



Mid-Trent
Multi Academy Trust

Curriculum Policy

September 2022



St Andrew's CE
Primary School



Colwich CE Primary
School



St Peter's CE Primary
School



Flourish Early
Education



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Introduction

The curriculum within the Mid-Trent Multi-academy trust schools encompasses all the planned activities that we organise to promote learning, personal growth and development in our children. For us, our curriculum extends well-beyond the formal requirements of the National Curriculum, to include the wide range of extra-curricular activities that we organise to enrich the learning experiences of every child in our school; as well as through our Christian values, where children learn and flourish from the way they are treated and expected to behave. Through our whole-curriculum, we teach our learners how to grow into positive, responsible young people, who can work and co-operate with others while developing knowledge and skills, so that all flourish and become life-long learners.

Whole School Vision and Values

Everything that we do at Colwich is driven by our Christian vision, mission and values

God is love, so we: Learn to Love; Love to Learn; Learn for Life.

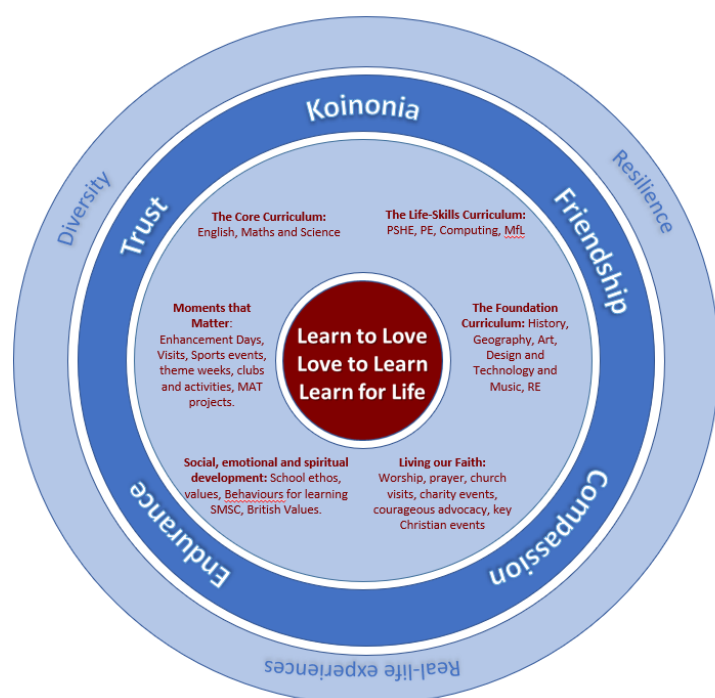
God is love. If we keep on loving others, we will stay one in our hearts with God, and he will stay one with us.

(1 John 4.16 CEV)

Our vision is that every child is fully welcomed into our supportive community and discovers their value as a unique child of God. Through the highest quality of teaching and learning, we endeavour to nurture them so that they leave us as confident, curious and resilient life-long learners ready to fulfil their God given potential. We are guided by our Christian values to inspire one another to flourish through life's journey. *'Start children off on the right path. And even when they are old, they will not turn away from it.'* (Proverbs 22:6 NRIV)

This is delivered through our curriculum vision.

Curriculum Vision



Our Vision

At Colwich we aim to ensure that all our children's lives are enriched through an inclusive and inspiring curriculum. Whilst on their learning journey, children will encounter a curriculum that will challenge, nurture, engage and inspire them. It will promote curiosity, cross the barriers of difference and celebrate diversity. The learning journey will extend outside of the classroom, allowing children to experience a plethora of learning opportunities which will promote discussion, imagination and self-worth.

Our curriculum is underpinned by our Christian roots which will enable all our children to flourish. It aims to ensure that children leave us as confident, curious and resilient life-long learners who are ready to fulfil their God given potential whatever the future brings.

Implementing our vision

We will:

- Provide a broad and balanced curriculum to ensure that children are fully prepared for an ever-changing society and allows all children to engage with all subjects and find those areas where they can truly flourish.
- Create a curriculum where basic mathematical and literacy skills are promoted and mastery skills are developed. Children will develop fluency and reasoning skills in maths that they can apply across the curriculum, literacy skills that allow them to actively and confidently express themselves, as well as a life-long love of reading that allows them to broaden their life experiences.
- Ensure that subject coverage is clear, broad and focused on key concepts so that children know what it takes to be a successful in each specialist field.
- Promote inclusion in all we do. Quality first teaching will challenge and support all learners. Reasonable adjustments will be made to reflect a child's stage in their learning journey, making the curriculum accessible for those with disabilities or special educational needs.
- Ensure that each subject has a clear progression plan that is rigorous and coherent, where subject content builds on previous knowledge and skills. Connections will be carefully planned by teachers to allow retrieval and to deepen children's understanding. Expectations for achievement at each stage will be clear and measurable.
- Empower subject leaders to further develop their subject knowledge to ensure that subject pedagogy is based on evidence based research and has a high impact on achievement.
- Through promotion of our Christian values, we will support our children by creating a safe and open environment where they can be creative, imaginative and explore their curiosities. We will ensure the curriculum allows them to develop as confident individuals who are aware of how to keep themselves safe both physically and mentally.
- Ensure lessons foster and nurture confidence and ambition. Planning will allow children to develop resilience and perseverance
- Our curriculum will be relevant to the needs of our learners. All opportunities will be taken to develop their understanding of diversity and to expand their cultural capital so that they can become responsible, respectful and active citizens who can contribute positively to society.

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 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.

We are moving towards becoming evidence informed schools so look to current research and best-practice guidance when reviewing and enhancing our curriculum offer.

Roles and Responsibilities

The Local Governing Board

Responsibility for the school curriculum, including monitoring the effectiveness of this policy and holding the headteacher to account for its implementation, has been devolved from the Mid-Trent Multi Academy Trust to the Local Academy committees.

The governing committees ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and sufficient 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 (SEN).
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

The 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 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
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board 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 SEN, ensuring that all access a broad and balanced curriculum offer that is tailored to individual needs where necessary.

Curriculum Leaders

Specific areas of curriculum responsibility within the school are distributed throughout the staff team. All members have a responsibility to ensure that the school curriculum is implemented in accordance with this policy.

All areas of the curriculum have a specific team to oversee its effective implementation and secure exceptional outcomes for all learners across the MAT. For 2022-2023, curriculum teams are as follows:

Curriculum Area	Colwich
The Core Curriculum	Team Leader: Miss A De Ste Croix Team Members: Mrs R Chalkley (English/EYFS/Science) Miss L Barratt and Miss C Coxon (Maths)
The Foundation Curriculum	Team Leader: Mrs R Chalkley Team Members: Miss Coxon (History/Geography), Mrs A Alexander (Art), Miss A Holmes (TBC), Miss J Hargreaves, Mrs Cope
The Life-Skills Curriculum	Team Leader: Miss A De Ste Croix (PE) Team Members: Miss C Arnold, Mr J Thomas, Miss L Barratt, Mrs L Ogrodnik, Miss Maymand (PSHE/RSE) Mrs L Evans (MAT PE Ambassador)
Moments that Matter	Team Leader: Miss L Barratt Team Members: All staff
Living our Faith and Social, emotional and spiritual development	Team Leader: Miss K Maymand (RE/CD) Team Members: All Staff

*Leads to be confirmed: [Design and Technology](#), [ICT](#), [French](#), [Music](#)

The role of the curriculum teams are to:

- Provide a strategic lead and direction for their curriculum area;
- Review the curriculum plans for their curriculum areas, ensuring that there is full coverage of the National Curriculum, that learning and teaching suitably meets the school's curriculum intent; that learning intentions are clear and that progression is clearly planned and this progression can be seen in evidence;
- Support and offer advice to colleagues on issues related to their curriculum area;
- Monitor pupil progress in that curriculum area;
- Review the way in which the curriculum area is taught in the school and plan for any improvements necessary;
- Provide efficient resource management for their curriculum area.

Curriculum Organisation

All subjects within the **Core Curriculum** (English, Maths and Science), the **Foundation Curriculum** (RE, History, Geography, Art, Design and Technology and Music) and the **Life Skills Curriculum** (PSHE, RE, Computing, MfL and PE) are taught as distinct and separate subjects. This is to ensure that all learners develop the necessary knowledge and skills that are specific to each of these curriculum areas.

Where appropriate links are made between curriculum areas so that children can see connections and make meaningful links in their learning, as well as offering opportunities for learners to apply and develop their English and Maths skills across the curriculum.

Moments that Matter (Enhancement Days, Visits, Sports events, theme weeks/days, clubs and activities, MAT projects) are planned throughout each school year. These highly considered enrichment activities give learners the opportunity to experience learning and activities beyond the National Curriculum expectations. Through enrichment, we understand that learners develop character, resilience, confidence and a sense of belonging to our wider community which cannot be taught within the confines of the classroom. As a school, we are firmly committed to ensuring every learner experiences a wide range of enrichment opportunities throughout their learning adventure at The Mid-Trent MAT.

