



**St Mary's Academy Trust  
Queens Road Academy  
Curriculum Policy**



Date agreed by Performance and Standards committee: February 2021

Date to be reviewed: February 2023

# Curriculum Policy

## Principles

St. Mary's Academy Trust's schools each offer a curriculum that is broad, balanced and relevant and meets the needs of all of our children whatever their ability. Our curriculum is comprised of The National Curriculum's core and foundation subjects and the wider school curriculum and meets all statutory requirements. All schools are expected to deliver a personalised curriculum designed to meet the needs of their current pupils and context of the school, providing them with a wide range of relevant, challenging and stimulating learning experiences. All staff must follow and implement the Curriculum Policy.

We believe in the importance of helping our pupils develop as a whole person and aim to ensure that all of our pupils reach their full potential in all areas of the curriculum. We believe it is our duty and responsibility to provide them with as broad a range of experiences as possible, including through outdoor learning, use of the local and wider community, theme days, and educational visits and visitors that really bring our curriculum to life. Wherever possible, we aim to engage parents and carers in the curriculum and their children's work, for example through termly curriculum meetings, homework tasks, work sharing assemblies and parents' evenings.

The curriculum we offer provides opportunities for children to develop as independent, lifelong learners who are capable of collaborative learning, creative and critical thinking, problem solving and empathy for others and are beginning to develop an in-depth understanding of the world in which we live. Our schools' curriculums will help to prepare them for the next phase of their education and as learners of the 21<sup>st</sup> Century and ensure that they grow into responsible citizens who make a positive contribution to society.

## Policy Aims

- To ensure that all schools within St. Mary's Academy Trust design and implement a curriculum that follows the curriculum principles outlined below.
- To ensure that all pupils receive a high quality education that supports and challenges them to achieve their very best in all areas of the curriculum.
- To provide a clear framework and set of expectations for schools and all staff for the delivery and assessment of the curriculum.
- To provide all parents and carers with a clear outline of the intent and implementation of their child's curriculum therefore ensuring that they feel part of the school and know how to support their children in their educational development at home.

This policy should be read in conjunction with:

- Early Years Foundation Stage policy
- Assessment policy
- Equality information and objectives
- Relationships and Sex Education policy
- Safeguarding and Child Protection policy
- Special Educational Needs and Disability policy
- Teaching and Learning principles

# Curriculum Policy

## 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 bodies set out in the Department for Education's Governance Handbook.

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework alongside the SMAT Early Years Foundation Stage Policy.

## Curriculum Principles

All schools within St. Mary's Academy Trust should design their own curriculum in line with the following 'Curriculum Principles' to ensure that they are meeting the educational, personal, social and emotional needs of all pupils within their school.

All schools will:

- Have a clear vision for their own school's curriculum which allows them to meet the needs of their school, pupils and local community, including identifying a set of key drivers which will be embedded within the planning, teaching and outcomes of all subjects.
- Ensure all stakeholders of the school have a clear and common understanding of the school's curriculum intent, its implementation and how it will evidence impact.

All schools should design and implement a curriculum which:

- Reflects St. Mary's Academy Trust's ethos of excellence and high ambitions for every single pupil in their care.
- Ensures that all pupils receive a broad and balanced curriculum which is not narrowed at any year group for any individual or group of pupils.
- Broadly follows the contents of the National Curriculum and is enhanced and enriched with additional content and experiences which are tailored to the needs of the pupils and context of the school as the school sees fit.
- Is progressively more challenging in both knowledge and skills, being carefully sequenced so that new knowledge and skills build upon what has been taught before and working towards clearly defined end points which they wish pupils to meet by the end of each year group.
- Allows pupils to gain new knowledge and skills; transfer key knowledge to long-term memory; and apply knowledge and skills in a range of contexts independently.
- Enables all pupils to be successful and achieve, including quickly addressing gaps in pupils' knowledge and skills, enabling the vast majority of pupils to catch up and meet their end of year milestones.
- All pupils can access, including successfully adapting the curriculum where necessary to ensure that it caters for the needs of all pupils and is fully inclusive, including for our most

disadvantaged pupils and pupils with SEND, giving all pupils the knowledge, skills and understanding they require to be successful in life.

