



# Curriculum Policy (Primary)

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# Document provenance

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ELT Owner: National Director of Education	Author: Regional Education Director (South West)

# Curriculum Policy (Primary)

## 1. Introduction and purpose

- 1.1 The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the academy organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

### E-ACT's curriculum development process

- 1.2 The curriculum is designed to meet the needs of all pupils. Academies may, through use of performance information, shift the balance between subjects.

## 2. Scope

- 2.1 This policy applies to all staff involved in the delivery of lessons, interventions, PPA and extra curriculum allowance

## 3. Legislation and regulation

- 3.1 [National Curriculum Statement](#)

## 4. Policy statement

- 4.1 Our academy curriculum is underpinned by the values that we hold at our academy refer to appendix 1 . The curriculum is the means by which the academy achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

- 4.2 E-ACT wants all of our pupils to realise their full potential by

- Thinking Big
- Doing the right thing
- Showing team spirit

- 4.3 At Reedswood we have a shared vision and values that give staff, parents and pupils clear expectations. You will see this consistently applied across the academy. We also have ambitious, clear curriculum aims, you will see this through planning, lesson delivery, assessment and regular reviews of the curriculum.

The aims and principles of our academy curriculum are:

- **Balanced** – Promotes intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important. To support development of the whole child.
- **Rigorous and challenging** – Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline.
- **Coherent and relevant** – Our curriculum is sequenced to build on and revisit and apply knowledge. Lessons will be broken down into components, making explicit connections and links between the different subjects encountered. Children will experience a variety of first hand experiences.

- **Knowledge rich and values vocabulary** – Seeks to keep the curriculum manageable by teaching the most important knowledge; identifies the big ideas or key concepts within a subject in an appropriate sequence. Language rich deepens knowledge through broadening range of vocabulary.

A developmental approach to learning ensures we revisit knowledge and ideas already acquired, as the starting point for new learning, it allows for the coherent expansion of knowledge and the gradual refinement of concepts. It recognises, too, the integrated nature of knowledge and thought and stresses the connections in content in the different curriculum areas. It promotes the active involvement of children in a learning process that is imaginative and stimulating. In a rapidly changing society effective interpersonal and intrapersonal skills and skills in communication are essential. The ability to think critically, to apply learning and to develop flexibility and creativity are also important factors in the success of the child's life.

## 5. Organisation and planning

- 5.1 We plan our curriculum as a whole school. We agree a long-term plan for each key stage. This indicates what knowledge and concepts are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.
- 5.2 With our medium-term plans, we give clear guidance on the knowledge, vocabulary, objectives and teaching strategies that we use when teaching each subject topic/concept. All subjects are based on knowledge development and we make use of schemes of work for example RWI and Collins Maths for much of our medium-term planning in the foundation subjects.
- 5.3 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson and adapt accordingly using formative assessment gain from previous lessons.
- 5.4 We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.
- 5.5 At Key Stage 1 and 2 the curriculum at our academy places a greater emphasis on both core and foundation subjects, and we teach these subjects separately. This means that, for example, a child may concentrate in one term on a history topic, and then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.
- 5.6 E-ACT has developed 'the E-ACT Passport. This will make up part of the curriculum and, wherever possible, be an element of topics/concepts/themes delivered. This may not always be possible so discreet activities will need to be planned. It is the responsibility of the Headteacher to ensure the activities contained within The Passport are planned for each year group.

## 6. Children with special needs

- 6.1 The curriculum in our academy is designed to provide access and opportunity for all children who attend the academy. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.
- 6.2 If a child has a special need, our academy does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an

assessment of this need. In most instances the teacher is able to provide resources and educational opportunities, which meet the child's needs within the normal class organisation. If a child's need is more severe, we if necessary, use the support provided by Learning Support Assistants, and we involve the appropriate external agencies

- 6.3 The academy provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the academy will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

## 7. The Foundation Stage

- 7.1 The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage (2020). Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.
- 7.2 Our academy fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning.
- 7.3 During the children's first term in the reception class, their teacher begins to record the skills of each child on entry to the academy (baseline). This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during the year.
- 7.4 We are well aware that all children need the support of parents and teachers to make good progress. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

## 8. Key skills

- 8.1 The following skills have been deemed 'key skills' in the revised National Curriculum:
- communication;
  - application of number;
  - information technology;
  - working with others;
  - improving own learning and performance;
  - problem-solving.
- 8.2 In our curriculum planning we plan to help children develop these skills, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our academy believes that all children need to make good progress in these skill areas in order to develop to their true potential.

## 9. The role of the subject leader

- 9.1 The following skills have been deemed 'key skills' in the revised National Curriculum:

The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

9.2 The academy gives subject leaders non-contact time each half term to work together, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the academy and plan for improvement. This development planning links to whole-academy objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The subject leader may also keep a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

## 10. Training

10.1 Three national INSET days

10.2 Five academy INSET days

10.3 NQT programme

10.4 Development opportunities contained with the CPD programme

## 11. Responsibilities

12.1 The Regional Education Director is responsible for monitoring the way the academy curriculum is implemented.

12.2 The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher and senior staff monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

12.3 Subject leaders monitor the way their subject is taught throughout the academy. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

## 12. Monitoring and compliance

13.1 This policy will be monitored by regional education directors and the national director of education via the RAB and RPB process, with specific attention paid to this policy during the process of developing annual curriculums.

## 13. Review

15.1 This policy will be reviewed every two years by the national director of education and approved by the executive leadership team. The policy will then be adapted as necessary by academies, with the approval of the regional education directors.

## Curriculum Aims and Principles

We intend to open up the world to our children giving them new and memorable experiences, a life long love of learning, aspirations for the future and a desire to have a positive impact on the world in return.

Balanced

Rigorous and Challenging

Coherent and Relevant

Knowledge rich  
&  
Values Vocabulary

Our curriculum reflects a developmental approach to learning.

It promotes critical thinking, application of learning and develops flexibility and creativity.

Unlocks the potential for all pupils and improves social mobility.



## Curriculum Aims and Principles



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A developmental approach to learning ensures we revisit knowledge and ideas already acquired, as the starting point for new learning, it allows for the coherent expansion of knowledge and the gradual refinement of concepts. It recognises, too, the integrated nature of knowledge and thought and stresses the connections in content in the different curriculum areas. It promotes the active involvement of children in a learning process that is imaginative and stimulating. Our curriculum organisation, and the approaches to teaching, support pupils' long-term learning and recall of crucial knowledge.

In a rapidly changing society effective interpersonal and intrapersonal skills and skills in communication are essential. The ability to think critically, to apply learning and to develop flexibility and creativity are also important factors in the success of the child's life.



*to inspire to achieve*

