



ST. MARY'S
ACADEMY TRUST

St Mary's Academy Trust

Curriculum Policy

Date agreed by Performance and Standards committee: February 2021

Date to be reviewed: February 2023

Principles

St. Mary's Academy Trust's schools each offer a curriculum that is broad, balanced and relevant and meets the needs of all of our children whatever their ability. Our curriculum is comprised of The National Curriculum's core and foundation subjects and the wider school curriculum and meets all statutory requirements. All schools are expected to deliver a personalised curriculum designed to meet the needs of their current pupils and context of the school, providing them with a wide range of relevant, challenging and stimulating learning experiences. All staff must follow and implement the Curriculum Policy.

We believe in the importance of helping our pupils develop as a whole person and aim to ensure that all of our pupils reach their full potential in all areas of the curriculum. We believe it is our duty and responsibility to provide them with as broad a range of experiences as possible, including through outdoor learning, use of the local and wider community, theme days, and educational visits and visitors that really bring our curriculum to life. Wherever possible, we aim to engage parents and carers in the curriculum and their children's work, for example through termly curriculum meetings, homework tasks, work sharing assemblies and parents' evenings.

The curriculum we offer provides opportunities for children to develop as independent, lifelong learners who are capable of collaborative learning, creative and critical thinking, problem solving and empathy for others and are beginning to develop an in-depth understanding of the world in which we live. Our schools' curriculums will help to prepare them for the next phase of their education and as learners of the 21st Century and ensure that they grow into responsible citizens who make a positive contribution to society.

Policy Aims

- To ensure that all schools within St. Mary's Academy Trust design and implement a curriculum that follows the curriculum principles outlined below.
- To ensure that all pupils receive a high quality education that supports and challenges them to achieve their very best in all areas of the curriculum.
- To provide a clear framework and set of expectations for schools and all staff for the delivery and assessment of the curriculum.
- To provide all parents and carers with a clear outline of the intent and implementation of their child's curriculum therefore ensuring that they feel part of the school and know how to support their children in their educational development at home.

This policy should be read in conjunction with:

- Early Years Foundation Stage policy
- Assessment policy
- Equality information and objectives
- Relationships and Sex Education policy
- Safeguarding and Child Protection policy
- Special Educational Needs and Disability policy
- Teaching and Learning principles

Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010.

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 bodies set out in the Department for Education's Governance Handbook.

This policy 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 alongside the SMAT Early Years Foundation Stage Policy.

Curriculum Principles

All schools within St. Mary's Academy Trust should design their own curriculum in line with the following 'Curriculum Principles' to ensure that they are meeting the educational, personal, social and emotional needs of all pupils within their school.

All schools will:

- Have a clear vision for their own school's curriculum which allows them to meet the needs of their school, pupils and local community, including identifying a set of key drivers which will be embedded within the planning, teaching and outcomes of all subjects.
- Ensure all stakeholders of the school have a clear and common understanding of the school's curriculum intent, its implementation and how it will evidence impact.

All schools should design and implement a curriculum which:

- Reflects St. Mary's Academy Trust's ethos of excellence and high ambitions for every single pupil in their care.
- Ensures that all pupils receive a broad and balanced curriculum which is not narrowed at any year group for any individual or group of pupils.
- Broadly follows the contents of the National Curriculum and is enhanced and enriched with additional content and experiences which are tailored to the needs of the pupils and context of the school as the school sees fit.
- Is progressively more challenging in both knowledge and skills, being carefully sequenced so that new knowledge and skills build upon what has been taught before and working towards clearly defined end points which they wish pupils to meet by the end of each year group.
- Allows pupils to gain new knowledge and skills; transfer key knowledge to long-term memory; and apply knowledge and skills in a range of contexts independently.
- Enables all pupils to be successful and achieve, including quickly addressing gaps in pupils' knowledge and skills, enabling the vast majority of pupils to catch up and meet their end of year milestones.
- All pupils can access, including successfully adapting the curriculum where necessary to ensure that it caters for the needs of all pupils and is fully inclusive, including for our most

Curriculum Policy

disadvantaged pupils and pupils with SEND, giving all pupils the knowledge, skills and understanding they require to be successful in life.