## Curriculum Policy

- Has a rigorous and sequential reading curriculum, which includes the teaching of synthetic phonics. The reading curriculum should ensure that the vast majority of pupils become fluent readers in Key Stage 1, enabling them to access and understand a full range of subjects at Key Stage 2. They also ensure that any pupils who are not fluent readers by the end of Key Stage 1 receive effective intervention which enables them to close the gap quickly to their peers.
- Develops the essential skills of reading, writing and mathematics and ensures that pupils have opportunities to apply these skills in a variety of different contexts, including reading age-appropriate texts across the curriculum at each stage of their education.
- Ensures that all pupils have a solid foundation and preparation for the next phase of their education and development.
- Promotes pupils' spiritual, moral, social and cultural development, preparing them for life as effective, responsible and active citizens and enables them to respond positively to the opportunities and challenges of a rapidly changing world.
- Enables pupils to make a highly positive and tangible contribution towards life, their local and wider community
- Allows pupils to develop a deep understanding of fundamental British values: their understanding of the importance of democracy, the rule of law, individual liberty, mutual respect and tolerance in a diverse society.
- Allows pupils to develop as enthusiastic learners with a positive attitude and commitment towards their education.
- Develops resilient, confident and independent learners.
- Enables pupils to develop an understanding of how to stay safe and stay healthy, both physically and mentally.
- Provides an ambitious wider curriculum offer, including providing pupils with a rich and varied range of extra-curricular activities and learning experiences, which all pupils are able to access.

All schools will:

- Use assessment effectively to support the teaching of the curriculum, including to inform teaching and learning, assess what pupils know and can do, and what they need to know and do next, informing next steps to learning for all pupils.

### **Areas of Learning** The Early Years Foundation Stage (EYFS)

Teaching in the EYFS setting is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (3rd April 2017). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates'.

#### Characteristics of Effective Learning:

The ways in which young children engage with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas of EYFS and support the child to remain an effective and motivated learner.

The curriculum is centred on 3 prime areas of learning:

1. *Communication and Language*
2. *Physical Development*

## Curriculum Policy

### *3. Personal, Social and Emotional Development*

Providers must also support activities through four specific areas which strengthen the prime areas.

These are:

1. *Literacy*
2. *Mathematics*
3. *Understanding of the World*
4. *Expressive Arts and Design*

All areas of learning are given equal weighting and value and no one area of the curriculum is more important than another. These areas of learning and development address young children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all the areas of learning are closely interlinked. This ensures the delivery of a holistic, child-centred curriculum which allows children to make links between what they are learning.

St. Mary's Academy Trust believes that Early Years education is important in its own right and should not be viewed simply as preparation for the next stage of children's education. The EYFS framework allows a natural progression into the National Curriculum at the beginning of Year 1 and we emphasise the importance of effective transition between these two phases of a child's education.

### **Key Stage 1 and Key Stage 2**

St. Mary's Academy Trust follows the statutory Primary National Curriculum. At Key Stages 1 and 2.

All schools must teach:

**The Core Subjects:** English  
Mathematics  
Science

#### **Literacy:**

The literacy curriculum comprises of:

- Spoken language
- Reading
- Phonics
- Writing (spelling, handwriting and composition)
- Vocabulary, grammar and punctuation

#### **Mathematics:**

The mathematics curriculum comprises of:

- Number and place value
- Addition and Subtraction
- Multiplication and Division
- Fractions (including decimals and percentages)
- Algebra
- Measurement
- Geometry (properties of shapes; position and direction, motion)
- Statistics
- Ratio and proportion (Year 6)

#### **The Foundation Subjects:**

Art and Design

## Curriculum Policy

Computing  
Design and Technology Geography  
History  
Languages (KS2) Music  
Physical Education Religious  
Education  
Personal, Social, Health and Citizenship Education, including the teaching of British Values and Relationships  
Education

### Curriculum Implementation at Queens Road Academy

At Queens Road Academy, we have designed a broad, balanced, deep and challenging curriculum following detailed reflection upon the backgrounds, life experiences, abilities and needs of our pupils as well as detailed discussions with our learners around their interests and their aspirations.

We have developed a curriculum, of which we are very proud, which celebrates the very diverse community of our school alongside a comprehensive approach to the promotion of British Values and the spiritual, moral, social and cultural development of our young people.