The **Social, emotional and spiritual curriculum** (school ethos and values, behaviours for learning, growth mindset British Values, spirituality) is delivered in every moment of every day. Through our daily interactions, our management of behaviour, our worship time, residential visits and more formal lessons we explicitly and implicitly teach learners to embody our school values.

As Church Of England Schools children are encouraged live their **Faith** daily. Through all we do, our values are promoted and lived. Children are invited to inclusive daily worship and celebrate other key events on both the Christian faith and other faiths across the year. A class relationship exists between schools and local clergy to enhance spirituality and the understanding of faith.

This curriculum is also intentionally planned into the school's curriculum, policies, long term plans and daily procedures. Our curriculum maps, statements and termly learning journeys, reflect when and how all aspects of our curriculum will be taught. These are published each year on the school website to aid parents and carers in supporting their child with their learning. In each academic year, learners have the opportunity to experience the full range of National Curriculum subjects as well as a menu of enrichment opportunities.

Further information regarding intention, design, delivery and progression of each aspect of our curriculum is included on the school website. Please click [HERE](#) to read.

Curriculum Development

CURRICULUM DESIGN KEY PRINCIPLES

REFERENCE: William, D. (2013) Principled Curriculum Design. SSAT (The Schools Network) Ltd

DESIGNED BY: Oliver Caviglioli | olc@olcav.com

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A curriculum breathes life into a school's or teacher's philosophy of education; it is purpose enacted. Different philosophies of education – personal empowerment; cultural transmission; preparation for work or preparation for citizenship – place different emphasis on aspects of curriculum design. Curriculum design involves seven key principles which operate in tension with each other.



BALANCED

Promotes intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important.



RIGOROUS

Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline.



COHERENT

Makes explicit connections and links between the different subjects/ experiences encountered.



VERTICALLY INTEGRATED

Focuses on progression by carefully sequencing knowledge; provides clarity about what getting better at the subject means.



APPROPRIATE

Looks to avoid making unreasonable demands by matching level of challenge to a pupil's current level of maturity/knowledge.



FOCUSED

Seeks to keep the curriculum manageable by teaching the most important knowledge; identifies the big ideas or key concepts within a subject.



RELEVANT

Seeks to connect the valued outcomes of a curriculum to the pupils being taught it; provides opportunities for pupils to make informed choices.

The Mid-Trent MAT is committed to continually improving and evolving the curriculum so that it meets the needs of all learners. This is done through analysis of needs, followed by research and high-quality CPD.

As subjects are reviewed, 'The 7 principles of Curriculum Design' from @LeadingLearner will be taken into account:

Groups have been set up across the Trust to support curriculum development. The aims of the group can be seen below. The groups work through an annual cycle of improvement development areas identified across the Trust.

Pupils' Spiritual Development and Wellbeing Team	Enhancing Pedagogy Team	Curriculum Development Team
<p>The Spiritual development and Wellbeing team (SDWT) support the Trust by prioritising all our children's spiritual development and wellbeing. Specifically, they:</p> <ul style="list-style-type: none"> • Are professionally curious about spirituality and wellbeing. • Read and research widely in order to develop MAT and school expertise in developing spirituality and supporting pupil wellbeing. • Regularly reflect and review current practice identifying areas of best practice and areas for further enhancement within individual schools and across the Trust as a whole. • Champion a learning experience for every child that ensures that they develop spiritually and have an understanding of how to look after their mental and physical health. • Promote effective methods of collaboration, which support individuals in developing their expertise. • Promote strategies that ensure all children are in school, ready to learn, in an inclusive and caring environment. • Hold a mirror up to each school actions to ensure that they are always reflective of the Trust and individual school's collective vision and values. <p>Through their work, they support the Trust in delivering the aims of the organisation, in prioritising key work to be completed, in maintaining an ethos of spirituality and promotion of wellbeing to ensure that the Trust is a great place for children to flourish and lead life in all its fullness.</p>	<p>The Enhancing Pedagogy Team (EPT) supports the Trust in upskilling and enhancing the pedagogical practice of all staff within the Trust. Specifically, they:</p> <ul style="list-style-type: none"> • Are professionally curious about learning and pedagogy. • Read widely, identifying the very best pedagogical thinking and practice. • Regularly reflect upon and review the impact of specific aspects of their own and their school's practice on pupil's learning and achievement. • Discuss and debate pedagogical practice, challenging the status-quo and always seeking the why of embedded structures. • Champion a culture of self-improvement and continual professional growth across the organisation. • Promote effective methods of collaboration which support individuals in developing their professional practice. • Regularly reflect upon pedagogical practice to ensure that they reflect each school's and the Trust's collective vision and values. <p>Through their work, they support the Trust in ensuring the pupil's experience the highest standards of teaching and learning in every lesson and through their commitment to developing a highly collaborative community of professional learners they ensure that the Mid-Trent schools are a great place to learn and to grow.</p>	<p>Curriculum Development Team (CDT) supports the MAT in developing an exceptional curriculum offer for all pupils. Specifically, they:</p> <ul style="list-style-type: none"> • Are professionally curious about the science of learning and curriculum design. • Read and research widely in order to develop MAT and school expertise in curriculum planning, design and development. • Regularly reflect and review current practice in specific curriculum areas, identifying areas of best practice and areas for further enhancement within individual schools and across the Trust as a whole. • Champion a learning experience for every child that ensures breadth, depth and progression. • Promote effective methods of collaboration, which support individuals in developing their curriculum expertise. • Regularly reflect upon the Trust's curriculum offer to ensure that it reflect each school's and the Trust's collective vision and values. <p>Through their work, they support the Trust in delivering the aims of the organisation, in prioritising key work to be completed, in maintaining exceptionally high standards of education, good practice and compliance across the school and ensure that the Trust is a great place for children to learn and grow.</p>