- Has a rigorous and sequential reading curriculum, which includes the teaching of synthetic phonics. The reading curriculum should ensure that the vast majority of pupils become fluent readers in Key Stage 1, enabling them to access and understand a full range of subjects at Key Stage 2. They also ensure that any pupils who are not fluent readers by the end of Key Stage 1 receive effective intervention which enables them to close the gap quickly to their peers.
- Develops the essential skills of reading, writing and mathematics and ensures that pupils have opportunities to apply these skills in a variety of different contexts, including reading age-appropriate texts across the curriculum at each stage of their education.
- Ensures that all pupils have a solid foundation and preparation for the next phase of their education and development.
- Promotes pupils' spiritual, moral, social and cultural development, preparing them for life as effective, responsible and active citizens and enables them to respond positively to the opportunities and challenges of a rapidly changing world.
- Enables pupils to make a highly positive and tangible contribution towards life, their local and wider community
- Allows pupils to develop a deep understanding of fundamental British values: their understanding of the importance of democracy, the rule of law, individual liberty, mutual respect and tolerance in a diverse society.
- Allows pupils to develop as enthusiastic learners with a positive attitude and commitment towards their education.
- Develops resilient, confident and independent learners.
- Enables pupils to develop an understanding of how to stay safe and stay healthy, both physically and mentally.
- Provides an ambitious wider curriculum offer, including providing pupils with a rich and varied range of extra-curricular activities and learning experiences, which all pupils are able to access.

All schools will:

- Use assessment effectively to support the teaching of the curriculum, including to inform teaching and learning, assess what pupils know and can do, and what they need to know and do next, informing next steps to learning for all pupils.

Areas of Learning

The Early Years Foundation Stage (EYFS)

Teaching in the EYFS setting is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (3rd April 2017). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates'.



Curriculum Policy

Characteristics of Effective Learning:

The ways in which young children engage with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas of EYFS and support the child to remain an effective and motivated learner.

The curriculum is centred on 3 prime areas of learning:

1. *Communication and Language*
2. *Physical Development*
3. *Personal, Social and Emotional Development*

Providers must also support activities through four specific areas which strengthen the prime areas.

These are:

1. *Literacy*
2. *Mathematics*
3. *Understanding of the World*
4. *Expressive Arts and Design*

All areas of learning are given equal weighting and value and no one area of the curriculum is more important than another. These areas of learning and development address young children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all the areas of learning are closely interlinked. This ensures the delivery of a holistic, child-centred curriculum which allows children to make links between what they are learning.

St. Mary's Academy Trust believes that Early Years education is important in its own right and should not be viewed simply as preparation for the next stage of children's education. The EYFS framework allows a natural progression into the National Curriculum at the beginning of Year 1 and we emphasise the importance of effective transition between these two phases of a child's education.

Key Stage 1 and Key Stage 2

Areas of Learning

St. Mary's Academy Trust follows the statutory Primary National Curriculum. At Key Stages 1 and 2 all schools must teach:

The Core Subjects:

English
Mathematics
Science

Literacy:

The literacy curriculum comprises of:

- Spoken language
- Reading
- Phonics
- Writing (spelling, handwriting and composition)
- Vocabulary, grammar and punctuation

Mathematics:

The mathematics curriculum comprises of:

- Number and place value
- Addition and Subtraction
- Multiplication and Division
- Fractions (including decimals and percentages)
- Algebra
- Measurement
- Geometry (properties of shapes; position and direction, motion)
- Statistics
- Ratio and proportion (Year 6)

The Foundation Subjects:

Art and Design
Computing
Design and Technology
Geography
History
Languages (KS2)
Music
Physical Education
Religious Education
Personal, Social, Health and Citizenship Education, including the teaching of British Values and Relationships Education

Curriculum Implementation at West Meadows Primary School

Curriculum Vision

At West Meadows Primary School, the children are at the heart of our curriculum. We want all our children to develop the skills, knowledge and understanding to lead a happy and fulfilled life. We believe that every child should have the opportunity to develop and build their self-esteem and self-confidence. We encourage all our children to have high aspirations, strive for the best and work towards their goals and dreams in life.