Our curriculum has been carefully designed to provide meaningful connections between the content of the National Curriculum and a clear purpose for learning to our pupils. It is delivered, through a wide range of approaches, and in a way that ensures that key basic skills and principles are regularly revised and applied within different contexts. Many of our themes have been decided by our pupils, where possible, to ensure engagement and excitement for learning. Our units of work have been carefully crafted out to ensure full coverage of the National Curriculum content as well as a clear progression in skills, knowledge and processes, over time.

At Queens Road Academy, we want our pupils to be the very best that they can be and achieve their full potential. With this in mind, our curriculum has been created to provide challenge to all of our learners, in all subjects. We have recently adopted a mastery approach to teaching Mathematics, which constantly demands more from our pupils. We aim to transfer this demanding higher order approach across our whole curriculum, to ensure our pupils have a deep level of understanding.

At Queens Road Academy, we also place great emphasis on personal as well as academic development. We discuss, promote and develop these behaviours all throughout school life, both inside and outside of the classroom. We also aim to develop and maintain links with our local community so that our pupils feel a sense of belonging and to promote positive citizenship.

At the heart of our curriculum lies our key drivers, which as a school, we believe are fundamental to helping our pupils be prepared for the future, both at the next stages of their education and for their adult lives.

- **Communication**  
Our school is situated in a very diverse community and we appreciate that our pupils have a range of linguistic experiences prior to starting school.
- **Innovation**  
In a changing world, we want to ensure that our pupils are equipped for the future working world by having the skills and mindset to solve problems, embrace change and create new and better ideas.
- **Curiosity**  
We aim to provide practical learning experiences, to foster curiosity and to create and inspire a love for learning.
- **Positive Mindset**  
We promote a culture of self-improvement at Queens Road Academy. We aim to develop a positive growth mindset in our pupils, which will help them to succeed in their school life and beyond.
- **Resilience**  
The ability to face challenges and difficulties is a key life skill and is particularly important for mental health. We aim to give our pupils skills and strategies to see setbacks as opportunities not problems.
- **Critical Thinking**  
We want our pupils to leave Queens Road, knowing their own minds and being able to make clear, reasoned judgments about issues which affect their own and others lives. We know that this is an invaluable life and workplace skill.

## Curriculum Policy

At Queens Road Academy, we are proud to be reflective professionals and regularly evaluate and improve our curriculum to ensure that it remains engaging, broad, balanced and deep and will continue to do so with the implementation of new initiatives and agenda, where appropriate for the needs of our pupils and school.

### Reading Curriculum

The ability to read is fundamental to pupils' learning across the curriculum, their ability to be independent and their future life experiences. At Queens Road Academy, we are committed to ensuring that pupils develop the key skills to read with fluency and confidence; understand and analyse what is read and develop an enthusiasm and a life-long love for reading.

As a school, we use a range of age dependant strategies to ensure that we meet these aims.

### Phonics

As a school, we follow the principles of the Letters and Sounds program to teach pupils to read. This is a high quality, synthetic program which teaches pupils to recognise phonemes and graphemes and use these to read and spell. For more information, please see the separate information guide on our school website.

### Reading in Nursery

We believe that children should have the opportunity to explore books from the first day that they enter our school. Our nursery pupils all have an opportunity once per week to sit with an adult and look at a picture book. They will develop key book skills such as page turning and learn key book terminology. When pupils are confident with some letter sounds and key words, they will then progress onto reading simple books which they can decode. In addition to this weekly session, pupils are given opportunities to explore and interact with books in all areas of continuous provision as well as a range of high-quality fiction and non-fiction books in the dedicated reading area, in the classroom. All pupils are given a home reading book, which is changed weekly, and a reading record for parents to record observations in when reading at home with their child. As well as this, parents are invited into school once per week for a library session where they can come into school and enjoy shared reading experiences.

