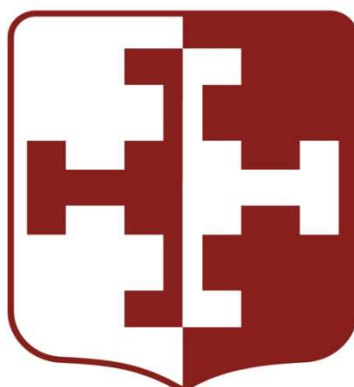


Trinity  
Academy  
St Chad's



Trinity Academy St Chad's

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| <b>Policy:</b>              | Curriculum Policy                                |
| <b>Date of review:</b>      | September 2023                                   |
| <b>Date of next review:</b> | September 2024                                   |
| <b>Lead professional:</b>   | Assistant Principal:<br>Teaching and<br>Learning |
| <b>Status:</b>              | Non-Statutory                                    |

## 1. Curriculum Intent

1.1 The curriculum at Trinity Academy St Chad's offers a wide range of opportunities, both inside and outside the classroom, so that all children achieve academic success, develop life-long skills and expand on their cultural capital.

Our ambitious curriculum is coherently structured and at each stage matches the demands of the national curriculum and beyond to ensure children can meet and exceed age related expectations. The curriculum is designed so that each year builds to the next: children are able to recall previous knowledge, make connections, build subject fluency and really deepen their understanding. Across each subject, the knowledge, skills and understanding are carefully mapped out, and teachers use their professional expertise to adapt the schemes of learning so that the needs of all learners in individual classes are met.

All Trinity academies have the highest of academic standards and our core values of Empathy, Honesty, Respect and Responsibility are integral to our day to day workings. We support every child and young person to grow as well-rounded, caring and responsible citizens who can play a positive and significant role in society. When children leave St Chad's, we aim to have provided an educational experience that has given all children the opportunity to develop culturally, emotionally, intellectually, socially and spiritually so that they are well prepared and confident to start the next stage of their education.

### **Our curriculum:**

1. Is aspirational and inclusive, reflecting our academy values
2. Provides a wealth of academic and co-curricular opportunities
3. Leads to in-depth knowledge and skill development in a broad range of subjects
4. Expands on cultural capital
5. Ensures pupils are confident, well-rounded individuals prepared for their next steps and life beyond Trinity Academy St Chad's

### 1.2 Aims:

- To provide a varied curriculum offer to pupils which ensures deep understanding of individual subjects, leading to a rich body of knowledge.
- To ensure the best possible progress and highest academic achievement for all by tailoring the curriculum to individual needs, ensuring flexibility and responding to change where necessary.
- To promote pupils' spiritual, moral and social understanding by a varied curriculum offer and personal development programme

## 2. Objectives

### 2.1 For pupils

- To be fully engaged and involved in their learning at all times, always striving to be the best they can be and completing all class and homework tasks set for them.

### 2.2 For parents and carers

- To support their child's academic progress and curriculum experience by working with the academy through regular communication, attendance at parent consultation evenings and 'achieve' programmes.

### 2.3 For teachers

- To provide quality first teaching for all pupils, allowing for the full range of learning needs of different pupils. Ensuring that a deep body of knowledge is given to pupils to enable them to make the highest possible progress.

### 2.4 For Subject Leaders

- To ensure curriculum coherence via regular review of schemes of work in line with national and local requirements.
- To monitor the academic progress of pupils across the curriculum and ensure any potential barriers to learning are recognised and strategies are put in place to remove them.

## 2.5 For the Senior Leadership Team

- To ensure that a broad and balanced curriculum is offered which is appropriate to pupil's needs.
- To ensure statutory requirements are met by the curriculum offer and that national changes are monitored and acted on within appropriate timescales.
- To be responsible for the management of change in curriculum content over time.
- To ensure that Quality Assurance is consistent across the Academy and that the process is effective in raising achievement through sustained and continuous improvement in teaching and learning.
- To offer a programme of professional development that will ensure quality first teaching for all pupils.
- To monitor the academic progress of pupils across the curriculum and ensure any potential barriers to learning are recognised and strategies are put in place to remove them.
- To lead CPD within the school to ensure pupils are receiving quality first teaching with a focus on deep understanding of knowledge and acquisition of relevant skills.

## 2.6 For the CEO

- To review and agree the curriculum policy for approval by the Board of Directors.

# 3. Curriculum Delivery

## 3.1 Classroom policy

- All pupils will follow a broad and balanced curriculum offer within individual curriculum areas which aims to not only prepare pupils for statutory assessments but that also deepens their understanding of the subject and builds the skills needed for success academically and in the future workforce.
- All pupils will be expected to complete all tasks set in lessons, and in addition complete a range of homework activities.
- If a pupil is absent, the class teacher will support the pupil to ensure they are provided with all relevant resources to catch up on missed class work / homework.

## 3.2 The St Chad's Experience

- The 'St Chad's Experience' permeates the academic curriculum and will be enhanced through assemblies, workshops by external agencies and by supporting significant local and national events and charities.
- Pupils will have the opportunity to partake in cultural trips, visits and residential trips, based on the needs which aim to develop their spiritual, moral, social and cultural understanding.
- The academy values of Empathy, Honesty, Respect and Responsibility play an integral part in the 'St Chad's Experience'. Through initiatives such as daily 'Read and Discover', pupils have daily reflections built into their timetable to consider local, national and global events.

## 3.3 Religious Education policy

- All pupils study the local agreed syllabus for RE. The programme comprises the teachings of a variety of religions and links to wider topics which broaden pupils' spiritual and moral education.

## 3.4 Involve and Achieve

- Education outside of the classroom is integral to the St Chad's Experience, and all pupils are encouraged to take part in extra-curricular 'involve' clubs.
- There are 'achieve' sessions for Y2 and Y6 pupils, which are run by Y2/Y6 teachers. Pupils are invited to attend these sessions, and parents contacted, if they would benefit from small group teaching or where they are not yet making expected progress. For more information, please see the separate 'achieve' policy.

## 3.5 Literacy

- We aim for all of our pupils to become literate and articulate communicators. In all subjects, pupils should be taught to correct themselves correctly and appropriately on paper and orally, and to read accurately and with understanding.
- The importance of vocabulary is valued by the academy. All pupils are exposed to new vocabulary through knowledge organisers and through the reading of challenging and varied texts.
- Pupils who need literacy support receive the support they need, whether in class or through the delivery of intervention programmes. For more information please see the separate SEN and Literacy policies.

#### **4. Curriculum Organisation**

Pupils have a 25 hour week and the statutory primary national curriculum is taught, including programmes of study and attainment targets for all National Curriculum subjects at key stages 1 and 2 (i.e. Maths, English, Science, Geography, History, RE, Art, Design and Technology, Computing, Music, PE, and Spanish (KS2 only)). In addition, the statutory requirements for Relationships and Sex Education (RSE) are provided for through PSHE lessons. In Reception classes, the statutory framework for the Early Years Foundation Stage is followed.

#### **5. Grouping of pupils**

Pupils are taught in mixed-ability classes as follows:

**EYFS and KS1:** Reception, Y1 and Y2

**KS2:** Y3, Y4, Y5 and Y6

#### **6. Monitoring and review of the curriculum**

Monitoring of standards, systems and teaching and learning across the Academy is the responsibility of the Senior Leadership Group. Monitoring of the quality of lessons on a daily basis is the responsibility of the Senior Leadership Team and Subject Leaders. Each subject has ongoing Quality Assurance throughout the year via learning walks, lesson observations, work scrutinies and pupil voice.