In the development of our curriculum there was regular consultation with key stakeholders of our school community. Our curriculum has been carefully designed with a clear vision of what knowledge and skills our children need to take advantage of the opportunities, responsibilities and experiences of later life. This does not only involve the objectives set out in the National Curriculum but the development of other essential life skills such as:

- Communication
- Resilience
- Perseverance
- Independence
- Empathy

Our Key Drivers

At West Meadows Primary, we have considered our children and the local community we serve and identified three key drivers which underpin our curriculum. Our curriculum drivers are:

Possibilities

Our curriculum is designed to provide various experiences which illustrate to our children the wide range of possibilities available for their future. This includes careers they could pursue, places they could go and hobbies/skills they could develop.

Curriculum Policy

Language

Our curriculum is designed to develop and broaden the vocabulary of our children and develop the essential skills of speaking and listening.

Diversity

Our curriculum is designed to develop and broaden children's knowledge around diversity.

Our curriculum is designed to champion a wide range of culture and ensures that our children benefit from a full range of spiritual, moral, social and cultural activities. These activities enrich their lives and those of our whole school community and make them proud of their British values and the diverse society to which belong and play an active part

Curriculum Delivery

At West Meadows, our curriculum is designed to champion a wide range of culture and ensures that our children benefit from a full range of spiritual, moral, social and cultural activities. These activities enrich their lives and those of our whole school community and make them proud of their British values and the diverse society to which belong and play an active part

At West Meadows Primary School, we strongly believe that every child should be given the opportunities to experience the feeling of success in a wide range of curriculum areas. We have designed our curriculum to ensure all our children have access to a broad and balanced curriculum. Our balanced approach to the curriculum is not at the expense of high standards in core subject areas. High standards and enabling children to reach national expectations and above within the English and Mathematics is of vital importance if they are to succeed at the next stage of their education and go on to achieve full and happy lives and careers.

We recognise the importance of computing skills for our children now and in the future. As a result, we place high value on the use of ICT and the development of ICT skills. We expect that children have opportunities to use ICT throughout the curriculum, in addition to the direct teaching of these skills through specific computing lesson.

We also highly prioritise the development of the Arts and provide regular opportunities for our children to express themselves using the Arts.

Curriculum Policy

We carefully monitor children's progress with their personal development and our well planned and thoughtful approach to SMSC helps to ensure that every child is well cared for and supported.

The development of skills progression documents for each curriculum area ensures that the curriculum is taught in a logical progression, systematically and explicitly enough for all children to acquire the intended knowledge and skills. The curriculum is designed to ensure that children understand and embed key concepts in their long-term memory.

Our full and rich curriculum, with its excellent range of experiences, ensures that every pupil at West Meadows Primary School makes excellent progress both academically and personally. Our curriculum ensures that every child is given the opportunity to shine and flourish.

Pupils are encouraged to think creatively and critically and to respect others and the environments in which they live. The curriculum enables pupils to develop their physical skills and promotes their personal and social well-being.

We believe that the curriculum should stimulate enjoyment of, and commitment to, learning as a means of encouraging the best possible progress and the highest attainment for all pupils, preparing them effectively for the next steps in their education.

Literacy:

WRITING

Intent:

Writing is a crucial part of the curriculum at West Meadows. Our core objective is to foster a love of writing and to be able to express their thoughts and ideas with clarity and creativity using a wide vocabulary informed by high-quality reading texts and bespoke strategies. We also intend to create writers who can re-read, edit and improve their own writing, and confidently use the essential skills of grammar, punctuation and spelling. We set high expectations for all our children to take pride in their work and have a fluent, cursive handwriting style alongside allowing their imaginations to flourish.

Implementation:

To help us to develop confident, enthusiastic writers who can express themselves with confidence and strong vocabulary, we develop very close links between writing, reading and our wider curriculum. This provides our

Curriculum Policy

children with regular opportunities to write in a range of styles and for a range of purposes and audiences. Writing tasks are specific and meaningful, and often meet a purpose to engage children and to illustrate how their writing skills can be applied to real life contexts.

Our approach to teaching Writing is through clear, structured, daily Literacy lessons. Teachers use engaging texts and topics to inspire their writing. In each lesson, the teaching of vocabulary, grammar, punctuation, speaking and listening objectives are interwoven so that children have the opportunity to learn these features in context. All lessons build up to a piece of Independent Writing at the end of a unit of work. This enables teachers to assess the children's writing and inform future teaching needs. Children are given time to plan, draft, edit and improve their written work, using feedback from teachers and peers to support them.