### Reading in Reception.

When children move up into reception, they have the opportunity to read with an adult twice per week. This builds on the strong foundations set in nursery. The level of challenge in book, matches pupil's ability to decode and their phonic knowledge. As well as providing opportunity for pupils to become fluent readers, it also provides opportunity for children to talk about books and begin to develop skills such as retrieval and prediction. In Summer term, pupils begin preparation for transition into Year 1 and have a focused reading session daily. This will either be reading with an adult or responding to reading through an independent or provision-based task. Alongside these sessions, we also use high quality texts to lead our weekly themes. As in nursery, parents are invited in weekly to share books with their children at the library session and books are sent home weekly for parents to enjoy with their children and make observations/comments. A range of high-quality fiction and non-fiction books can be accessed by our pupils in all areas of continuous provision, both inside and out, as well

### Reading in Key Stage 1

In Year 1, reading is taught daily. Pupils have a 25-minute daily reading session which involves reading with an adult or completing independent activities to further develop both word-reading and comprehension skills. In addition to this guided reading session, they have a 20 minute phonics session during which they are split into ability based groups and work through the Letters and Sounds scheme. (See additional information sheet on school website.) Once pupils are secure with word-reading the emphasis is placed on developing fluency, pace and expression alongside key comprehension skills.

In Year 2, most pupils participate in a whole-class reading lesson each day. Here, an extract of text is shared, and explored developing both fluency for reading skills alongside different aspects of comprehension. Those children who still need access to small group reading have this provision and children who are still not yet secure with decoding, have an additional daily phonics session for 20 minutes.

## Curriculum Policy

Pupils across Key stage 1 are heard read independently by an adult, each week, reading a book which matches their phonic ability. When pupils complete the phonics scheme and can decode confidently and fluently, they work through the KS1 scheme which is in line with national book bands. Both classes in Key Stage 1 have reading challenges in which children are rewarded for their commitment to home reading and hold a weekly library session for parents to come into school and share reading experiences with their children.

### Reading in Key Stage 2

In Key Stage 2, we develop reading comprehension skills through a whole class approach. Pupils spend 30 minutes daily, reading and exploring quality fiction books, poems and non-fiction texts and responding to this reading through differentiated activities. We place emphasis on the key skills of retrieval, inference, word meaning and authorial intent as well as ensuring that all of the objectives set out in the National Curriculum are well-covered. For those pupils, who would not benefit from a whole-class approach to reading in Key Stage 2, small groups are planned and delivered focusing on word reading alongside comprehension.

In addition to these daily guided sessions, all Key Stage 2 classes have a novel which they read together for pleasure and this is an opportunity for staff to model fluency and expression when reading. Pupils are assessed and given an appropriately challenging home reading book at the start of each year and then they are given regular opportunities to change their books when completed. As in Key Stage 1, each class holds a reading challenge in which pupils are rewarded for their commitment to home reading.

### Reading Volunteers

We have several members of the school community who give up their time to come into school and share reading experiences with our pupils. Some of these volunteers are given specific children to work with by staff whilst others provide opportunities for all pupils to share their books regularly. At Queens Road, we value greatly our volunteers commitment to providing these sessions and strive to ensure that they are given the training and guidance to confidently deliver quality reading sessions. If you are interested in becoming a reading volunteer, please contact the school office for further information.

### Reading Pledge

We have identified 100 books which we want all pupils to read throughout their time with us at Queens Road. These high-quality texts have been selected, from a range of well-known authors, based on their subject matter, vocabulary, language patterns and interest levels. These books are known as our Reading Pledge. Some of these books may be selected as class texts/ novels, while others will be available within our school library, and will be encouraged by staff.

### Book Talk

Book talk is an initiative which we use in EYFS and KS1 to promote a love for story and language. Each week, a text is carefully chosen and then it is read each day with a slightly different focus. On day one, we let the story work its magic and simply read the book to children, using expression, animation and aiming to capture interest. On day two, we focus on the new vocabulary in the book and we explain the meaning of words to children and add the new vocabulary to our working wall. On day three, we read the story again and identify our favourite phrases in the book, before adding them to our working wall. On day four, we re-read the story and pause just before the favourite words and phrases to prompt participation. On day five, we perform the story together with the children's help.

### Assessment

Reading is assessed in EYFS and Year 1, termly through teacher assessment, using the EYFS descriptors/National Curriculum Statements. Teachers will move children through the school reading scheme, when they feel that it is appropriate based on children's phonic knowledge. From Year 2 upwards, children complete a termly test which is used to assess progress and identify areas for development across the following term.

