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ST ALBANS
MULTI-ACADEMY TRUST



Curriculum Policy

Policy type	Local Academy
Ratified by Governors' Academy Council	
Adopted by the Trust Board	
For review	September 2020
Person responsible	O Bates / D Mitchelmore

Totternhoe CE Academy is committed to safeguarding and promoting the welfare of our children and young people and expects all staff, volunteers and visitors to the school to share this commitment.

Our Vision

An excellent, nurturing education, valuing and respecting all. Everyone enjoying and exploring life in all its abundance, sharing our unique gifts, whilst growing together in love and understanding of the Christian faith. 'Each of you should use whatever gift you have received to serve others.' 1 Peter 4:10a
'With God's love, we seek adventure with our minds and find a home for our hearts.'

Our Curriculum statement:

At Totternhoe CE Academy, our Curriculum prepares our pupils to ASPIRE.

Totternhoe CE Academy **ASPIRE curriculum** encourages and enables our children to be:

Aspirational – in their outlook, aiming to be the best they can be, achieving their goals for the future

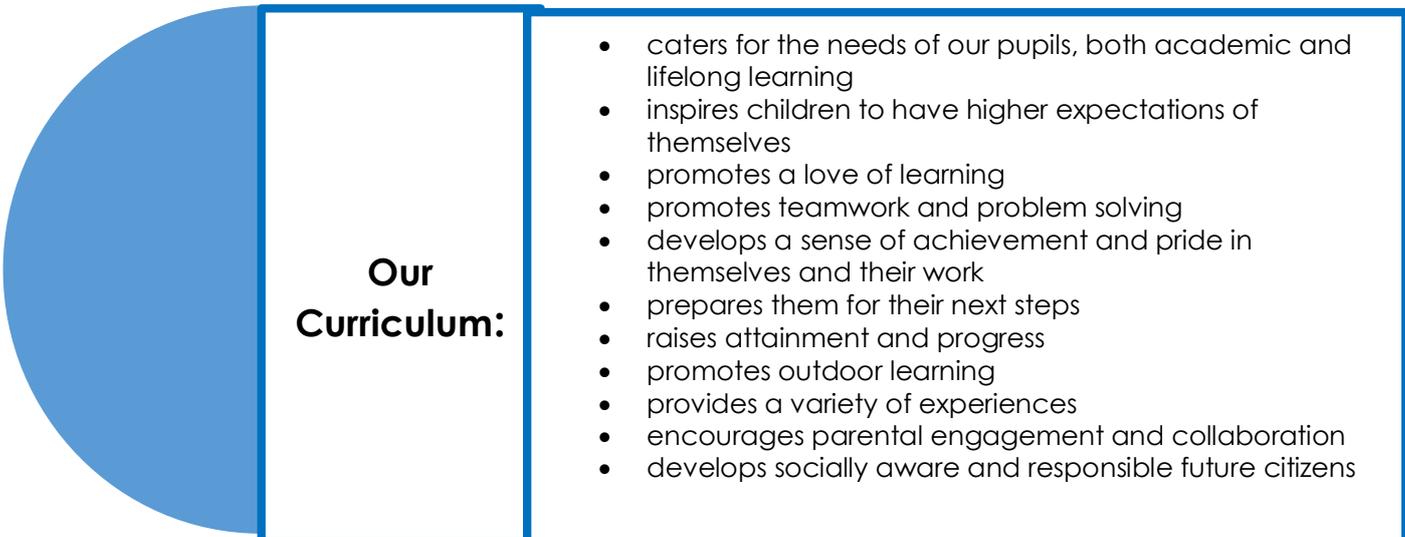
Successful – in achieving/celebrating individual, step-by-step challenges in all areas of learning

Prepared for life – through their personal development of Christian values, equipping them for life in our multi-cultural society; through being confident and skilled in using and applying their learning in our ever-changing, technologically advancing world

Independent – learners who are self-motivated and take responsibility for their learning; confident in managing themselves, their feelings and their belongings

Resilient – recognising and embracing the positive opportunities for personal growth and learning offered by facing challenges

Empowered – by encouragement, growing confidence and self-awareness of their own strengths, to be effective learners, responsible and considerate members of the local and wider community, prepared and open to face future challenges and opportunities.



Our Curriculum:

- caters for the needs of our pupils, both academic and lifelong learning
- inspires children to have higher expectations of themselves
- promotes a love of learning
- promotes teamwork and problem solving
- develops a sense of achievement and pride in themselves and their work
- prepares them for their next steps
- raises attainment and progress
- promotes outdoor learning
- provides a variety of experiences
- encourages parental engagement and collaboration
- develops socially aware and responsible future citizens

Aims and Objectives

In reviewing and developing our curriculum, we aim to continue to include experiences strategies and themes which will engage our children and allow them to learn and develop the attitudes, qualities and skills we believe are important for them to be aspirational, successful, prepared for life, independent, resilient and empowered.

At Totternhoe CE Academy, we are committed to providing a broad, balanced curriculum for all pupils, which enables them to develop knowledge, understand concepts and acquire skills, whatever their starting points, as they progress through each Key Stage.

In Early Years Foundation Stage (Pre-school and Reception) we promote the learning and development of our youngest children and ensure they are ready for Key Stage 1.

We aim to ensure that the curriculum is relevant, engaging and stimulating, through our incorporation of school visits, visitors, themed learning weeks, immersive learning environments and use of our extensive outdoor learning spaces. The curriculum provides experiences for all our children which develop and enrich their understanding of the world around them.

Our curriculum is underpinned by our Christian ethos, where Christian values are woven through all aspects of school life and are promoted by all members of the school community.

