

**AQUINAS Church of England Education Trust**  
"Life - Transforming - Learning"

<b>Policy Title:</b>	<b>Curriculum Policy</b>
Responsibility:	Primary Education Director
Review Body:	Education Scrutiny Committee
Date:	November 2020
Review:	November 2021

## **CONTEXT**

Each of the academies in the Aquinas Trust aims to provide a broad, balanced and diverse curriculum that is accessible to all. We believe that all our children and young people should experience life in all its fullness. The curriculum provided by each academy is designed to ensure that the life chances and educational achievements of all children and young people, are positively transformed because they are part of our Trust.

We are committed to mutual support and respect in pursuit of educational excellence for children and young people, educating the whole person. We do not tolerate discrimination of any kind. Our curriculum celebrates the diverse nature of our society, powerfully addresses social disadvantage, provides pupils with the knowledge to be educated citizens and enables them to embrace the world around them. The curriculum equips pupils with the knowledge and cultural capital they need to succeed in life and encourages adherence with fundamental British values. It also promotes spiritual, moral, social, cultural, creative, mental and physical development and the wellbeing of pupils.

This policy outlines our commitment to establish a well-rounded and robust curriculum, in each of our academies, as well as the provision surrounding its creation.

## **LEGAL FRAMEWORK**

**This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:**

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'School attendance'

## **POLICIES RELATING TO CURRICULUM**

**This policy should be read in conjunction with central trust policies:**

- Early Years Policy;
- English/Literacy Policy;
- Equality Policy and Single Equality Statement;
- Forest School Policy;
- Inclusion Policy;
- Mathematics/Numeracy Policy;

- More Able and Talented Policy;
- PE and Sports Policy;
- Pupil Premium Policy;
- Religious Education Policy;
- Science Policy;
- Special Educational Needs and Disabilities (SEND) Policy;
- Teaching Learning and Assessment Policy.

**and individual academy policies:**

- Behaviour Management Policy;
- Educational Visits Policy;
- English as an Additional Language Policy;
- Extended Services Policy;
- Homework Policy;
- PSHE Policy;
- Relationships and Sex Education Policy.

**PRINCIPLES**

The curriculum within each academy is underpinned by the overarching vision and values of the Trust and reflects those specific to the academy. Each academy is unique and has the freedom to manage and deliver its own curriculum in accordance with the National Curriculum and the Equality Act 2010.

All academies provide a curriculum which develops knowledge, skills, understanding and attitudes and has pupils' learning at its centre. We recognise that curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. The curriculum has clear progression in subject knowledge and skills and is flexible and responsive to individual needs and interests. There is a focus on developing meaningful links between areas of knowledge across the curriculum.

We value the input of pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it. The curriculum has a local, national and international dimension providing pupils with an understanding of their environment and preparing them for the future.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We believe in the importance of rich first-hand purposeful experiences and the use of environments and expertise beyond the classroom. We offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem.

**Organisation and Planning:**

- Each academy will publish a curriculum statement and a full list of subjects for each year group/key stage;
- The academy will always have due regard to the national curriculum throughout the academic year;
- The curriculum will be delivered over 190 days and will be delivered equally throughout the school week;
- Teaching hours will be in line with national expectation for each key stage and with parity between schools in the same phase;
- Learning will be contextualised and include connections to home and community;

- The curriculum flexibility will promote depth of conceptual development, acquisition of knowledge and transfer of learning;
- Subject leaders will plan for progression so that pupils develop a deep body of knowledge;
- Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning;
- Each school day will be split into two sessions and pupils will receive at least one break (lunch);
- Teachers and Teaching Assistants will be deployed effectively;
- Additional funding will be used strategically to enrich experience and improve outcomes;
- Planning includes opportunities for cumulative, formative assessment in which pupils are active partners.

#### **Classroom-Based Learning:**

- Lessons will use a range of teaching techniques;
- Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils;
- Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible;
- Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons;
- Teachers will plan specific provision for disadvantaged pupils and those with SEND and EAL;
- Teaching assistants will be deployed strategically;
- Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary;
- Any difficulties identified will be addressed at the outset of work;
- Classrooms will be organised so that pupils have full access to resources and equipment which broaden their knowledge;
- Pupils will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities;
- Lesson Plans include cross-curricular links where possible, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life;
- Classroom teaching may include one-to-one and small group activities. Structured group work and effective talk will be used to secure access to learning;
- Pupils have opportunities to experience challenge and learn to recover from mistakes or failure.