## Writing Curriculum

At Queens Road Academy, we want our pupils to leave us as imaginative, articulate and effective communicators and for all of our pupils to have a love for language and the written word. To achieve this, we have adopted a quality text-led approach to our writing curriculum which links what our children write with what they read and discuss, and focuses



## Curriculum Policy

on developing both transcription and composition skills. We believe that there is a clear link between oracy and our units of work will reflect this and provide opportunities to verbally compose before written work.

### Writing in the Early Years

We use high-quality core texts exciting hooks to engage children with language. We promote writing opportunities by adult led- activities and through continuous provision. To develop skills for writing, we encourage lots of mark making and offer lots of different resources to inspire children to mark make such as paper, card, post its, note books, envelopes and diaries. They are in all areas of provision, so where ever a child is playing they have always got a chance to make marks. Children in nursery have a special writing book, where they complete an adult led piece of work once per week. Children in Reception complete a piece of work in their literacy book, linked to the core text. This will increase as children develop the skills of writing, in preparation for transition to Key Stage 1.

In order to be able to perform the fine motor dexterity that writing requires children need to have strong muscles, good co-ordination and balance. In both Nursery and Reception, we focus on developing the children's physical skills, gross and fine motor development which is made fun through the programmes that we follow of Dough Disco and Squiggle Whilst You Wiggle. To support the development of motor skills, children take part in Dough Disco on a daily basis. While dancing to music, the children manipulate dough to exercise their fingers in preparation for writing. Children then move onto Squiggle while you wiggle, this is a kinaesthetic approach to stimulate early writing. Children use movement with music to develop their motor skills in preparation for writing. Through Squiggle While You Wiggle, children begin using 'Flipper Flappers' to rehearse a range of shapes, which lead to children mark-making with chunky pens, in preparation for more formal writing.

### Our Schemes of Work in KS1 and KS2

Our English curriculum, which ensures full coverage of the National Curriculum, is built around high-quality age-appropriate texts. Units of work usually form 2 week blocks, with each block linking to a different text type and intended outcome. The school scheme has been designed to ensure a wide range of fiction genres, poetry and non-fiction text types are covered and then revisited. (Please see writing schemes of work for further detail.) Each unit of work will result in a piece of independent writing being produced and assessed against age related expectations.

### Writing Teaching Sequence

Our literacy units are split into 4 sections, which build towards a final written outcome. In Phase 1, pupils read and engage with high quality model texts. In Phase 2, pupils learn new skills and tools which they can apply into their final piece, including those of grammar and punctuation. In Phase 3, they gather and plan ideas for their final outcome. In Phase 4, they produce their final piece. Some pieces of work will be redrafted and published. (Please see separate document for more information.) Throughout the units, pupils are given opportunities to develop their spoken language skills and engage in structured 'talk' activities.

### Spelling

In EYFS and Year 1, daily high-quality phonics sessions are delivered which teach learners about phonemes and the graphemes which represent them. As well as blending to read words, pupils learn to segment sounds in words so that they can be written down. Alongside this, they will learn 'tricky' high frequency and common exception words so that they can be written automatically and correctly. As children move through Year 1 and they further develop the skill of 'sounding out' words to write them, they will begin to explore other spelling patterns as part of a taught weekly session. From Year 2 upwards, pupils have a 20-minute daily Support for Spelling session where key spelling rules and patterns are explored and effective strategies for learning, remembering, understanding and applying are taught.

### Handwriting

We value the importance of high standards of presentation and place a great emphasis on standards of handwriting. We use a clear and progressive school scheme of work which moves towards pupils being neat, fluent and cursive writers by the time that they leave Queens Road. All pupils from Year 1 upwards have daily opportunities to develop these skills. (Please see handwriting scheme for further information.)

## Curriculum Policy

### Mathematics:

At Queens Road Academy we are committed to ensuring that children are able to recognise the importance of maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts. We would like all children to enjoy mathematics and to experience success in the subject including the ability to reason mathematically. We also aim to develop the children's curiosity about the subject giving them plenty of opportunities to investigate and solve problems in various ways. The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by explaining mathematical ideas and thinking, also supported by the use of stem sentences.
- can solve problems by applying their mathematical knowledge to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

### Calculation.

The calculation policy is developed with St Mary's Academy Trust to demonstrate methods that the children will use for the different age groups. It begins by using apparatus and picture based methods before using formal written methods. The calculation policy ensures that maths is taught in a consistent way throughout school so that the children can build on their prior learning. To be able to solve problems the children will need to be confident in the methods that they use.