Reflecting Our Community

Our curriculum has been developed with our learners and our community in mind. There are additional opportunities for learners to get involved with local events and support local charities, as well as specific units of work which have been designed to reflect learners' interests in local and global issues.

Whilst curriculum overviews are pre-planned to ensure full coverage of a broad and balanced curriculum throughout the school, learners are frequently given opportunities to contribute to the design of our learning adventure through making choices about what they want to learn and how they want to learn it; steering their learning at every point. They constantly reflect back, both individually and as a class, on the progress they have made and use this to collectively plan for the next stage in their learning adventure.

Learners are supported to contribute to plans to further improve our enhanced curriculum and the hidden curriculum through discussions in Class Learning Forums, participation in our Junior Lead Learning Team, leading the conversation in our Termly Learning Conferences and through specific focus groups.

Inclusion

We firmly believe in opening doors for every child, as such all lessons, regardless of subject, are taught within mixed attaining classes. In every lesson, Teachers set high expectations for all pupils. They set ambitious targets and plan challenging work for all. The whole-school team works collaboratively to proactively remove barriers to achievement for individuals, ensuring that every child is enabled to flourish and achieve more than might be expected.

All learners have equal access to the curriculum, and whilst we understand that for some learners with specific SEND this may require a more personalised approach, we ensure that all have access a broad and balanced curriculum tailored to their individual needs.

Further information on the different ways we support our learners with additional needs can be found in our SEND policy and information report.

Equal Opportunities

At the Mid-Trent MAT we believe that all pupils, regardless of gender, race, cultural background or any physical or sensory disability, have equal access to all aspects of our curriculum

All pupils at the Mid-Trent MAT have equal access to the curriculum regardless of their individual ability, gender, race, cultural or social background or any physical or sensory difficulty. As a school, we set high expectations for every child, regardless of background or circumstances.

We are committed to tackling discrimination through every aspect of the school's curriculum. We recognise that learning in all subjects can contribute to learners developing understanding of relationships, race, gender, culture and disability and use our teaching to allow learners to explore their understanding within a safe and supportive environment. For specific examples of how we embed this learning across the curriculum at the Mid-Trent MAT, please refer to the Curriculum Information included within this policy.

This policy is supported by the schools Equality and Diversity policy, Safeguarding policy and SMSC provision.

Monitoring, Evaluation and Review

Monitoring

The Local Academy Committee monitors whether the school is complying with its funding agreement and teaching a broad and balanced curriculum, which includes the required subjects, through receiving reports, meeting with specific curriculum leads, speaking with pupils, school visits and involvement with school monitoring and evaluation activities.

Curriculum teams monitor the way their curriculum area is taught throughout the school by conducting learning walks, book scrutinies and pupil conferencing. Monitoring activities are planned as part of a cycle and in response to needs arising and may be conducted as part of regular standards checks; to investigate a specific question or to assess current practice before a change is made; to evaluate the impact of a change/development or to address a concern regarding the quality of learning and teaching. As a Trust we ensure that all monitoring activities have a clearly-defined purpose and rationale.

Evaluation and Review

The effectiveness of this policy is evaluated by the curriculum teams annually to ensure that it reflects the latest pedagogical thinking and curriculum best-practice. Changes made are reviewed by the local governing board to ensure that the school is delivering a broad and balanced curriculum, which includes the required subjects.