



Curriculum Policy

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Changes to this Policy

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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 we have 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.

East Herrington Primary Academy is proud to be part of Balmoral Learning Trust. Central to the core values of the Trust, is that collaboration is at the heart of school improvement and for this reason, the curriculum at EHPA is implemented according to the following agreed principles:

Learning is a change to long term memory and if nothing has been altered in long term memory, nothing has been learned.

Each school's curriculum will:

- link strongly to the Balmoral learning Trust values as outlines in their curriculum statement;
- link strongly to the opportunities in its own locality;
- be progressive, knowledge-rich and based on ideas from cognitive science;
- be based on key concepts which allow pupils to make links and put their understanding into context.
- be delivered creatively, to engage and excite pupils;
- provide high challenge, repeated practice and low stakes testing;
- be underpinned by purposeful assessment which guides teaching.

Teaching staff will have the pedagogical understanding and subject knowledge to deliver the curriculum effectively.

1. Curriculum Rationale

The curriculum at East Herrington is designed to provide a broad and balanced education that meets the needs of all pupils and gives them the knowledge, understanding and skills to prepare them for their future lives.

It 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.

It is designed to enhance the education of children from our school community while supporting their spiritual, moral, social and cultural development and to remove divisions in society by offering a bespoke cultural capital for our children.

2. Curriculum Intent

As a school, we base our learning on a broad and balanced curriculum and strive to deliver a wide and varied learning experience building upon knowledge, understanding and developing skills. We are fully committed to developing each child's unique potential within a secure and caring environment. The breadth of our curriculum comes from the wide range of topics covered within subject schemes of work whilst depth is sought by considering 'big enduring ideas' across these subjects (Meyer and Land, 2003). Our ambition is for our students to study the best of what has been thought and said by many generations of academics and scholars.

Cognitive science tells us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also

tells us that in order for students to become creative thinkers or have greater depth of understanding they must first master the basics, which takes time. In light of this, our curriculum has a clear focus on practice and application of basic key skills across its full breadth to allow for procedural knowledge to be developed and ensure semantic knowledge can grow (Tulving 1972).

We use a range of sources to meet the needs of the curriculum and provide an exciting and enlightening learning experience for our children, using opportunities in our local area. We believe that our children should not only reach their best academically, but also develop a thirst for knowledge, foster a love of learning and leave our school with independent learning skills.

The children of East Herrington Primary Academy are happy learners who work hard to reach the challenges set by their teachers. Excellent teaching and learning give children opportunities to be successful in a creative, safe, calm environment where classrooms and other learning spaces promote creativity and high aspirations. This fulfils our mission statement "From tiny seeds beautiful minds blossom and grow".

3. Roles and Responsibilities

The local governing body

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

The governing body will also ensure that:

- a robust action plan and monitoring program is in place for setting curriculum priorities and aspirational targets.
- the school is teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover curriculum requirements.
- proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).

The Headteacher supported by the Curriculum Lead

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing body is advised on whole-school targets to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

4. Implementation

The curriculum consists of many planned experiences in school and out: lessons, themed days or weeks, assemblies, clubs, sports, extra-curricular music, trips and visits, workshops, residential visits, fund raising, school council, family learning and community work. Outcomes are designed to meet the requirements of the National Curriculum but also to develop the skills needed for learning and for life.

Our broad and balanced curriculum is designed so that the subject specific knowledge and skills are interleaved within a cross-curricular theme or context each term and where meaningful, cross curricular links are made.

As stated in our agreed principles, learning is a change to long-term memory. In order to achieve long-term memory retention, repetition is required. Schemes of work at EHPA offer frequent opportunities for revisiting and retrieving. This increases both memory storage and retrieval strength. The sequencing of lessons and learning within schemes of work, Year Groups and across curriculum subjects, allows for children to draw on previously learned knowledge thus strengthening their schemata. Schemata are further reinforced through the use of intra-curricular links.

Every subject is led by a subject leader. Subject leaders have produced knowledge and skills documents for their subjects and year teams have matched these within the topics they are covering making curriculum links where appropriate and meaningful.

A subject specific policy has been produced for all core and foundation subjects. To ensure that progression and balance is maintained, long term plans have been developed for maths, English, science and foundation subjects in all year groups.

