



The
MAST
 Academy Trust

Policy	Curriculum Policy - Birdsedge First School	
Owner (master document)	Melanie Humphreys –The Mast Executive Administrator	
Date approved		
Approver	Local Governing Body	

Current version	V3.0
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Objective of Policy	
To provide guidance on the policy in relation to Curriculum setting within the MAST schools network.	

Version Control	
Version Number	Summary of amends from previous version
2.0	Review and appropriate updates since last version, front cover amends.
3.0	3-year review

Sign off requirements	
Approvers	Position
Standards and Effectiveness Committee	Trust Board
Governors	Local Governing Body
Reviewers	Position
Natasha Greenough	CEO The MAST
Gail Howe	Trustee
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Overall Curriculum statement of Intent:

At Birdsedge First School we aim to create a school that provides the 'Best' of everything, for every person. We want give our children Brilliance in their knowledge through a broad and balanced curriculum. We aim to provide Excellence in every child's education by making sure lessons are consistent and use strong and high quality teaching. Through both of these aspects we hope that children will enjoy 'learning to learn' through developing basic skills, knowledge, concepts and values through discreet subjects. We also hope children develop curiosity, enquiry, resilience and an openness to new ideas. We want all children to be Successful in their wider lives both now and in the future due to the knowledge, skills and experiences we give them. We want our children to be unique individuals who celebrate their own place in a diverse community and wider world. Community involvement and local knowledge and traditions will have an active role in this. Ultimately, we want all of this to happen in a safe, positive and inclusive school culture where every child feels safe and happy through the Trust we have in each other. Our children should leave Birdsedge First with a sense of belonging and a confidence for decision making that helps them to be lifelong learners and ready for their next stage in education.

Our curriculum is designed with Birdsedge Pupils at the heart of it and tailored to suit the context of our school. We strongly believe pupils at Birdsedge First should have:

- Opportunities for discussion in a language rich environment and models of conversation that will help them to be articulate and be well understood individuals in their wider life
- A depth to their curriculum that gives them secure knowledge of their learning and concepts
- Opportunities to retrieve and recall prior learning to make sure that progression of skills is built on and always strong
- An opportunity to make links and connect their knowledge to help them be lifelong learners
- A meaningful curriculum that encourages participation and engagement at every level
- Dedicated teaching of emotional literacy and wellbeing in a wraparound school culture that ensures children are healthy both physically and mentally.

1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils which adheres to the expectation of the National Curriculum and its challenging intent.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development through bespoke and regular teaching opportunities in RE and PHSE, but also within the broad curriculum where opportunities to develop character and promote equality are always taken.
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Supports pupils in developing resilience and an understanding of strategies for maintaining good mental health and emotional well-being.
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.
- Ensure pupils who have a SEND, have access to the full curriculum wherever possible alongside focussed and specific support to ensure they make strong progress comparable to those from similar starting point.

- Promote the learning and development of reading through the effective teaching of Phonics for children at the early stage of reading and through providing rich opportunities for pupils to be exposed to a variety of texts which challenge their thinking.
- Prepares pupils for the next phase of their education and exposes them to the rich opportunities for future education and employment.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

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 boards set out in the Department for Education's [Governance Handbook](#).

It complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The Trust Board

The Trust Board will monitor the effectiveness of this policy across the schools within our Trust. It delegates responsibility for curriculum design to Governing Bodies under the framework of this policy.

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" and enough teaching time is provided for pupils to cover the requirements of the funding agreement. (A school week should be at least 32.5hrs per week)
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements
- The school has a considered approach to the wider curriculum and the opportunities available to all pupils, including those who may be disadvantaged, to be exposed to opportunities to develop their 'cultural capital'.
- It participates actively in decision-making about the breadth and balance of the curriculum and has a good understanding of how the curriculum plan is implemented and how its impact is assessed.
- It understands how any disapplication, or separation of teaching, operates and that there is sound educational reasons for this to happen
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate, in accordance with legislative guidance
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN and there is an equality of access in place.

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Core Curriculum Leader: Headteacher

Early Years Leader: Class 1 Teacher

Subject Leaders: Headteacher and all Teaching staff.

4. Organisation and planning

Our curriculum is designed around key themes that support children's personal, social and emotional development. These are drivers for whole school assemblies, House Point Challenges and generally overarch everything we do in school that half term.