Children learn spellings at home each week and these are tested in school. Spelling rules are taught explicitly at least once per week.

Impact:

The impact of our writing curriculum is sustained progress, learning and transferrable skills across all subjects and disciplines for our children. With the implementation of the writing journey being well established and taught consistently and thoroughly in both key stages, children are confident writers. By the time they are in upper Key Stage 2, most genres of writing are familiar to them and teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills to suit purpose, organisation and audience. By the end of Year Six, children will be able to write clearly, accurately and adapt their language and style appropriately. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education.

READING

Intent

The West Meadows reading curriculum is underpinned by the strong belief that reading is the key to successful learning. We believe that all pupils should have the opportunity to be confident readers who are able to comprehend and understand a wide range of texts. To this end, we place reading at the centre of all we do and strive to give our young people enjoyable, interesting and appropriately challenging reading experiences that are immersive and deepen their understanding of the world around them. We are passionate about promoting a love

Curriculum Policy

of reading from the very start of our children's time at West Meadows and pride ourselves on engaging children with stories and books up until they leave us at the end of Year 6.

We want children to develop a love of reading and a good knowledge of a wide range of authors. By the end of their time at West Meadows, all children should be able to read with fluency and accuracy and should demonstrate good understanding of what they have read. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts.

Implementation

Our Reading ethos and curriculum is delivered through:

- All pupils receiving daily Guided Reading sessions, reading texts which are age-appropriate and completing tasks designed to stretch their ability.
- Implementation of the Floppy's Phonics programme in EYFS and Key Stage One to ensure strong start to their reading journey.
- Teachers differentiating reading tasks effectively, setting tasks that allow children to make good progress.
- Teachers planning activities around a variety of text types and, through Story Time, exposing children to different authors and genres.
- Teachers reading high-quality, enjoyable texts to children daily.
- Teachers providing opportunities for, and listening to, children read.
- School providing access to high-quality texts that cover a range of authors and genres.
- The learning environment reflecting the priority of reading within school.
- A love of reading being encouraged, celebrated and rewarded through school-wide incentives such as the Reading Road to Tokyo and Reading Buddies. Reading is incentivised in classes through individual rewards.
- Teachers monitoring and being aware of how frequently children read at home and opportunities being provided to children who require extra time to read in school.

Curriculum Policy

- The “Book Club” initiative allowing identified children further access to reading with a highly-skilled member of staff.
- Guided Reading being timetabled and taking place every day, within a well-established and consistent approach to the teaching of reading.
- Pupils being given the chance to read for pleasure, through activities such as paired reading with year groups across schools. During this time children are encouraged to discuss books and reading.
- Story Time being timetabled and taking place regularly to allow teachers to model effective reading and lead discussions around what has been read.
- Reading books being taken home regularly and reading records being signed.
- Teachers having a clear understanding of the skills which should be taught in each year group to ensure progress across year groups.
- Teachers selecting texts based upon their placement within the context of the curriculum and the needs of the children.

The enjoyment and love of reading being encouraged through school-wide events such as Reading Buddies, Reading Road to Tokyo rewards, Reading Assemblies, Scholastic Book Fairs and World Book Day events.

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. We are being supported in this endeavour by the Jerry Clay English Hub – a Department for Education (DfE) endorsed network of schools – to ensure that the teaching of Early Reading and Phonics at West Meadows continues to reach our very high standards. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. Our approach to Phonics looks at more than just reading: it is a holistic approach which focusses on decoding, comprehension, writing, handwriting and vocabulary as an overall approach. It promotes a consistency within reading across school so that we can give our young people the best possible start and ensure that they can all become confident, fluent readers. To support the provision of Early Reading and Phonics at West Meadows, we have a dedicated Early Reading and Phonics Leader, who is available on a daily basis to ensure the quality of the delivery of phonics and provide real-time, on-the-spot Continuing Professional Development as necessary to ensure the quality of Phonics teaching and learning at West Meadows.

