Curriculum Policy

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Associated documents:	
Homework Procedure **Teaching and Learning Policy** **CSI Guide**	
Links to:	
Assessment, Recording, Reporting and Exams Policy **SEND Policy** **Equalities Policy** **Behaviour (including Rewards, Sanctions and Exclusions)** **Relationships and Health Education Policy (primary)** **Relationships, Health and Sex Education Policy (secondary)** **Early Years Foundation Stage Policy** **Pupil Premium Policy** **CEIAG Policy**	

Our Vision

We have one core purpose:
To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?
In all we do we are:
1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?
Education
We are:
1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations
We are:
1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial
We are:
1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values
- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.

- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

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Statement of Intent

It is our core responsibility to ensure that students have access to the very best education possible. One of the most fundamental and influential aspects of a child's education is the curriculum that they have access to. The power of curriculum is immense. It has the power to not only transform an individual, but to also transform whole communities and shape their understanding of the world and their place in it. Therefore, it is imperative that the curriculum on offer within our academies is truly world class and gives students access to powerful knowledge that takes them far beyond what their own individual experience ever could. In order to achieve this we must ensure we expose all students 'to the best that has been thought and said and engender an appreciation of human creativity and achievement'. To truly transform lives we must not only show students what is possible but inspire and instil the confidence in them to go out and do it.

All learners in our academies will experience a curriculum that

1. is **ambitious** and **enjoyable** through knowledge and skills developed from Foundation Stage to Post 16 and Adult provision.
2. is **knowledge rich**, ensuring access to a wide, global cultural capital – thus maximising lifetime opportunities.
3. is **inclusive**, nurturing and tailored towards the needs of the individual.
4. is focused on developing the very best **oracy, literacy, numeracy** and **digital** skills – enabling access to the widest learning and the very best careers possible to ensure we develop global citizens.
5. is **enriching**, ensuring all experience a rich variety of cultural, artistic and sporting activities.
6. is **broad** in terms of coverage and (at least) encompassing the breadth of the 2014 English National Curriculum.
7. celebrates the uniqueness of each educational setting in terms of **localised knowledge and skills.**
8. **develops** character, personal pride and the highest moral standards.
9. celebrates **diversity**, challenges **injustice**, promotes **equality** and encourages the creation of a better world.
10. is delivered by well-qualified, forward-thinking, skilled, passionate **professionals**.

1 Legal Framework and Definitions

This policy has due regard to statutory legislation, including, but not limited to

- The Education and Inspections Act 2006
- The Health Act 2006
- The Equality Act 2010
- The Education Act 2011
- The Education (Independent School Standards) Regulations 2014.
- The Immigration Act 2016

- The General Data Protection Regulation (GDPR)
- The Data Protection Act 2018

This policy also has due regard to DfE/Ofsted guidance, including, but not limited to, the following:

- Inspecting the Curriculum, Ofsted, May 2019
- Statutory Guidance for Careers, DfE, January 2018
- Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE, June 2019
- National Curriculum in England: Framework for Key Stages 1-4, last updated December 2015

2 Scope of this Policy

2.1   This policy applies to all academy leaders, academy staff and academy learners.

2.2   For the purpose of this policy the reference to 'pupils' includes all learners in our academies.

2.3   For a glossary of the terms used in this policy refer to Appendix A.

3 Curriculum Leadership

3.1   Curriculum leadership requires attention to *what* is being learned. In our academies, middle and senior leadership teams share a curricular language for talking about curriculum and teaching – Appendix A. It is important that how the curriculum is viewed is clearly understood at all levels, from the Principal to teachers, teaching assistants and the non-teaching staff in order for it to be truly embedded as the vision and mission of the academy. All of our academies establish this approach in their own versions of the '**Curriculum Leaders Handbook'**.

3.2   Curriculum leaders work to **ensure** that the curriculum is fit for purpose and secondly to **assure** that it is delivered well and leads to an excellent quality of education for all students.

3.3   Curriculum leaders work collaboratively within and between our academies to design a curriculum which follows tight principles about what **content** is taught and how it is **sequenced**.