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- 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
- Promote Christian values through our embedded Christian ethos and whole school values-based learning
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote resilience and a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support

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](#).

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](#).

Roles and responsibilities

The Regional Hub Board - RHB (Governance)

The RHB will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The RHB will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The Academy 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 and disabilities (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

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 Academy chooses to offer, have aims and objectives which reflect the aims of the Academy 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 RHB
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The Academy's procedures for assessment meet all legal requirements
- The RHB is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The RHB 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 SEND

Other staff

Other staff will ensure that the Academy curriculum is implemented in accordance with this policy.

Organisation and planning

The curriculum is delivered through a theme-based approach, across Early Years, KS1 and KS2.

Standalone subjects include PE, RE, PSHCE, Computing, Mathematics and English. All are incorporated in the theme-based curriculum wherever links are possible, with a strong emphasis on writing for a range of purposes across the curriculum. Art, Design and Technology and Music are taught through the theme where possible, using National Curriculum 2014.

Termly, **themed units** are planned for KS1 and KS2, with differentiation within these themes, appropriate for each year group. Half-termly themes are planned in Early Years.

Although KS1 and KS2 study a similar theme across a term, each Key Stage has a different focus suited to the stage of the learners. Each theme is launched with a 'Wow' day to engage and 'hook' the children and immerse them in the theme. Visits may be used early on in the theme to provide specialist subject knowledge and interactive experiences. Each theme will be linked to particular learning qualities and characteristics that can be developed through the theme. Educational visits, experiences or visitors are planned to enhance learning for each theme.

In KS1, **Science** is taught in Year group classes. In KS2, Science is taught on a two-year rolling programme to accommodate the needs of past and current mixed year group classes (Year 3/4 and Year 4/5). One whole afternoon is allocated across KS2, with Science being taught in specific Year groups to allow optimal group sizes.

The new Bedfordshire **RE** Agreed Syllabus will be taught across the whole school. EYFS and KS1 will follow a planned series of age-appropriate units. In KS2 (Years 3/4/5), selected units are taught in mixed year group classes, avoiding units already covered, and adapting, developing and extending units for LKS2 and UKS2 children.

Co-operative learning is an extremely successful teaching strategy in which small teams of students work together towards a learning objective. They may be working with partners or the whole class. Each member of a team is responsible not only for learning what is taught but for helping team mates learn, creating an atmosphere of achievement and cooperation. Our learners need to be able to articulate clearly, to explain their understanding and ideas, to reason and problem solve and justify their choices. Social and communication skills underpin all our interactions and having confidence in communicating effectively will empower our learners to make excellent progress socially and academically, now and in

their future encounters with the wider world. This will be developed with the children using the KAGAN scheme, (to be introduced in the Spring term 2020).

Outdoor learning: Outdoor learning is a key feature of EYFS learning, and outdoor learning is regularly planned across a range of curriculum areas in KS1 and KS2. We aim to provide as many creative opportunities as possible, in all curriculum areas, where the outdoor environment is used to promote, excite, and develop learning.

Specific outdoor learning opportunities are planned to support and supplement classroom teaching and learning.

Forest school: Forest school sessions are planned and delivered to all year groups, in blocks throughout the year, by the qualified Forest School Leader. Sessions take place in and around our own Wonderwood, and sequences of sessions teach, build on and develop new skills with tools, materials, craftwork, in addition to promoting emotional wellbeing, developing social skills, confidence, independence, resilience, perseverance etc. Learning is linked to themes across the curriculum, including science, art, literacy, design, technology, etc.

Details for the teaching of individual subjects can be found in the subject policies.

Medium and long-term planning

The **whole school yearly overview** for 2019/ 2020 is published on the Curriculum/Overview page of the website.

http://www.totternhoe.beds.sch.uk/uploads/2/4/8/6/24860326/tcea_whole_school_curriculum_coverage_2019_20_final.pdf

Termly whole school overviews are available on the Curriculum/ Term page of the website.

http://www.totternhoe.beds.sch.uk/uploads/2/4/8/6/24860326/final_tcea_curriculum_coverage_autumn_2019_20.pdf

Termly class/year group curriculum maps are available on the Class pages of the website.

See our **EYFS policy** for information on how our Early Years' curriculum is delivered.

Inclusion

Teachers set high expectations for all pupils and use Quality First Teaching, along with carefully targeted interventions to meet the needs of all learners and ensure they receive the support and challenge needed. Teachers 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)
- In year admissions

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.

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.

Teachers plan to stretch and support all learners as appropriate. More-able pupils will be enabled to achieve objectives at Greater depth, through application of their understanding and skills in a variety of curriculum areas. The theme-based curriculum offers the context in which eg. mathematical skills might be further applied and developed in eg, D&T, science, geography.

Further information can be found in our equality statement and in our SEND policy and information report.

Monitoring arrangements

The RHB monitor whether the Academy is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- ADP and SEF updates
- Curriculum overview documents
- Termly curriculum maps
- Learning walks
- Participation in inter-school events
- Links with other schools, to promote transition, sharing in wider learning experiences
- TIDE reports from the DSAMAT
- 'Deep dive' analysis reports from the DSAMAT

Subject leaders monitor the way their subject is taught throughout the school by:

- Learning walks
- Book scrutinies
- Analysis using online tracking system data
- Moderation meetings
- Staff meetings/ INSET

This policy will be reviewed annually by the Headteacher/ curriculum leader. At every review, the policy will be shared with the RHB.

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment, Tracking, Recording and reporting policy
- SEND policy and information report
- Looked After Children Policy
- Equal Opportunities and Accessibility Policy

Revised October 2019 D Mitchelmore