Ensuring that children are adept and fluent readers at the end of Key Stage 1 ensures that we can focus on developing their understanding and comprehension of texts as they move through the school. Attainment in

Curriculum Policy

reading is measured using the statutory assessments at the end of Key Stage One and Two along with regular assessments throughout the intervening years, allowing teachers to identify gaps in learning that can be promptly addressed.

We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of statutory and summative assessments: we give all children the opportunity to enter the magical worlds that books open up to them and we promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors. This enhances a deep love of literature across a range of genres, cultures and styles and ensures that children who leave West Meadows are confident, fluent readers.

Mathematics:

Intent

Throughout West Meadows, we aim to equip the children with the mathematical skills and understanding that will be of use to them in everyday life.

Our children are:

- given the confidence to be comfortable with numbers.
- given the opportunities to learn and practice mathematical skills
- given the chance to explain and give reasoning when solving a variety of problems in all areas of mathematics.

All children are challenged and encouraged to excel in maths when developing their skills when solving fluency, reasoning and problem solving. Children are actively encouraged to use stem sentences to discuss and explain the reasoning behind their thinking.

Curriculum Policy

Implementation

At West Meadows, we teach mathematics through whole class teaching, differentiating the learning to meet the needs of the pupils, where appropriate. Children are encouraged to take control of their learning through working with learning partners and using language to explain their mathematical thinking to demonstrate their mastery of a maths concept.

In our school, there is a focus of developing reasoning skills, such as working systematically, spotting patterns and working backwards, so that children can confidently tackle problems and find solutions quickly and effectively. We also encourage children to look at problems more in-depth and explore alternative solutions and methods that could be used.

There is also a focus on mental maths across school. At the start of every maths lesson, children will be taught or practise a mental strategy linked to one of the key objectives from the overview below.

Impact

At West Meadows Primary School, we aim for confident children who can talk about their maths, their learning and the links between the mathematical concepts. Children should be able to present different representations of mathematical concepts through different problems which they are solving.

Maths in Early Years Foundation Stage

The teaching of maths in the EYFS involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures. By the end of the Foundation Stage children should be able to:

Number – Early learning goal

Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, Space and Measures- Early learning goal

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Curriculum Policy

Times Tables Rockstars

When it comes to times tables, speed **AND** accuracy are important – the more facts your child remembers, the easier it is for them to do harder calculations.

Times Table Rock Stars is a fun and challenging programme designed to help students master the times tables!

Science:

Intent

At West Meadows Primary School, we have designed our science curriculum with the intent that our children will develop an in-depth understanding of the world around them and an understanding of how major scientific ideas have played a vital role in society, to prepare them for life in an increasingly scientific and technological world.

We will deliver a science curriculum that:

- has working scientifically at the heart of it, so that children have opportunities to develop practical enquiry skills to engage with the world in a scientific way and make sense of what they are learning about living things, the environment, materials and physical processes
- provides a range of hands-on experiences to promote engagement and presents opportunities for the discussion and questioning which develop understanding
- develops key scientific skills, including observing, predicting, problem solving, decision making, communication and critical thinking
- provides opportunities for different types of enquiry, such as pattern seeking, observing over time, classifying and grouping, comparative and fair testing and research using secondary sources
- builds upon prior knowledge and a progression of skills to ensure all children have a secure understanding and knowledge of key science concepts
- develops creativity and curiosity, so that children ask questions about the world around them and have the desire to explore and investigate

Implementation

The National Curriculum 2014 and the Early Years Foundation Stage statutory framework 2017 provide the basis for our science curriculum, which is then tailored to meet the learning and developmental needs of the children in our school.

Curriculum Policy

Teachers will plan science using the newly developed progression document which will allow children to build upon prior knowledge and understanding. Knowledge organisers have been developed and introduced for teachers and pupils to use for each topic for reference and assessment purposes. This will map out the knowledge, vocabulary and skills needed to master the concepts.

Impact

Children will...

- become resilient, independent and curious scientists who ask questions and find things out for themselves
- be able to communicate their ideas and findings using appropriate scientific terminology
- have an awareness of the full range of scientific careers and pathways available to them and will be keen to pursue STEM subjects at secondary school

The Foundation Subjects:

Our curriculum is designed to champion a wide range of culture and ensures that our children benefit from a full range of spiritual, moral, social and cultural activities. These activities enrich their lives and those of our whole school community and make them proud of their British values and the diverse society to which belong and play an active part.

