



Policy for the Curriculum



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1. Curriculum aims

Our curriculum aims to provide **better futures for all** by: -

- Providing 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.
- Enabling pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Supporting pupils’ spiritual, moral, social and cultural development.
- Supporting pupils’ physical development and responsibility for their own health, and enable them to be active.
- Promoting a positive attitude towards learning.
- Ensuring equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Having a high academic ambition for all pupils.
- Equipping pupils with the knowledge and cultural capital they need to succeed in life.
- Promoting the learning and development of our youngest children and ensure they are ready for Key Stage 1.
- Ensure children are prepared for the next stage of their education (KS3).

Our curriculum aims are underpinned by the following values: -

Blenheim Park Academy	<p>At Blenheim Park Academy, every child is valued as an individual and inspired to be the best they can be. Rooted in our rural community, we provide a nurturing and ambitious education that develops resilience, curiosity, and confidence, preparing pupils not only for the next stage of their learning but for life beyond the classroom.</p> <p>We care for each other, showing kindness, respect and celebrating differences. We want our children to leave us as independent, motivated learners who are ready to embrace opportunities, overcome challenges, and contribute positively to the world around them.</p>
Greenpark Academy	<p>At Greenpark Academy, we believe that everyone deserves to be treated with respect. We work to develop positive behaviours for learning in order for children to have the tools to become successful learners now and in the future, to enable children to gain life skills and achieve a sense of well-being.</p> <p>We aim to provide a happy, safe, fair and inclusive environment where all pupils have the opportunity to learn and make progress through a high-quality curriculum</p>

	<p>that focuses on learning and achievement. We use a range of approaches to provide a foundation, and to create a culture that promotes positive mental health and effective learning, so that children are given every opportunity to reach their full potential and leave Greenpark well-prepared for the next stage of their learning journey.</p>
Reffley Academy	<p>At Reffley, we aim for all children to have the skills and mind set to embrace learning at school and beyond.</p> <p>We aim to nurture confident, curious, and resilient learners who have the skills and mindset to embrace learning both in school and throughout their lives. We provide an inspiring and inclusive environment, where every child feels valued, motivated and equipped with the skills and knowledge to meet future challenges with cooperation, respect, resilience, ambition, curiosity and a love of learning.</p> <p>We have five core values that we believe are of central importance to our Academy:</p> <ul style="list-style-type: none"> - • Cooperation – is a skill that is important for learning, relationships and life. We show cooperation by: taking turns, problem solving, making a choice, sharing ideas and giving praise to others. • Curiosity – being curious is essential for learning - it makes our minds active. We show curiosity by: asking questions, searching for answers and having a strong desire to learn or know something. • Ambition – to have ambition is motivating and empowering and can determine our success in life. We show ambition by: being motivated, curious, and eager to learn, setting challenges and goals and having a mind-set that anything is possible. • Respect – receiving respect from others is important because it helps us to feel safe and to express ourselves. We show respect by: encouraging others, being helpful, showing good manners and accepting that there are different viewpoints. • Resilience - allows us to overcome everyday incidents, and withstand, manage, and recover from things that don't go well. We show resilience by: giving things a go and trying our best, not giving up when things are difficult and being able to cope with challenges.
All academies within the Trust	<p>Academies actively promote British values to ensure pupils leave school prepared for life in modern Britain. British values are taught through subject content, assemblies, discussion and debate, enrichment, behaviour and ethos. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is "right" and "wrong", all people living in England are subject to its law. The Key Values are: -</p> <ul style="list-style-type: none"> • democracy • rule of law • individual liberty • mutual respect • tolerance of those of different faiths and beliefs

2. 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](#)

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 Academy Committees (AC)

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

The Academy Committee will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The academy is complying with its funding agreement and 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 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 academy implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.

3.2 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 academy chooses to offer, have aims and objectives which reflect the aims of the academy (and Trust) 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 academy's procedures for assessment meet all legal requirements.
- The Academy Committee 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.

3.3 Curriculum Leaders

Curriculum Leaders will ensure that: -

- the academies' curriculums are implemented in accordance with this policy;
- curriculum plans identify end points;
- knowledge is sequenced cumulatively;

- there is progression in substantive and disciplinary knowledge;
- adaptations for pupils with special educational needs and disabilities do not reduce the ambition of the curriculum.

4. Organisation and planning

<p>Blenheim Park Academy</p>	<ul style="list-style-type: none"> • The curriculum is taught through subject specific topics with progressive and coherent sequence of learning. When relevant, links are made across subjects to reinforce concepts and help to build up knowledge. • To accommodate our mixed aged classes, there is a 2-year rolling programme. • A variety of resources and adapted schemes are used to meet the needs of pupils. • Learning is delivered as a sequence of lessons that is: - <ul style="list-style-type: none"> ○ Based on prior knowledge; ○ Stimulating and interactive; ○ Adaptive teaching to meet all needs within the classroom; ○ Using visits and visitors to enrich the curriculum; ○ Adapted in response to on-going assessment; pre-teaching and post teaching sessions are used to support pupils. • There is a rigorous and sequential approach to teaching reading; pupils have reading materials that are matched to their specific needs and phonic abilities. Emphasis is placed on text understanding and the enjoyment of reading. • Curriculum links for further information here. <p>Assessment take place in several ways:</p> <ul style="list-style-type: none"> • At the start of a sequence of learning to inform planning and teaching. • Daily to inform lesson content, teaching and pre and post teaching groups. • At the end of a theme/topic to determine attainment of skills and to inform further teaching. • Termly to determine retention of knowledge and skills and the quality of teaching over time. • Assessment checks retrieval and application of knowledge. • Informs future teaching. • Supports identification of misconceptions. • Is proportionate and purposeful. • Does not drive unnecessary test-heavy practice.
<p>Greenpark Academy</p>	<ul style="list-style-type: none"> • The curriculum is taught through topics and themes, which are accessible, meaningful and relevant for our pupils. • Subjects are planned and taught discretely to ensure a progressive and coherent sequence of learning. Wherever possible, links are made across subjects to reinforce concepts and help to build up knowledge. • A variety of resources and adapted schemes are used to meet the needs of our pupils. • Knowledge is delivered through enquiry-based learning. <p>Learning is delivered as a sequence of lessons that is: -</p>

