



MARISH
Academy Trust



CURRICULUM POLICY

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Contents

1. Introduction
2. The organisation of the curriculum
3. Pupils with special needs
4. Roles and responsibilities
5. Associated policies
6. Revision history

Introduction

At Marish Academy Trust we aim to promote maths and literacy throughout our whole curriculum by including these core subject areas within every lesson. We also focus on improving spelling and punctuation throughout each subject area; we do this because we know that this will enable pupils to learn the two core subjects faster.

We ensure that our curriculum coverage is broad, balanced and relevant and that it provides opportunities for pupils to achieve and excel in a range of different subject areas. We work with local partnerships wherever possible to give our pupils the very best access to subject specialist teaching and high quality resources **ensuring a progression of skills throughout year groups.**

Our curriculum is in line with the new 2014 curriculum and teachers ensure that the children have a range of learning experiences that challenge, stimulate and promote thinking and learning. Social, moral, spiritual and cultural themes are present within all of curriculum lessons and children are given many opportunities to explore SMSC through lessons, work, and local visits and workshops.

All staff, in liaison with the curriculum team, monitor the whole curriculum to ensure coverage of all statutory requirements, key skills and aspects of content across the school.

Through our curriculum provision at Marish Academy Trust we aim to:

- develop the whole child as an individual, building positive self-esteem and self-awareness within an aspirational culture of high expectations
- support each child to develop a passion for learning and commitment to becoming an independent, self-motivated life-long learner
- enable children to develop the life skills to stay safe, keep healthy, enjoy and achieve, make a positive contribution and achieve economic wellbeing in adulthood.
- enable children to achieve the highest possible standards in communication, reading, writing and mathematics
- enable children to acquire knowledge and skills in across the whole curriculum in in communication, reading, writing and mathematics, science, humanities, Religious Education, Computer Science, Art and Design, Design Technology, MFL, Music, PE
- enable children to be confident in the use of ICT across the whole curriculum
- promote physical and emotional development and an awareness of the importance of a healthy lifestyle

- promote spiritual, moral, cultural and social development for all children through exploration of values and beliefs held by different groups of people
- enable pupils to appreciate and value their own cultural heritage and that of others
- develop children's awareness of and provide opportunities to participate in the arts and culture
- provide pupils with the understanding and awareness in order to become positive citizens in society
- provide equality of access and the opportunity for all pupils to make sustained progress
- prepare pupils well for the opportunities, responsibilities and experiences of the next stage of education and into adult life
- provide continuity and progression for each child, promoting enjoyment and engagement.

The Organisation of the Curriculum

- A literacy overview is provided at the start of each academic year that outlines which units each year group will cover. This includes reading, spelling punctuations and grammar, speaking and listening and writing.
- A set of literacy targets in line with the 2014 curriculum will also be attached to each unit of work. Children have printed half termly target cards, these relate to the end of their key stage writing expectations. These will be attached to every literacy books and children will work towards them in every lesson.
- Literacy is very much structured around the 'Power of Reading' format. Children are given the opportunity to deeply explore quality texts, linking strongly to other areas of the curriculum. This instils a passion for reading and a deeper understanding of texts.
- The maths curriculum is also outlined for every year group at the beginning of each academic year, each child has their yearly targets in their maths books so that they are aware of where they are going with their learning and can see how their progression. Children work towards their targets in every maths lesson.
- Every year group will have a different 'topic' each term that incorporates all foundation subjects each half term. Curriculum teams lead the planning of these subjects and are supported in planning by subject specialists.
- Each 'topic' links to the Power of Reading focus book for that unit. This ensures a range of cross curricular learning, links and writing opportunities.
- Humanities subjects (History and Geography) are taught every week as a stand-alone subject. These subjects alternate each half term e.g. if history is taught in autumn 1, then geography will be taught in autumn 2. These subjects must be in line with the year group topic.
- Art and Design Technology work in the same way as the humanities, in that they alternate each half term and must be in line with the year group topic.
- Foundation subjects are taught with progressive subject specific skills in mind.
- Science units of work are planned in accordance to the 2014 curriculum objectives.
- We follow the RE scheme 'discovery RE' to teach a weekly RE lesson to every year group

- **Computer Science** is taught from the 2014 curriculum objectives and we use espresso coding software to deliver coding lessons to each year group.
- PE is taught in partnership with Create Development and **incorporates aspects of** the Real PE scheme. PE is assessed using assessment wheels, which can be accessed online.
- The children are taught in their year bands and generally within mixed ability classes for most subjects.
- Setting takes place for Mathematics throughout KS2. This enables the teaching to focus particularly on the level of ability of those pupils.
- The Foundation Stage uses the revised Early Years Foundation Stage curriculum to plan medium term units of work for each half term. Weekly plans are then formulated for each week. (See Appendix D)
- When available subject specialist will teach French, Music and PE. If this cannot be timetabled then these specialists support the planning and delivery of these subjects for other teachers.
- SMSC must be promoted throughout every subject area and school ethos. This will be evidenced in every school display of work by including an SMSC grid to highlight the areas covered.
- PSHE will be taught from SEAL schemes of work and through R-Time. We have R-Time champions who monitor its provision.

Pupils with Special Needs

The curriculum in our school is designed to provide access and opportunity for all pupils. Moreover we endeavour to personalise the provision to meet the needs of all children as individuals. We comply with the requirements set out in the SEN Code of Practice in providing for pupils with special needs.

More able and Gifted and talented pupils are encouraged to challenge themselves through differentiated work aquestions or tasks in all lessons.

Roles and Responsibilities

The Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:

- A deputy head teacher **in each school** has responsibility to organise and monitor curriculum provision. Curriculum teams are responsible for developing half term units of work and providing half termly plans.
- Subject Leaders are responsible for ensuring quality provision of their subject is being provided; that teachers receive training and support and that resources are available.
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class.
- Team Leaders and their teams ensure that at the end of taught units, appropriate assessments are completed, which then inform planning for the next unit of work
- SLT, year-groups and the **Curriculum Team** review and evaluate monitor termly and weekly planning, and use their analysis of this in conjunction with book scrutinies, lesson observation data and questionnaires to children to ensure teaching and learning are maintained at least consistently good and that progress and attainment are maximised..
- SLT oversee that the progress of each pupil is tracked using the whole school tracking data system and ensure that there is appropriate challenge, support and intervention which is reviewed for its efficacy each half term on our provision and inclusion maps which feature every child in school.
- The Governors are responsible for ensuring that the curriculum delivered in school is broad, balanced and relevant and so meets the needs of all within our contexts. They review curriculum developments at the Quality of Provision sub-committee and at whole Governing Body meetings through the termly Headteacher's report.

Associated Policies

This policy should be read in conjunction with the Teaching and Learning Policy, Assessment Policy and Inclusion Policy.

Revision History

Version	Date	Author	Comments
1.0	July 2012		
2.0	Dec 2014		

Approval History

Version	Approved	Comments
1.0	July 2012	

