



Curriculum Policy (Primary)

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Curriculum Policy (Primary)

1. Introduction and purpose

- 1.1 The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the academy organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

E-ACT's curriculum development process

- 1.2 The curriculum is designed to meet the needs of the pupils. Academies may, through use of performance information, shift the balance between subjects.

2. Scope

- 2.1 This policy applies to all staff involved in the delivery of lessons, interventions, PPA and extra curriculum allowance

3. Legislation and regulation

- 3.1 [National Curriculum Statement](#)

4. Policy statement

- 4.1 Our academy curriculum is underpinned by the values that we hold at our academy. The curriculum is the means by which the academy achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

- 4.2 E-ACT wants all of our pupils to realise their full potential by

- Thinking Big
- Doing the right thing
- Showing team spirit

- 4.3 The aims of our academy curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to the academy, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and information technology (IT);
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;

- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

5. Organisation and planning

- 5.1 We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.
- 5.2 With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. As we have adopted the National Literacy and Numeracy Strategies for our academy, we take our medium-term planning directly from the guidance documents. Other foundation subjects are based on skills development and we make use of national schemes of work for much of our medium-term planning in the foundation subjects.
- 5.3 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.
- 5.4 In the Foundation Stage and at Key Stage 1 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.
- 5.5 At Key Stage 2 the curriculum at our academy places a greater emphasis on the core and foundation subjects than it does at Key Stage 1, and we teach these subjects separately. This means that, for example, a child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.
- 5.6 E-ACT has developed 'the E-ACT Passport. This will make up part of the curriculum and, wherever possible, be an element of topics / themes delivered. This may not always be possible so discreet activities will need to be planned. It is the responsibility of the Headteacher to ensure the activities contained within The Passport are planned for each year group.

6. Children with special needs

- 6.1 The curriculum in our academy is designed to provide access and opportunity for all children who attend the academy. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.
- 6.2 If a child has a special need, our academy does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we if necessary, use the support provided by Learning Support Assistants, and we involve the appropriate external agencies
- 6.3 The academy provides an Individual Educational Plan (IEP) for each of the children who are on the

special needs register. This sets out the nature of the special need, and outlines how the academy will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

7. The Foundation Stage

- 7.1 The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.
- 7.2 Our academy fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.
- 7.3 During the children's first term in the reception class, their teacher begins to record the skills of each child on entry to the academy. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during the year.
- 7.4 We are well aware that all children need the support of parents and teachers to make good progress. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

8. Key skills

- 8.1 The following skills have been deemed 'key skills' in the revised National Curriculum:
 - communication;
 - application of number;
 - information technology;
 - working with others;
 - improving own learning and performance;
 - problem-solving.
- 8.2 In our curriculum planning we plan to help children develop these skills, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our academy believes that all children need to make good progress in these skill areas in order to develop to their true potential.

9. The role of the subject leader

- 9.1 The following skills have been deemed 'key skills' in the revised National Curriculum:
 - The role of the subject leader
 - The role of the subject leader is to:
 - provide a strategic lead and direction for the subject;
 - support and offer advice to colleagues on issues related to the subject;
 - monitor pupil progress in that subject area;
 - provide efficient resource management for the subject.

9.2 The academy gives subject leaders non-contact time each term, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the academy and plan for improvement. This development planning links to whole-academy objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The subject leader may also keep a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

10. Training

10.1 Three national INSET days

10.2 Five academy INSET days

10.3 NQT programme

10.4 Development opportunities contained with the CPD programme

11. Responsibilities

12.1 The Regional Education Director is responsible for monitoring the way the academy curriculum is implemented.

12.2 The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher and senior staff monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

12.3 Subject leaders monitor the way their subject is taught throughout the academy. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

12. Monitoring and compliance

13.1 This policy will be monitored by regional education directors and the national director of education via the RAB and RPB process, with specific attention paid to this policy during the process of developing annual curriculums.

13. Review

15.1 This policy will be reviewed every two years by the national director of education and approved by the executive leadership team. The policy will then be adapted as necessary by academies, with the approval of the regional education directors.