- Six half termly titles are taken from our PSHE curriculum, so that real depth of learning happens and children can apply their PSHE knowledge and skills from their discreet lessons to their day to day experiences and interactions in school. The themes are also drivers for everything we do around behaviour, safety and wellbeing, so that we provide 'Birdsedge BEST' for every pupil
- We aim to provide a rich outdoor curriculum for all our pupils and stay committed to outdoor learning every week for all classes. We have half termly themes, linked to the PSHE drivers to encourage inter class working together through our dedicated 'Forest Fridays'.
- The Humanities subjects of Geography and History also follow a whole school theme which is planned progressively for each year group to ensure good coverage and progress as a child moves through school.
- The other key subjects in the curriculum: RE, PE, ICT, Music and MfL are taught discreetly with links where appropriate to the themes described above, so that learning is outcome focused.
- Our Writing curriculum mirrors the whole school approach outlined above. Purposes for writing are linked to the wider curriculum themes where possible and we have a streamlined approach to the teaching of writing through our Read to Write Scheme.
- Reading is at the heart of our curriculum with both explicit teaching of decoding, fluency and comprehension as well as creating a Reading Rich culture, so that a real love of reading is enabled, balanced with children who have the skills to be lifelong readers. We achieve this through the following three clear strands of Skilled Word Reading, Good Comprehension and creating a Love of Reading for all children.
- Quality first teaching, in every curriculum lesson, is focused on outcomes, so that children meet their expected outcomes in all subjects

- Consistent Teaching sequences, driven by 'Birdsedge Teaching Principles' are followed, so that teaching is clear, consistent and builds on prior learning in every class, every year group and for every child.
- Learning opportunities are planned that enable children to develop their understanding through experiences, so that connections between new and existing knowledge are made.
- All areas of our curriculum are delivered through a language rich environment, so that children are articulate and can become confident individuals
- Targeted support and intervention is planned at an individual level, so that all children are able to access a full and rich curriculum
- In Early Years there is a balance of child and adult led learning mirroring whole school teaching sequences at an age appropriate level, so that children are ready to access the Key Stage 1 curriculum
- Assessment both for and of learning is used effectively, so that we always identify appropriate next steps for all pupils in their learning journey

At Birdsedge First School we strive to ensure that all pupils know more and can do more each year but always remembering more of what they have learned. Our Birdsedge Teaching Principles strongly support and drive this. Ultimately we want our children, whatever their age, to always be ready and BEST prepared for the next stage in their education.

5. Inclusion

Teachers set high expectations 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. They will ensure pupils have the opportunity to grow in independence and avoid 'over scaffolding' wherever possible.

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 SEND policy and information report.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Reviewing annually the curriculum plan including the proportion of time spent on each aspect of the National Curriculum in each year group
- Understanding how the curriculum is delivered and how skills and knowledge are directly taught and sequenced through link Governor meetings/visits.

- Understanding of how Relationships and Sex Education is delivered in an age appropriate way through link Governor visits.
- Having an oversight of how the school develops reading and the impact of the strategies used by the school for all pupils including SEND and those who are disadvantaged.
- Understanding of the quality of implementation of the curriculum through Headteacher reports and external validation including through Trust Peer reviews.
- Using Impact evidence to challenge leaders and ensure the curriculum is developed and adapted to meet the needs of learners in Governor meetings.

Leaders will monitor the quality of the curriculum through:

- Work Scrutiny at least half termly to assess the quality of implementation of the curriculum and to evaluate the effectiveness of skills and knowledge acquisition
- Evaluation of assessment information to measure the impact of the curriculum and to ensure it is adjusted to ensure gaps in learning are addressed
- Lesson Observations to check teacher subject knowledge; pedagogical content knowledge; sequencing and clarity of instruction.
- Learning Walks
- Pupil Voice – ideally with books – to test pupils’ acquisition of skills and knowledge and how teachers support them in their learning.

All of the above are referenced in more detail within the monitoring and evaluation policy

This policy will be reviewed every 3 years by the Trust Board and Governing Body at each school

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment/feedback policy (School policy)
- SEND policy and information report (Trust policy)
- Equality information and objectives (Trust policy)
- Teaching and Learning including CPD (School policy)
- Monitoring and Evaluation (School policy)
- NQT and RQT provision (School policy)