### Maths in the Early Years

Maths is one of the four specific areas within the Early years foundation stage. It consists of two areas – numbers and shape, space and measure. Maths is taught through a daily adult focussed session, using the White Rose schemes of learning. Whole class teaching is further embedded in small group activities. The teaching and learning of mathematics in our Nursery and Reception classes takes place both indoors and outdoors through a wide range of practical activities.

The staff use their knowledge and expertise to plan for a high quality learning environment which provides children with lots of opportunities to explore different aspects of number and shape, space and measures and learn new concepts. The children have a wide range of structured resources available to them throughout the year - this is known as, 'continuous provision'.

### Year 1

In Autumn term, maths is taught using the whole school White Rose Scheme in small group focused sessions while other children apply their skills to independent work through given tasks and in enhanced provision. When teacher assessments show that pupils are ready, usually by January, maths lessons then begin to follow the structure of the rest of the school. Priority is given to number and place value and counting to ensure that pupils go into year 2 with the foundations in place to work with numbers to 100.

### Year 2 and Key Stage 2

Maths is taught in daily lessons, using the White Rose Maths schemes of learning, and following a clear structure. Each lesson will begin with a mental starter, to consolidate previous learning and develop mental calculation and recall. Following this, pupils work through an initial question relating to the lesson objective and use mathematical language and reasoning skills, in pairs, to solve and explain. Then the teacher will deliver the lesson content, using AFL strategies to ascertain when pupils are ready for independent learning, at differentiated levels. Challenge is provided throughout lessons and includes opportunities to reason mathematically and solve problems.

### Science:

At Queens Road Academy, we encourage children to be inquisitive, and curious about the world around them. Our science curriculum increases pupil's knowledge and understanding of our world, while developing skills, which enable them to think and work scientifically. We understand the importance of science and aim to prepare our children for life in an increasing scientific and technological world. Because of this, we regard science as a core subject and give it the importance, which it demands.

## Curriculum Policy

Our curriculum has been carefully designed to ensure the National Curriculum is being fully met, whilst giving pupils the opportunity to build on their prior knowledge and make links between subjects. Topics are revisited and teachers use precise questioning to ascertain what pupils already know and plan high quality lessons to ensure progression. Investigation is at the forefront of our curriculum. Children are encouraged to ask their own questions and are given opportunities to use their scientific skills and research, to discover the answers. We take a hands-on approach to the teaching of Science, capturing pupil's interest and creating a positive attitude to the subject. Our curriculum has been designed to promote all of our school values, however it particularly encourages curiosity, innovation and communication. Throughout our curriculum, technical language is taught and built up to enable pupils to communicate their scientific ideas effectively.

Science is taught in half-termly blocks which link closely to the wider curriculum where appropriate and many of the topic blocks result in a STEM outcome, where pupils have an opportunity to apply what they have learnt previously. Our progression document ensures that there is clear progression in the skills of scientific enquiry. Alongside our classroom curriculum, science is promoted across school through whole school events such as STEM fairs, clubs, and parental engagement days.

### The Foundation Subjects

Our wider curriculum is organised into 6 learning themes. These have been selected very carefully, with our context, pupils needs and future readiness in mind. The whole school will study a topic underneath these headings, for a half-term per year. Alongside these topics, there will be wider whole school opportunities linked to these themes.

Health & Wellbeing    Responsible Citizens    Global Citizens    British Citizens    Relationships    Future Life

We have selected our topics, after consultation with our pupils and staff, and to ensure we meet National Curriculum expectations of all of the foundation subjects. We have a two-year cycle approach which enables staff and pupils to work collaboratively to maximise learning opportunities.

We have teachers, who are passionate subject champions, for all foundation subjects. They ensure that their subject maintains a high profile across school, is well represented and brings new ideas and methods to share across all school staff. You can find individual subject intent statements on our school website.