At West Meadows Primary School, we strongly believe that delivering a broad and balanced curriculum helps to nurture the whole child. We deliver exciting lessons including RE, PE, Philosophy, PSHE, Music, French, History, Geography, Art and Computing. These lessons are all tailored towards individual children's needs and are accessible for all children.

Inclusion

Teachers set high expectations for all pupils and deliver a broad, balanced and ambitious curriculum 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.

Curriculum Policy

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 SEN policy and information report.

Roles and Responsibilities

The Headteacher:

The Headteacher is responsible for ensuring that this policy is adhered to, and is accountable to the Board of Trustees for the intent, implementation and impact of their curriculum, including for the quality of curriculum delivery and outcomes for all pupils.

The Headteacher will:

- Ensure that their curriculum is designed to meet the above curriculum principles and the school's own curriculum drivers;
- Ensure the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;
- Ensure the local governing body and Board of Trustees is fully involved in the decision-making processes that relate to the breadth and balance of the curriculum where appropriate;
- Ensure that the curriculum is implemented across school to a high standard;
- Be responsible, with support from St Mary's Academy Trust's educational team, for providing high quality continued professional development to all staff members to ensure high standards of teaching and learning across the curriculum.
- Ensure that the statutory information on the curriculum is available for all stakeholders to access on the school's website;
- Manage requests to withdraw children from curriculum subjects, where appropriate;
- Ensure there is appropriate provision in place for pupils with different abilities and needs, including children with SEN.

The Board of Trustees

Through its Performance and Standards Committee, the Board of Trustees will:

- Ensure that a robust framework is in place for setting curriculum priorities and aspirational targets;
- Ensure 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;
- Ensure that it has a clear overview of the quality of curriculum design in each school;

Curriculum Policy

- Ensure that it has a clear overview of the quality of curriculum implementation and holds each school accountable for the quality of its curriculum delivery, including through the Performance and Standards Committee or a school's local governing body where appropriate;

The Local Governing Body

The local governing body (or the school's Performance and Standards Committee where this is the case) will:

- Participate actively in decision-making about the breadth and balance of the curriculum;
- Monitor the effectiveness of the implementation of this policy within school and hold the headteacher to account for its implementation;
- Ensure that enough teaching time is provided for pupils to cover the curriculum and other statutory requirements;
- Ensure through the headteacher and SENDCo that proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN);
- Ensure the school implements the relevant statutory assessment arrangements;
- Monitor the extra-curricular and enrichment provision offered by the school, its uptake and impact upon pupils.

Other Members of Staff

Curriculum Leaders will:

- Monitor the effectiveness and impact of curriculum delivery alongside the headteacher in order to ensure high standards in all year groups and for all pupils and report findings to the School Leadership Team (SLT) and local governing body as appropriate;
- Support the development of subject leaders, for example through coaching;
- Support the development of individual teachers, for example through coaching and team teaching;
- Evaluate the curriculum intent, the long term and medium-term curriculum plans and adapt the curriculum offer as appropriate during the academic year but at least annually to ensure that it meets the needs of all pupils.

Subject Coordinators (also may be referred to as subject champions or subject experts) will:

- Develop an expert knowledge of their area of the curriculum, including keeping up to date with any local and national changes in their subject area and developing professional links with specialists and relevant organisations;
- Conduct and disseminate research linked to their area of the curriculum;
- Provide CPD and, where appropriate, working alongside the Curriculum leader to provide individual support to teachers and other members of staff such as teaching assistants to support them in the delivery of the curriculum;
- To promote their subject within the school community and externally, including through maintaining the learning environment for their subject in shared central areas of school and through maintaining their subject area information on the school website and other social media;
- Ensure that members of staff have access to a range of high quality and age appropriate resources to

Curriculum Policy

support them in the delivery of the curriculum.

- Collate work portfolios and examples in order to set and evidence clear expectations of outcomes at each year group; setting standards

The SENDCo will:

- Ensure that proper provision is made for pupils with special educational needs (SEN), for example through learning walks, looking at outcomes in books and supporting individual teachers with the planning of appropriate provision for pupils with SEN.

