

The

MAST

Academy Trust

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| **Policy** | Curriculum Policy\_SJIS | |
| **Owner (master document)** | Andrew Hancox | |
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| **Approver** | Local Governing Body |
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| **Objective of Policy** |
| To provide guidance on the policy in relation to Curriculum setting within the MAST schools network. |

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| **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 |
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| 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 |
| Andrew Hancox | Headteacher |

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# Overall Curriculum statement of Intent:

# 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](http://www.legislation.gov.uk/ukpga/2010/32/section/1A), and the [National Curriculum programmes of study](https://www.gov.uk/government/collections/national-curriculum) 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](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and [Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/part/6/chapter/1), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](https://www.gov.uk/government/publications/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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf).

# 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
* Theschool 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.

# 4. Organisation and planning

* Our curriculum follows a broadly thematic approach where many core and foundation subjects link to one central theme for the half term. English and maths are taught from their own separate curriculums.
* The curriculum at Scholes is representative of the local area and uses opportunities available to us in the village of Scholes to enhance the offer to pupils. This includes local visits, visitors and speakers from the local area.
* Subjects are taught discretely in KS1 and KS2. In the Early Years Foundation Stage, a ‘continuous provision’ model of teaching and learning has been adopted.
* Curriculum coverage of statutory content is taught through the following:
  + Sex and relationship education is taught through our ‘JIGSAW’ PSHE scheme of work
  + Spiritual, moral, social and cultural development are part of RE sessions
  + British values is woven into the curriculum
* Examples of short, medium and long-term planning can be provided by subject leaders and a full curriculum statement for each subject is available on the relevant curriculum page.

# 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 oversite 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:

* EYFS policy
* 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)