### Inclusion

Teachers set high expectations for all pupils and deliver a broad, balanced and ambitious curriculum for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

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

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

### Roles and Responsibilities

**The Headteacher:**



## Curriculum Policy

The Headteacher is responsible for ensuring that this policy is adhered to, and is accountable to the Board of Trustees for the intent, implementation and impact of their curriculum, including for the quality of curriculum delivery and outcomes for all pupils.

The Headteacher will:

- Ensure that their curriculum is designed to meet the above curriculum principles and the school's own curriculum drivers;
- Ensure the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;
- Ensure the local governing body and Board of Trustees is fully involved in the decision-making processes that relate to the breadth and balance of the curriculum where appropriate;
- Ensure that the curriculum is implemented across school to a high standard;
- Be responsible, with support from St Mary's Academy Trust's educational team, for providing high quality continued professional development to all staff members to ensure high standards of teaching and learning across the curriculum.
- Ensure that the statutory information on the curriculum is available for all stakeholders to access on the school's website;
- Manage requests to withdraw children from curriculum subjects, where appropriate;
- Ensure there is appropriate provision in place for pupils with different abilities and needs, including children with SEN.

### The Board of Trustees

Through its Performance and Standards Committee, the Board of Trustees will:

- Ensure that a robust framework is in place for setting curriculum priorities and aspirational targets;
- Ensure 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 pupils to cover the requirements of the funding agreement;
- Ensure that it has a clear overview of the quality of curriculum design in each school;
- Ensure that it has a clear overview of the quality of curriculum implementation and holds each school accountable for the quality of its curriculum delivery, including through the Performance and Standards Committee or a school's local governing body where appropriate;

### The Local Governing Body

The local governing body (or the school's Performance and Standards Committee where this is the case) will:

- Participate actively in decision-making about the breadth and balance of the curriculum;
- Monitor the effectiveness of the implementation of this policy within school and hold the headteacher to account for its implementation;
- Ensure that enough teaching time is provided for pupils to cover the curriculum and other statutory requirements;
- Ensure through the headteacher and SENDCo that proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN);
- Ensure the school implements the relevant statutory assessment arrangements;
- Monitor the extra-curricular and enrichment provision offered by the school, its uptake and impact upon pupils.

# Curriculum Policy

## Other Members of Staff

Curriculum Leaders will:

- Monitor the effectiveness and impact of curriculum delivery alongside the headteacher in order to ensure high standards in all year groups and for all pupils and report findings to the School Leadership Team (SLT) and local governing body as appropriate;
- Support the development of subject leaders, for example through coaching;
- Support the development of individual teachers, for example through coaching and team teaching;
- Evaluate the curriculum intent, the long term and medium-term curriculum plans and adapt the curriculum offer as appropriate during the academic year but at least annually to ensure that it meets the needs of all pupils.

Subject Coordinators (also may be referred to as **subject champions** or subject experts) will:

- Develop an expert knowledge of their area of the curriculum, including keeping up to date with any local and national changes in their subject area and developing professional links with specialists and relevant organisations;
- Conduct and disseminate research linked to their area of the curriculum;
- Provide CPD and, where appropriate, working alongside the Curriculum leader to provide individual support to teachers and other members of staff such as teaching assistants to support them in the delivery of the curriculum;
- To promote their subject within the school community and externally, including through maintaining the learning environment for their subject in shared central areas of school and through maintaining their subject area information of the school website and other social media;
- Ensure that members of staff have access to a range of high quality and age appropriate resources to support them in the delivery of the curriculum.
- Collate work portfolios and examples in order to set and evidence clear expectations of outcomes at each year group; setting standards

**The SENDCo will:**

- Ensure that proper provision is made for pupils with special educational needs (SEN), for example through learning walks, looking at outcomes in books and supporting individual teachers with the planning of appropriate provision for pupils with SEN.

**Teachers will:**

- Ensure that the school curriculum is implemented in accordance with this policy;
- Plan, prepare and deliver series of lessons which meet the needs of all pupils;
- Share pupils' learning and successes in the school community;
- Assess pupils' learning across the curriculum.

### Monitoring of the Curriculum:

The Headteacher will monitor (through a range of monitoring activities across the year) the impact of both the curriculum and wider curriculum offer, including ensuring that all children regularly access and participate in wider curriculum lessons and activities.