#### **Co-curricular, Extra-curricular, Support, Extension and Enrichment Activities:**

- We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school;
- Co-curricular activities enrich pupils' learning and development and provide opportunities to develop a wider range of knowledge, creativity, skills and talents;
- Visitors, trips and educational visits are used thoughtfully to raise aspirations, enrich experience and bring learning to life;
- Additional intervention or support sessions are planned to support those at risk of underperformance and to reduce gaps in learning;

- Homework is set to challenge pupils and assess their knowledge and understanding of concepts studied in class;
- Homework also encourages independence and provides pupils with opportunities for personal research. Through independent endeavour they learn to use resources judiciously to deepen and extend learning, present findings and develop personal learning autonomy.

## **RESPONSIBILITIES**

### **Trust Board, Core Education Team and Secondary Strategy Team**

The Trust Board works through the Education Scrutiny Committee to provide a strategic direction and to make sure the policy is implemented effectively in all academies. Curriculum is kept under review to ensure both curriculum and financial planning lead to the provision of a high quality and sustainable education. The Board are responsible for ensuring the curriculum is inclusive and accessible to all. The Education Scrutiny Committee tracks pupils' progress and attainment in all academies. The Core Education Team and Secondary Strategy Team audit provision, practice and outcomes. Where improvements or changes are required these teams oversee the actions in the individual academies.

### **Headteacher/Head of School**

- Establishes a high-quality education for all;
- Creates and maintains an up to date curriculum statement;
- Ensures the curriculum is created in accordance with the National Curriculum and this policy;
- Provides a curriculum which best meets the needs of the pupils and reflects the academy's demographic;
- Keeps up-to-date with any relevant statutory updates and acts where required;
- Is compliant with all statutory requirements relating to what is required and what must be published;
- Shares curriculum information with parents and provides academy events for parents to learn about curriculum and their children's learning;
- Provides all staff with appropriate and continued professional development;
- Deploys staff and resources effectively to make best use of available funds;
- Communicates the agreed curriculum to the Central Education Team or Secondary Strategy team on an annual basis;
- Receives reports on the progress and attainment of pupils and reports these to the Core Education Team;
- Ensures the curriculum is inclusive and accessible to all;
- Oversees the work of senior leaders and subject leaders, to implement curriculum consistently throughout the academy, address difficulties and mitigate them as soon as possible.

### **Senior Leaders and Subject Leaders**

- Devise and oversee plans for the subject or curriculum area, in collaboration with teachers;
- Provide strategic leadership and direction to their teams;
- Ensure all teachers have appropriate subject knowledge and pedagogical subject knowledge;
- Support and advise colleagues on issues relating to the subject or curriculum area;
- Ensure the curriculum is inclusive and accessible to all;
- Monitor pupils' progress within the subject, curriculum area or year group and report this to the headteacher/head of school;

- Assist teachers with the planning and implementation of the curriculum, ensuring their workload is manageable;
- Adjusts the curriculum as required;
- Provide efficient resources management for the subject /curriculum area;
- Ensure there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

#### **SENCO, Inclusion Lead and Pupil Premium Champions**

- Collaborate with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensure teaching materials do not discriminate against anyone in line with the Equality Act 2010;
- Ensure SEND assessments are carried out where necessary and ensuring pupils receive the additional help they need;
- Liaise with external agencies where necessary to ensure pupils who require additional support receive it;
- Liaise with teachers to advise them on specific pupils' learning needs and opportunities for support;
- Make sure teachers are providing appropriate teaching and support;
- Oversee additional provision and make sure this impacts favourably on learning.

#### **Teachers**

- Implement this policy consistently throughout their practices.
- Ensure lesson plans are reflective of the academy's curriculum.
- Implement the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Create effective plans for curriculum delivery, with fellow colleagues;
- Report plans to the subject leader, senior leaders or headteacher as required;
- Work closely with the SENCO and TAs to ensure those in need, receive additional support in lessons;
- Ensure academically more able pupils are given additional, more challenging work to celebrate their talents;
- Celebrate all pupils' academic achievements;
- Make sure disadvantaged pupils make good progress and have opportunities to widen their experiences;
- Report progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.

#### **MONITORING AND REVIEW**

This policy is reviewed annually by the headteachers/head of school and Education Scrutiny Committee.

Any changes to this policy will be communicated to all members of staff and relevant stakeholders.