	<ul style="list-style-type: none"> • Based on prior knowledge. • Stimulating, interactive and hands on. • Adaptive teaching to meet all needs within the classroom. • Using the outside space wherever possible. • Adapted in response to on-going assessment; pre-teaching and post teaching sessions are used to support pupils. • Emphasis is placed on spoken language; all pupils are given time to speak with, and to, a variety of audiences in order to enhance and develop their English vocabulary. • There is a rigorous and sequential approach to teaching reading; pupils have reading materials that are matched to their specific needs and phonic abilities. Emphasis is placed on text understanding and the enjoyment of reading. • Curriculum links for further information here. <p>Assessment take place in several ways: -</p> <ul style="list-style-type: none"> • At the start of a sequence of learning to inform planning and teaching. • Daily to inform lesson content, teaching and pre and post teaching groups. • At the end of a theme/topic to determine attainment of skills and to inform further teaching. • Termly to determine retention of knowledge and skills and the quality of teaching over time. • Assessment checks retrieval and application of knowledge. • Informs future teaching. • Supports identification of misconceptions. • Is proportionate and purposeful. • Does not drive unnecessary test-heavy practice.
Reffley Academy	<ul style="list-style-type: none"> • The curriculum is taught through subject specific projects. • A variety of resources and adapted schemes are used to meet the needs of our pupils e.g. Power Maths Programme, Kapow primary, Charanga and FFT Phonics. Our RE scheme is in line with the Norfolk RE Agreed Syllabus. Reffley Academy has written its own schemes for curriculum areas if needed to ensure they meet the skills and knowledge set out in the national curriculum and the needs of our children. • Learning is delivered as a sequence of lessons that is: - <ul style="list-style-type: none"> ○ Based on prior knowledge. ○ Stimulating and interactive. ○ Adaptive teaching to meet all needs within the classroom. ○ Using visits (outside our locality) and visitors wherever possible. ○ Adapted in response to on-going assessment; pre teaching and post teaching sessions are used to support pupils. • Knowledge Organisers are used as a teaching and learning tool. They set out the key knowledge and skills to be learnt. • There is a rigorous and sequential approach to teaching reading; pupils have reading materials that are matched to their specific needs and phonic abilities. Emphasis is placed on text understanding and the enjoyment of reading.

<p>Testing takes place regularly and grouping is adapted to ensure that children falling behind catch up quickly.</p> <ul style="list-style-type: none"> • Enrichment days are planned throughout to year to ensure children are exposed to further cultural capital. These days include Human Rights Day, Black history month, world religion day, world thinking day and earth day. • Curriculum links for further information: - 		
Art	Maths	RE
Computing	MFL	Reading
Design and Technology	Music	RSHE
Geography	PE	Science
History	Phonics	Writing
<ul style="list-style-type: none"> • Assessment take place in several ways: - <ul style="list-style-type: none"> ○ At the start of a sequence of learning to inform planning and teaching. ○ Daily to inform lesson content, teaching and pre and post teaching groups. ○ At the end of a theme/topic to determine attainment of skills and to inform further teaching. ○ Termly to determine retention of knowledge and skills and the quality of teaching over time. 		

The curriculum ensures that all statutory subjects and programmes of study are fully covered.

Provision within the Early Years Foundation Stage (EYFS) and primary phases is compliant with all relevant statutory duties and national requirements.

Religious Education is delivered in accordance with legal frameworks, and parents' rights to withdraw their child from RE are respected and managed appropriately.

Relationships, Sex and Health Education (RSHE), including sex education where applicable, is taught in line with government guidance and statutory expectations and is supported by a separate, dedicated policy.

5. 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 Special Educational Needs and Disabilities (SEND);
- Pupils with English as an additional language (EAL);
- Pupils known as LAC or previously known as LAC.

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.

6. Monitoring arrangements

Academy Committee members monitor whether the academies in the Trust are complying with the Trust's funding agreement alongside teaching a "broad and balanced curriculum". Monitoring takes the following forms: -

- Half termly monitoring activity;
- External and Trust reviews;
- Academy visits;
- Meetings with the Academy Councils.

Headteachers and Curriculum Leads monitor the way their subject is taught by: -

- Planning and book reviews;
- Learning walks;
- Discussions with teachers and pupils;
- Discussions with leaders in the Trust.

7. Links with other policies

This policy links to the following policies and procedures: -

- Policy for EYFS
- Policy for Assessment and Feedback
- Policy for SEND and the SEND Information Reports
- Policy for Equalities

Appendix 1 - Web links

Maths (Power Maths) - www.pearsonacademysandfecolleges.co.uk

Science (Science Bug) - www.pearsonacademysandfecolleges.co.uk

Thrive - www.thriveapproach.org.uk

Phonics –

<https://www.pearsonschoolsandfecolleges.co.uk/primary/subjects/english-literacy/bug-club-phonics> (Blenheim Park and Greenpark)

www.letters-and-sounds.com,

www.jollylearning.co.uk/jolly-phonics

PiXL - www.pixl.org.uk