These plans will be developed into medium term plans which clearly highlight the learning objectives and assessment opportunities, as well as links to other subjects.

5. Curriculum Impact

“Intelligence plus character - that is the goal of true education” Martin Luther King Jr Our curriculum impact is measured in 4 different ways.

1. What do the children learn?
2. What are their characters as learners?
3. Is their behaviour for learning able to help all become effective learners?
4. Can the children make good moral decisions?

1. Children as learners

We strive to ensure that our children’s attainment in core and foundation subjects is in line with or exceeding their age-related expectations when we consider the varied starting points of children. We measure this carefully using a range of materials. We ensure that all children make progress from their initial starting points and support children to do so. We intend that the impact is that children will be academically and physically prepared for the next phase of their education, in Britain and the world.

2. What are their characters as learners?

The impact will be that our learners will be fully rounded individuals with a clear understanding of complex values like equality, friendship, trust and many others. Only by really learning what this mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviours, we see each and every day in all learners on the playground, in the corridor, and in the many roles we give them. The impact is seen in the daily interaction of all members of our school community.

3. Behaviour for learning to become effective learners

The impact is seen by how the children approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. The impact should be that children don't give up, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this.

4. Can the children make good moral decisions?

Our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong and will be resilient to the influence of others. They will go out into the world and make a difference in their own lives and to others. Our learners will be the owners of their own destinies.

6. Assessment

All academies in Balmoral Learning Trust recognise that assessment is an integral and essential part of the teaching and learning process, a tool for teachers and a way of sharing progress with parents.

In addition to agreed formal assessments that measure outcomes against schools nationally, assessments in other subjects will embody the values of the Trust with clearly defined outcomes at each stage of learning; and clear expectations for pupils working at greater depth.

It should be remembered that as learning is a change to long-term memory it is not always possible to see the full impact in the short-term.

The assessment of foundation subjects is to establish if knowledge has moved from short term to long term memory.

End points for each subject in each year group are clearly defined with clear expectations for those working at greater depth. Milestone questions are mapped across subjects and year group schemes of work to track progress. These milestones track key concept/knowledge that develop throughout each subject.

Progress can also be tracked within a milestone by considering a child's procedural and semantic knowledge.

Procedural Knowledge can be weak, fluent or automatic. Semantic knowledge can display weak meaning, strong semantic understanding or understanding beyond the obvious. Based on these principles, a child could be assessed as having basic (-), advancing (=) or deep knowledge (+) in a subject. It would be expected that children would move through each of these stages as each new concept is introduced.

7. Inclusion

At East Herrington we believe that all children are entitled to a broad, balanced and relevant curriculum through which we support children with additional needs. All children are encouraged to achieve their full potential and to be included in the social and academic life of the school. We aim to provide educational experiences that take into account the individual needs of children, appropriate to their level of ability. Special Educational Needs (SEND) is coordinated by Miss Miller and Mrs Douthwaite, who are supported in their work by outside agencies, which provide specialist advice.

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.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

8. Monitoring arrangements

Governors monitor whether the school is teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Link governors/challenge committee
- Termly focused learning walks/curriculum days in school
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All levels of leadership are involved with the monitoring of the curriculum. The headteacher, assistant headteachers, curriculum lead, phase leaders and subject leaders all have a responsibility to monitor the implementation and impact of the curriculum or their specific curriculum area and/or phase.

The curriculum is monitored throughout the school by following a structured monitoring program which includes:

- Work scrutiny
- Pupil voice
- Lesson observations
- Learning Walks
- Environment walks
- Moderation within school and with cluster/trust school

Subject leaders complete an audit of resources annually. This feeds into a subject budget request which is driven by input from class teachers on those resources best needed to implement the curriculum and achieve the greatest impact. These resources may include concrete materials and first-hand experiences for the children.

Subject leaders also have responsibility for monitoring the way in which resources are ordered, stored and managed.

For information about the delivery of our EYFS curriculum, please see the separate EYFS policy. All staff will ensure that the school curriculum is implemented in accordance with this policy and in conjunction with all specific subject policies and all others that relate to learning and teaching. This policy will be reviewed annually by the headteacher and curriculum leader. At every review, the policy will be shared with the full governing board.