Year 7**	**Year 8**	**Year 9**
English	5	5	5
Maths	5	5	5
Science	4	4	4
History	2	2	2
Geography	2	2	2
Spanish	2	2	2
DT	2	2	2
Art	1	1	1
Beliefs, Philosophy and Ethics	1	1	1
Performing Arts	1	1	1
PE	2	2	2
PD	1	1	1

Computing	1	1	1
Music	1	1	1

Key Stage 4 Overview:

Students pick their KS4 Options in Year 9. The strategy is based on a Guided Options principle ensuring all students are well informed about curriculum choices based on prior academic performance, teacher information and relative performance of previous year groups. The Academy offers 4 Options to students to maximise curriculum time with 3 x 100 minute lessons each, per fortnight.

Curriculum Coverage KS4 (number of 100 minute lessons per fortnight)

Key Stage 4 is organised slightly differently, taking advantage of the use of Linear Blocking to create more Subject blocking in Core Subjects. This allows for more appropriate setting and intervention strategies to occur.

Subject	**Year 10**	**Year 11**
English	6	6
Maths	6	6
Science	5	5
PE	1	1
Current Year 11: **4 options from:** History, Geography, Spanish, Media, Art, Food Technology, Music, Performing Arts, Engineering Design, Engineering Manufacture, GCSE PE, Animal Care, RE, Geology	3 lessons per option	3 lessons per option
Current Year 10: **4 Options from:** History, Geography, Spanish, Business, Media, Art, Food Technology, Music, Performing Arts, Engineering Design, GCSE PE, Animal Care, RE, Computer Science	3 lessons per option	3 lessons per option

Year 10 and Year 11:

1. All students participate in 1 lesson of PE
2. Students can opt to take RE as an extra GCSE, however RE is taught within the PD curriculum (drop down days) and the Tutor programme throughout KS4