Teachers will:

- Ensure that the school curriculum is implemented in accordance with this policy;
- Plan, prepare and deliver series of lessons which meet the needs of all pupils;
- Share pupils' learning and successes in the school community;
- Assess pupils' learning across the curriculum.

Monitoring of the Curriculum:

The Headteacher will monitor (through a range of monitoring activities across the year) the impact of both the curriculum and wider curriculum offer, including ensuring that all children regularly access and participate in wider curriculum lessons and activities.

St. Mary's Academy Trust moderates the judgements of each school on the effectiveness of their curriculum delivery each year through regular teaching and learning enquiries, scrutiny of standards of work and outcomes for pupils. This information is reported to the Chief Executive of the Trust and the Board of Trustees.

Sharing of information:

It is the responsibility of all schools to publish their school curriculum by subject and academic year online and make every attempt to inform and engage parents in children's learning through a wide range of strategies, including sharing pupils' work and progress on a termly basis.

Curriculum Policy

Glossary:

EYFS – Early Years Foundation Stage

ICT – Information and Communication Technologies

KS1 – Key Stage 1

KS2 – Key Stage 2

PE – Physical Education

PSHCE – Personal, Social, Health and Citizenship Education

RE – Religious Education

RSE – Relationships and Sex Education

SEN – Special Education Needs

SENDCo – Special Education Needs and Disabilities Coordinator

SMSC – Spiritual, moral, social and cultural development

Appendix 1

The following illustrates ways in which the Board of Trustees and Local Governing Bodies can monitor arrangements for the Curriculum. This is not an exclusive list and the Board and LGBs can request any additional documents or information as necessary:

The Board of Trustees

Ensure that a robust framework is in place for setting curriculum priorities and aspirational targets	<ul style="list-style-type: none">• School self-evaluation• School development plan• Assessment data
Ensure 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	<ul style="list-style-type: none">• Reviews of teaching and learning, e.g. enquiries• Headteacher reports on curriculum• Curriculum information on school websites (e.g. Intent, Implementation)
Ensure that it has a clear overview of the quality of curriculum design in each school	<ul style="list-style-type: none">• Enquiry report / external body reports (e.g. Diocese Educational advisor reviews)• School's personalised section of curriculum policy• Curriculum information on school website including intent and implementation statements• Curriculum schemes (progression document, curriculum map)
Ensure that it has a clear overview of the quality of curriculum implementation and holds each school accountable for the quality of its curriculum delivery, including through the Performance and Standards Committee or a school's local governing body where appropriate	<ul style="list-style-type: none">• Enquiry report / external body reports (e.g. Diocese Educational advisor reviews)• Assessment data• Headteacher reports

Curriculum Policy

Local Governing Body

Participate actively in decision-making about the breadth and balance of the curriculum	<ul style="list-style-type: none"> • Curriculum policy and additional policies that sit under this (e.g. RSE) • Curriculum schemes • Curriculum intent and implementation statements
Monitor the effectiveness of the implementation of this policy within school and hold the headteacher to account for its implementation	<ul style="list-style-type: none"> • Headteacher reports (e.g. impact statements, quality of standards of teaching, progression of curriculum) • Enquiry reports
Ensure that enough teaching time is provided for pupils to cover the curriculum and other statutory requirements;	<ul style="list-style-type: none"> • Curriculum timetables • Reports on quality and quantity of work – curriculum coverage reports
Ensure through the headteacher and SENDCo that proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN);	<ul style="list-style-type: none"> • SEN policy • SEN information report • Assessment data • SENDCo reports (e.g. on classroom observations, data and progress) • Enquiry reports • SEN reviews
Ensure the school implements the relevant statutory assessment arrangements;	<ul style="list-style-type: none"> • Monitoring arrangements and reports from Trust educational team • Any LA monitoring reports
Monitor the extra-curricular and enrichment provision offered by the school, its uptake and impact upon pupils.	<ul style="list-style-type: none"> • Information on extra-curricular uptake • Headteacher report on impact (e.g. engagement of different groups; impact e.g. on pupil attendance, behaviour, social and emotional needs)

