



The
MAST
 Academy Trust

Policy	Curriculum Policy		
Owner (master document)	Melanie Humphreys – The Mast Executive Administrator		
Date approved		Adopted from	October 2019
Approver	Martyn Jones	Signature	<i>Martyn Jones</i>

Current version	V2.0 September 2019
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Next review due	Summer Term 2022
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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.

Sign off requirements	
Approvers	Position
Chair of trustees ratification	Martyn Jones
Local LGB adoption approval	Chair of Governors per LGB
Reviewers	Position
Natasha Greenough	CEO The MAST
Baljit Barring	Trustee
Headteacher and GB	Individual school
Unions consulted (if applicable)	Representative

Section Number	Content	Page Number
1.0	Aims	3
2.0	Legislation and guidance	3
3.0	Roles and responsibilities	4
4.0	Organisation and planning	5
5.0	Inclusion	5
6.0	Monitoring arrangements	5
7.0	Links with other policies	6

Overall Curriculum statement of Intent:

Our school vision is to:

- Give our pupils a love and a passion for learning
- To inspire our children to believe in themselves and to see their own potential and possibilities
- To give the children a global perspective so that they have a strong knowledge and understanding about the world in which they live and the impact that they can have
- Ensure that our children are healthy physically and emotionally
- To give our children a range of opportunities to ask questions, challenge thinking, share ideas and opinions, deepen understanding and master new concepts and skills
- To empower our children by giving them the relevant skills and tools to pursue their own interests

Our vision, alongside our learning values of **aspiration, critical thinking, resilience, independence, resourcefulness, creativity and reflection** have informed our curriculum plans.

The National Curriculum is the basis of what is taught, combined with the aspects of learning that we feel are vital for our children (based upon current research and local information and adapted to our context.)

The raised expectations of the 2014 curriculum reflect the high aspirations that we have for **all** learners. What, why, and how children learn and develop is at the heart of our provision. We review the curriculum and learning experiences regularly to ensure continuity, progression and a fresh approach. We have adopted the approaches outlined in local/national RE, PSHE and SRE guidance and plan to build these into our curriculum by 2020-2021. In this way, we can maintain what works well and proactively adapt to meet needs in a holistic way.

We are mindful of the world in which our children are growing up in and so we ensure that the curriculum, combined with other experiences equips them for a life in the Britain of today and not of the past. Therefore, we promote the British values of tolerance, respect and democracy in many ways including via links with the community in our curriculum and school culture.

Strengths based upon outcomes, progress and feedback are: **Literacy** and PE

Areas of focus in 2019-2020 as part of our planned reviews are: Ensuring continuity in reading and writing, Maths, Humanities, PSHE (inc SRE) and RE.

The school has a three year plan for the development of all Foundation subjects.

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 younger children 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.

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](#).

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" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- 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 Leaders	Mrs Debra Knowles & Miss Rachael Kaye
<p><i>Faculties (Can we still use this to say leaders work alongside me?)</i></p> <p><i>All teaching staff work in faculties alongside key senior leaders to develop key subjects as outlined in the SIP. This distributed leadership approach ensures CPD for all staff as well as a collective responsibility for school improvement.</i></p>	All teaching staff

4. Organisation and planning

Here at Birdsedge First School, we deliver the full National Curriculum through discreet subject lessons. Some subjects work on a two year rolling program as children spend 2 years in each of the three classes. Some subjects are taught discreetly eg Science where clear order of skills is necessary to be sequentially accessed and built upon. We aim to take a creative approach towards delivering the curriculum.

We are mindful of the local area and how the specific needs of the children we cater for effect the offer that we bring. We use our budget and funding to offer the children experiences that they might not get at home.

We follow the expectations outlined in the relevant documents to ensure we have a consistent approach to teaching throughout school and plan sequentially to build on knowledge and skills taught in the previous year or class.

We have long term planning, completed by the school leaders, which outlines whole school coverage of the Curriculum and when and where recaps/revisits are necessary. This then leads to teaching staff producing medium term planning which will demonstrate a half term of work being covered. It is usual then that staff produce a short term plan, in the format of a weekly schedule, to ensure leaders know what is being taught and when, for monitoring purposes. The detail of the planning is at the medium term stage where specific coverage of knowledge and skills is outlined. We constantly monitor and audit the resources we have in school to enable the delivery of the curriculum to be of a high standard. Each area of the curriculum is audited on a rolling program. We follow the Kirklees guidance for RE and ensure that FBV are embedded within the taught curriculum where possible, but we are confident that it is thoroughly embedded within the ethos of the school. SRE is taught via the PSHE Toolkit with some elements being taught via the Science curriculum. Assembly themes cover elements of relationship education. We plan and deliver 'drop down' days/weeks to allow for the opportunity to cater for extra special events where children can become fully immersed in the subject/experience. Our assembly themes are also planned to ensure coverage of SMSC and other National events eg Safer internet day, bullying or growth mindset etc. Although the school is predominantly White Christian in ethnicity, we ensure that the children are educated on cultural diversity and appreciate and respect those different to themselves.

Early Years

Statutory requirements for the EYFS is for learning, development, safeguarding and welfare. We recognize the following principals which shape our Early Years practice;

- that every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- that children learn to be strong and independent through **positive relationships**
- that children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and where a strong partnership between practitioners and parents and carers supports this.

All Early Years staff working with Foundation Stage children support children to develop independence as individuals and as learners and aim to make each child's time in school engaging and educational. Child initiated and interests are observed and further supported and planned for, alongside direct teaching and adult-led activities enabling the opportunity for children to practice skills, concepts and ideas and build confidence to develop and make links.

The role of foundation stage staff is to teach, demonstrate, facilitate, question, scribe, annotate and assess whilst working with children as they work and play. Staff intervene to stimulate, develop and stretch individuals and small groups. Good and positive social skills are modelled and encouraged at all times.

The staff recognize and talk about individual children in terms of their 'Characteristics of Effective Learning' and use their observations to consider the different ways that children learn. This is then reflected in planning and guidance.

The Characteristics of Effective Learning are;

Playing and Exploring -children investigate and experience things and 'have-a-go'

Active Learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements

Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for things.

Taking all this into consideration our Early Years Foundation Stage curriculum therefore is very carefully planned to help children to achieve or work towards the Early Learning Goals across all seven areas of learning. Extending the learning indoors we make effective

use of outdoors increasing potential and in some cases removing barriers, for example, regular Forest School sessions and gardening.

The seven areas of learning;

Three prime areas;

Physical Development

Communication and Language

Personal, Social and Emotional Development

Four specific areas of learning;

Literacy

Mathematics

Understanding the World

Expressive arts and design

Play

"It is recognised that young children are active learners (minds as well as bodies) who find it easier to learn through concrete experiences..."

...play provides the context in which children can develop the dispositions of perseverance, collaboration, problem solving, responsibility and independence"

Tim Waller 200

Through play our children make sense of the world and is essential for their development, building confidence as they learn to explore. Play enables them to practice and develop their ideas and learn how to control themselves and understand the need for rules as provides the opportunity to think creatively alongside other children and alone. The need for communication with others becomes crucial as they investigate and solve problems.

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 school’s own 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:

- EYFS policy
- Assessment/feedback policy (School policy)
- SEN 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)