3.4   Curriculum leaders regularly **review** the design of the curriculum and routinely **quality assure** its implementation so that it achieves its intended purpose.

4 Curriculum Purpose

4.1   In establishing the purpose (intent) of our curriculum we refer to the following tight principles:

- That our curriculum is at least as broad and balanced as that of the National Curriculum.
- That it is important for all pupils and particularly for those from disadvantaged backgrounds to have as broad a curriculum for as long as possible to build their knowledge of wider cultural capital.
- That our curriculum can be adapted to meet the needs of vulnerable learners and those with SEND without lowering expectation and aspirations.
- That all of our pupils are entitled to learn at least one modern foreign language because this develops their first language and increases their cultural capital. This begins in our primary academies and develops into the full EBacc entitlement at KS4 for as many pupils as possible. (60% of KS4 in 2021 and 75% by 2022.)
- That all pupils are entitled to read widely and often.
- That the development of pupils' characters is as important as the teaching of academic knowledge.
- That the curriculum prepares pupils for life in modern Britain and works to develop social, moral, spiritual and cultural knowledge and understanding rooted in the principles of Fundamental British Values.

4.2   Our Curriculum Intent:

The curriculum at North Walsall Primary Academy is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society.

The curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum is supported by, a wealth of hands-on experiences and educational visits, underpinned by key outcomes.

We endeavour to build strong links with parents as we value their input as partners to enhancing their child's education aiming to actively engage them in both their child's learning and wider Academy life.

The curriculum is responsive to, and celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children's spiritual, moral, social and cultural development, ensuring that children are well prepared for life in modern Britain.

5   Curriculum Implementation

5.1   We consider the following principles when deciding how to implement the curriculum intent:

- When and how to teach new core and wider content.
- When and how to teach core skills including oracy, literacy and numeracy.

- When and how to revisit and build on prior learning so that each component of learning can build to become composite learning.
- What knowledge pupils should be able use with fluency (speed and accuracy) and by what stage of their education from their starting points.
- How to sequence learning so that the proximal and ultimate functions of knowledge build over time.
- How to ensure pupils will make expected or better than expected progress as a consequence of the curriculum purpose, design and implementation.
- In order to achieve a broad curriculum, how to ensure that all pupils, where applicable, in KS4 study a minimum of eight qualifications with every bucket filled with best practice to study nine. At KS5 how most pupils should follow a programme of three qualifications with some doing four.

5.2   Our curriculum implementation:

Implementation

At North Walsall, we use the 'Cornerstones' programme to support the delivery of our teaching and learning of the wider curriculum. Children attend taught sessions in their year group classes. We have a well-planned, coherent curriculum which focuses on developing the children's wide range of knowledge, skills and understanding in a clear progressive way. At the start of a unit, a Knowledge Organiser is shared with children and parents to ignite an interest in the upcoming topic. This is referred back in every lesson to track children's understanding and assess the learning which has taken place. At home, parents are also encouraged to complete a home learning project with their child which is celebrated at the end of the unit during the 'Fantastic Finish', parents are also invited into school to share this experience with the children. To consolidate and extend learning taught at school, children are also set home learning on digital platforms.

Every lesson includes a 'flash back' to embed previous learning into the long term memory. Work boxes are created for each topic, these include: key words, pictures and objects which support our SEND and EAL learners with their vocabulary understanding and oracy. We are beginning to implement 'Investigation Stations' which aim to support and challenge all children including our most gifted These stations will include next steps for aspects of wider curriculum subjects to promote cognitive thinking and self-regulation in children.

We aim to have high expectations of our children to work hard and demonstrate positive learning behaviours to maximise their individual learning potential. SMSC and Cultural Capital are 'golden threads' which we aim to include at the heart of the curriculum we deliver, to closely meet the needs of our pupils.

We offer a wide range of enrichment opportunities and educational visits which are carefully chosen and planned to deepen understanding and to enhance hands-on, exciting and engaging learning experiences. Children from across the school have access to a wide range of extra-curricular activities in both sport, music and the creative and performing arts. Continuing Professional Development for all staff is currently a priority to ensure they have the necessary skills and knowledge to deliver the highest standards across the entire

curriculum. Subject Leaders are becoming increasingly expert in playing a pivotal role in both the design and delivery of their subject area; ensuring a clear progression of both skills and knowledge across all year groups. They aim to articulate how learning is re-visited and developed year-on-year, to ensure a real depth of learning right across the school.

