

## Curriculum Policy

### Document Status

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### Introduction

The YEAT Academy Trust Board of Trustees has agreed this Policy and as such, it applies to all Academies within the Trust. Curricula are designed with reference to the context of each individual Academy and the children that they educate. Although designed to be bespoke for each context, each curriculum delivers the expectations of the YEAT Standard. The YEAT Standard articulates the expectations of knowledge for an academician leaving a YEAT Academy at the end of Year 6.

The YEAT Standard delivers the Trust's vision of consistent academic excellence.

### Curriculum Aims

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- 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
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life

- Reflect the school's, trust's and local communities heritage and location (e.g. through approaches such as beach schools; garden schools; moors schools and forest schools).

## 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](#).

## Roles and Responsibilities

### The governing board

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided to pupils for all other National Curriculum subjects.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN), ensuring these pupils have access to a broad and balanced curriculum appropriate to their needs.

### 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
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- 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

### Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy, especially those who lead subjects in their school(s).

## Organisation and Planning

- Long-term plans are created in conjunction with subject leaders, external experts and class teachers. These present a spiral curriculum which ensures progress from Reception to Year 6 in a given subject. These plans ensure children are taught a deep knowledge as well as coverage of each National Curriculum subject.
- Medium term planning is cross-referenced with long-term plans and other curriculum documents (such as skills progression documents), to ensure children are taught the next logical step/unit, building on what they can already know and can do.
- Subject leaders and senior leaders ensure that there is adequate time for planning, resourcing and implementation of lessons.
- Subjects are taught as discrete disciplines. Occasionally, where it is appropriate and to the benefit of learners, cross-curricular links are made. However, this is never at the expense of single subject disciplinary knowledge and skills.
- The locale of the school is considered, alongside its own bespoke approaches to learning (such as outdoor learning).

## Individual Subject Requirements

### Mathematics

Our curricula aim to ensure that all pupils are fully cognisant with the YEAT Standard for mathematics by the time they complete Year 6. This will enable them to:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler YEATs and persevering in seeking solutions.

### English

Our curricula aim to ensure that all pupils are fully cognisant with the YEAT Standard for English by the time they complete Year 6. This will enable them to:

- read easily, fluently and with good understanding
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## Science

Our curricula aim to ensure that all pupils are fully cognisant with the YEAT Standard for science by the time they complete Year 6. This will enable them to:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

## Art and Design

Our curricula aim to ensure that all pupils are fully cognisant with the YEAT Standard for Art by the time they complete Year 6. This will enable them to:

- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## Computing

Our curricula aim to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

## Design and Technology

Our curricula aim to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

## Geography

Our curricula aim to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to: ♣ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; ♣ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); ♣ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## History

Our curricula aim to ensure that all pupils:

- know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales.

## Foreign Languages

Our curricula aim to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

## Music

Our curricula aim to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## Physical Education

Our curricula aim to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

## PSHE

Our curricula aim to ensure YEAT Academies fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life, as set out in Section 78 of the Education Act 2002, and their statutory safeguarding responsibilities, in line with the statutory guidance that schools 'should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.'

## Religious Education

Our curricula aim to ensure that: Religious Education is taught in all Academies. Details of an Academy's syllabus is available from individual Academies.

Inclusion Curricula are designed to provide access, opportunity and the chance to study subjects in greater depth to every child in the Trust.

Monitoring and Review Curricula are subject to regular review, responding to statutory requirements and relevant evidence-based advances in pedagogy, educational thinking and technology.

Regular curriculum updates are given to Strategic Governing Bodies.

## Inclusion

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)

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 schools'/trust's statement of equality information and objectives, and in our trust's/schools' SEN policy and information report.

### **Monitoring Arrangements**

- Governors ensure that appropriate monitoring arrangements are in place, accounting with the school's context and priorities.
- The headteacher has overarching responsibility for monitoring arrangements but will likely use the expertise and support of subject leaders to ensure effective monitoring arrangements.
- Monitoring arrangements will be informed by the latest research and developments in education.
- The trust's curriculum lead will also support monitoring arrangements.