St. Mary's Academy Trust moderates the judgements of each school on the effectiveness of their curriculum delivery each year through regular teaching and learning enquiries, scrutiny of standards of work and outcomes for pupils. This

## Curriculum Policy

information is reported to the Chief Executive of the Trust and the Board of Trustees.

### Sharing of information:

It is the responsibility of all schools to publish their school curriculum by subject and academic year online and make every attempt to inform and engage parents in children's learning through a wide range of strategies, including sharing pupils' work and progress on a termly basis.

# Curriculum Policy

## Glossary:

EYFS – Early Years Foundation Stage  
ICT – Information and Communication Technologies  
KS1 – Key Stage 1  
KS2 – Key Stage 2  
PE – Physical Education  
PSHCE – Personal, Social, Health and Citizenship Education  
RE – Religious Education  
RSE – Relationships and Sex Education  
SEN – Special Education Needs  
SENDCo – Special Education Needs and Disabilities Coordinator  
SMSC – Spiritual, moral, social and cultural development

## Appendix 1

The following illustrates ways in which the Board of Trustees and Local Governing Bodies can monitor arrangements for the Curriculum. This is not an exclusive list and the Board and LGBs can request any additional documents or information as necessary:

### The Board of Trustees

Ensure that a robust framework is in place for setting curriculum priorities and aspirational targets	<ul style="list-style-type: none"><li>• School self-evaluation</li><li>• School development plan</li><li>• Assessment data</li></ul>
Ensure 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 pupils to cover the requirements of the funding agreement	<ul style="list-style-type: none"><li>• Reviews of teaching and learning, e.g. enquiries</li><li>• Headteacher reports on curriculum</li><li>• Curriculum information on school websites (e.g. Intent, Implementation)</li></ul>
Ensure that it has a clear overview of the quality of curriculum design in each school	<ul style="list-style-type: none"><li>• Enquiry report / external body reports (e.g. Diocese Educational advisor reviews)</li><li>• School's personalised section of curriculum policy</li><li>• Curriculum information on school website including intent and implementation statements</li><li>• Curriculum schemes (progression document, curriculum map)</li></ul>
Ensure that it has a clear overview of the quality of curriculum implementation and holds each school accountable for the quality of its curriculum delivery, including through the Performance and Standards Committee or a school's local governing body where appropriate	<ul style="list-style-type: none"><li>• Enquiry report / external body reports (e.g. Diocese Educational advisor reviews)</li><li>• Assessment data</li><li>• Headteacher reports</li></ul>

### Local Governing Body

Participate actively in decision-making about the breadth and balance of the curriculum	<ul style="list-style-type: none"><li>• Curriculum policy and additional policies that sit under this (e.g. RSE)</li><li>• Curriculum schemes</li><li>• Curriculum intent and implementation statements</li></ul>
---	---

## Curriculum Policy

Monitor the effectiveness of the implementation of this policy within school and hold the headteacher to account for its implementation	<ul style="list-style-type: none"> <li>• Headteacher reports (e.g. impact statements, quality of standards of teaching, progression of curriculum)</li> <li>• Enquiry reports</li> </ul>
Ensure that enough teaching time is provided for pupils to cover the curriculum and other statutory requirements;	<ul style="list-style-type: none"> <li>• Curriculum timetables</li> <li>• Reports on quality and quantity of work – curriculum coverage reports</li> </ul>
Ensure through the headteacher and SENDCo that proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN);	<ul style="list-style-type: none"> <li>• SEN policy</li> <li>• SEN information report</li> <li>• Assessment data</li> <li>• SENDCo reports (e.g. on classroom observations, data and progress)</li> <li>• Enquiry reports</li> <li>• SEN reviews</li> </ul>
Ensure the school implements the relevant statutory assessment arrangements;	<ul style="list-style-type: none"> <li>• Monitoring arrangements and reports from Trust educational team</li> <li>• Any LA monitoring reports</li> </ul>
Monitor the extra-curricular and enrichment provision offered by the school, its uptake and impact upon pupils.	<ul style="list-style-type: none"> <li>• Information on extra-curricular uptake</li> <li>• Headteacher report on impact (e.g. engagement of different groups; impact e.g. on pupil attendance, behaviour, social and emotional needs)</li> </ul>