<u>Wider curriculum subjects taught</u>

KS1	KS2
Geography	Geography
History	History
Art and Design	Art and Design
Design and Technology	Design and Technology
Music	Music
Computing	Computing
P.E	P.E
R.E	R.E
PSHE (Jigsaw)	PSHE (Jigsaw)
Votes for school	Votes for school
	French

6   Curriculum Maps

6.1   Every subject/phase has a curriculum map that sets out what will be taught and in what order as well as key assessment points.

6.2   There is one map per year group and each one links to the preceding and next year. Wherever possible the map also includes links to the relevant 'Knowledge Organiser' setting out the core knowledge for that part of the curriculum.

6.3   All of this information is shared with pupils, parents/carers, governors and other relevant stakeholders through the academy website.

7   Wider Curriculum

7.1   In our academies the curriculum is not just that which is taught in subject lessons. It is the sum of experiences that combine together to develop a child into the adulthood. To this end the experiences that pupils have in social times and during co-curricular or enrichment activity is of equal value to what they learn in 'lessons'.

7.2   Our academies deliver programmes of education which develop pupils' personal and social characters. See our PSHE policy.

7.3 Our academies believe that it is important to prepare pupils for the next stages of their education/life through an effective careers education programme which is based on the Gatsby Benchmarks. See our CEIAG policy and programme for further detail.

7.4 The curriculum has a vital role to play in developing pupils' positive behaviour and attitudes to learning. This includes teaching about mutual respect for all and an understanding of the importance of democracy; the rule of law; individual liberty and tolerance for those with different faiths and beliefs and for those without faith.

7.5 Pupils are taught what constitutes good behaviour and what the benefits of good behaviour are. See Behaviour Policy for further detail.

7.6 Social, emotional and behaviour skills are taught within the curriculum so that this together with our effective wider work supports pupils to be confident, resilient and independent, and to develop strength of character.

8 Enrichment

8.1 Enrichment is rooted in our academy values, forming a golden thread within and beyond the curriculum.

8.2 Enrichment opportunities are centred on the needs of all pupils, including the most vulnerable, and the context of the local community.

8.3 We deliver enrichment through a coherently planned, extensive range of rich experiences and breadth of curriculum content that is based on pupils' relative starting points; equipping them with the powerful knowledge, cultural literacy and moral compass needed to be successful within and beyond their formal education.

8.4 Enrichment inspires, engages and enhances every pupils' opportunity and desire to develop, widen and celebrate their talents and interests within and beyond the curriculum.

8.5 We actively seek to engage parents, carers and the local community as partners, encouraging them to contribute to and share in their children's personal development and success.

8.6 Every pupil has an Enrichment Passport in which they capture and record their participation in enrichment activities.

9 Intervention

9.1 Not every pupil has the same starting point and there are times when the curriculum needs to be adapted for individual learners.

9.2 Our academies develop a range of intervention strategies to support learners to fill knowledge gaps.

9.3 Pupils who are identified at assessment points as being below the age-related expected standards are given individual or small group interventions over defined periods of time. Pupils are assessed at the beginning and end of the intervention programme so that progress can be tracked.

10 Assessment

10.1 The curriculum is the progression model. Students have made progress if they have learned the intended curriculum. In our academies we believe that teachers should be teaching to the curriculum and not to the test. With this in mind, it is important that we respond to the important curriculum changes and the focus upon solid quality first teaching with a secure and rigorous assessment strategy which is fit for purpose.

10.2 Formative assessment is a form of assessment which helps capture what students do and don't know and allows teachers to address these gaps. Formative assessment can take both verbal and written forms.

10.3 Rigorous summative assessment is undertaken in our academies to provide valid and reliable information about how well students in our academies have learned the curriculum that we are teaching them. Summative assessments create data and information which has shared and consistent meaning.

10.4 In our academies staff are asked for assessment information three times per year. Anything more regular than this does not provide meaningful data about how well students have learned the curriculum.

10.5 Assessments are standardised both internally and externally in our academies. For our core subjects, leads meet regularly in TNGs (Team Network Groups) to standardise assessments across our academies. At KS4 this is assisted by the selection of common examination boards for the EBacc subjects.

10.6 See our Assessment, Recording, Reporting and Exams Policy for further detail.

11   Staff Training and Support

11.1 We build regular opportunities for staff in our academies to develop their subject, pedagogy and pedagogical content knowledge through individual and group training.

11.2 Team Network Groups are subject specific and meet up to six times a year to develop curriculum plans, schemes of learning and lesson resources.

11.3 Strategic Development Groups address wider curriculum issues and also meet up to six times a year.

11.4 We encourage staff to attend webinars, training days and development activities through our ATT Institute and those offered by external organisations.

11.5 Training needs for individual staff are routinely linked to their development targets and PDCs (Professional development Conversations) take place regularly throughout the year.

11.6 We deliver bespoke training for new entrants to the professions and for those recently qualified or returning to the profession.

12   Review

12.1 The application of this policy in our academies is reviewed by the Regional Education Directors as part of the CSI (Challenge, Support and Intervention) Strategy.

Appendix A Glossary of Curriculum Language

Quality of Education	A rounded view on the quality of education an academy provides: the appropriateness of the curriculum intent (taking into consideration narrowing/flexibility), the extent to which it delivers on this intent (Impact), and how well it is delivered at subject/classroom level (implementation).
Intent	What the curriculum is building towards and how it is planned to get there taking into account the local context whilst ensuring students acquire the knowledge and skills to take advantage of opportunities, responsibilities and experiences in later life. This is set at Trust, academy and subject/phase level with each being intrinsically linked to the others.
Implementation	How the curriculum is taught at subject/classroom level.
Impact	What students have learned.
Component	Individual items of knowledge that students will learn.
Composite	Components combine together to form composites, combined they become more complex composites.
Fluency	The ability to retrieve knowledge quickly and accurately.
Cultural Capital	'It is the essential knowledge that students need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' (Ofsted S5 Handbook 2019) In our Trust this is not a tick box for each topic or lesson but is rooted in the curricular culture of our academies.
Core Content	This refers to the substance of the curriculum that students must know and remember to ensure a secure foundation in their schemata development.
Wider Content (Hinterland)	This is the content that sits outside of the core. It might be about the bigger picture. For example, the full novel. Without acknowledging and using such wider content, the core (a small passage from a novel) may not have true meaning. Wider content is often what makes knowledge rich and memorable for students.
Substantive Knowledge	The knowledge produced by an academic subject, which is made up of established facts that are uncontested.
Cumulative knowledge	This is where knowledge is not wholly reliant on students having previously studied a 'certain' topic, which means there are many pathways to mastering the content.
Hierarchical Knowledge	This means that you cannot teach one topic until students have 'mastered' the prior knowledge - e.g. times tables before fractions.
Disciplinary Knowledge	Disciplinary knowledge refers to what pupils learn about how that knowledge was established and constructed within the discipline,

	its degree of certainty and how it continues to be revised by scholars, artists or through professional practice. In some subjects, this is where there is space for judgement making, argument, open-ended challenges and subject thinking.
Curriculum sequencing	This is ultimately about *how* and *why* a certain section of the curriculum serves to prepare students for future content, such that it has a *proximal function* to make the next stage possible and *ultimate function* to do an enduring job. The aim is to build a student's knowledge and skills towards agreed end points whilst equipping them with the confidence to be able to create knowledge themselves.
Proximal Function	Each bit of a curriculum has a job to do. The proximal function is how the knowledge from this lesson supports the work planned in the next few lessons/weeks.
Ultimate Function	Knowledge acquired across a curriculum is durable and has an ultimate function, a future purpose. This knowledge supports students, over time, to develop deeper conceptual understanding. It allows individuals to not only eventually enter disciplinary conversations and debates with confidence but allows students to potentially become knowledge creators themselves in the future.