

Curriculum Policy

Freemantle Church of England Community Academy Trust



This policy should be read in conjunction with the following where further information may be found:

- Teaching and Learning Policy
- EYFS Policy

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Approved by:	Janet Parker	
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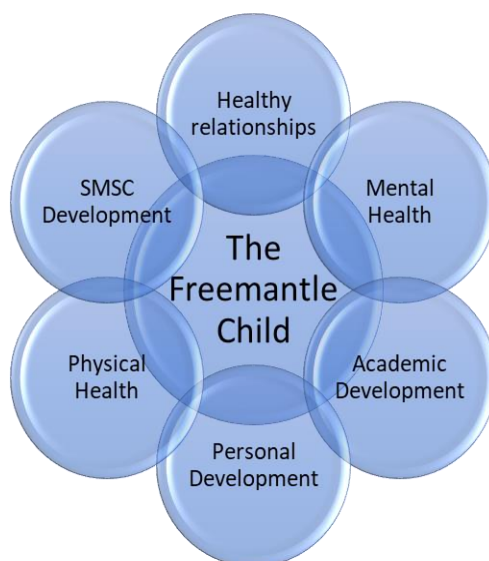
1. Curriculum Aims

Through our **Freemantle Curriculum** we strive to nurture and cultivate a **love** of learning and help every child understand the value of reaching their **full potential**. We are fully committed to developing well rounded **happy** children who **aim high** and progress onto the next chapter of their lives with the skills, knowledge and experiences to **achieve their dreams**.

At Freemantle Academy we offer a broad and balanced curriculum which is underpinned by four key aims...

1. **Every child a reader...** We plan a **reading-rich curriculum** which enhances learning, supports the development of communication skills and results in the acquisition of knowledge which is retained, so that our pupils **know** more, **remember** more and **learn** more.
2. **Being good citizens...** We are committed to the Personal Development of each child through a curriculum which celebrates difference, develops an understanding of justice, and supports the development of **strong, courageous** and **responsible** learners.
3. **A love for learning and a sense of curiosity...** We offer a thematic curriculum that is **exciting** and **engaging**, whilst challenging children to **think, question, problem solve** and **reason** through hands on experiences.
4. **Learning behaviours for success...** Through our curriculum and ethos, we **nurture learning behaviours** to help our children to **succeed**. We support our children to be **independent** yet **collaborative, resilient, motivated, reflective, creative** and **respectful**.

Together our vision, values, curriculum and ethos contribute to the development of 'the Freemantle child' which acknowledges different aspects of development which interlink as outlined in the diagram below.



These curriculum aims are underpinned by our values of **Creativity, Fellowship** and **Courage**.

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 The Board of Directors

The Board of Directors will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Board of Directors 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 Religious Education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Suitable provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

3.2 Headteacher and Deputy Headteacher

The Headteacher and Deputy Headteacher are responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum have aims and objectives which reflect the aims of the Academy 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 Board of Directors

3.3 Phase and Subject Leaders

Phase and Subject Leaders will ensure that the school curriculum is implemented in accordance with this policy and that:

- All subjects have aims and objectives which reflect the aims of the Academy and indicate how the subjects will be implemented
- The amount of time provided for teaching the required elements of the curriculum is adequate and impacts positively on all pupils' learning

3.4 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and Planning

At Freemantle we follow our own thematic curriculum which was developed in 2022 in conjunction with our evolving Freemantle Reading Spine. The curriculum is regularly reviewed by all stakeholders to ensure that we are delivering a carefully sequenced and coherent curriculum, relevant to our pupils as guided by reputable sources such as the EEF's guide to supporting school's planning (2021) and The Great Teaching Toolkit: Evidence Review (2020).

Themes have been carefully selected to ensure there is breadth of content, opportunities to explore rich and diverse texts, as well as the provision to build knowledge and skills over time. This is essential in enhancing our children's cultural capital, ensuring our pupils have the vital knowledge to enable their future success.

Freemantle Academy is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom and that of the area the Academy is situated within. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

Our curriculum considers the diverse society our pupils live in whilst ensuring there is coverage across all EYFS and National Curriculum subjects. Each subject leader outlines their subject intent, implementation and impact within their subject pages on our website, to make explicit how learning takes place and how skills and knowledge are developed over time.

In accordance with The Department for Education, we aim to actively promote British values at Freemantle to ensure our pupils leave our Academy prepared for life in modern Britain. 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.

Freemantle Academy is dedicated to preparing pupils for their adult life through the provision of Personal, Social, Health and Economic Education (PSHE) and Relationships and Health Education (RSHE), and through further Personal Development which encompasses Spiritual, Moral, Social and Cultural development (SMSC).

Planning is developed to ensure that all stakeholders are clear of the journey plan within each subject, considering the prior learning needed to ensure that foundations for learning are strong. Knowledge Organisers are used to share this content effectively with our pupils and their families, to support home learning, make vocabulary explicit and encourage further reading around the themes and topics.

Resources are sourced and varied to enhance provision and ensure effective delivery of curriculum content. Such resources may include concrete resources such as Dienes and cubes used to teach maths effectively, other resources may include purchased schemes or supplementary teaching materials designed to support effective teaching and learning.

Please refer to our EYFS policy and 'EYFS Three I's document' for information on how our early years curriculum is planned and delivered.

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 and most 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 SEND 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 SEND policy.

6. Monitoring Arrangements

Directors monitor whether the school is complying with its funding agreement and teaching a 'broad and balanced curriculum' which includes the required subjects, through:

- Reading and challenging reports from Core Subject leaders/other senior leaders
- Reading and challenging 'Position Statement and Improvement Schedule' (PSIS) documents from all subject leaders

- Hosting half termly Curriculum and Standards meetings
- Reading and challenging the Headteacher's reports for half termly Directors meetings

Phase Leaders and Subject leaders monitor the way their subject is taught throughout the school by:

- Ensuring that they, as leaders, keep abreast of developments and research within their area of responsibility and disseminate key messages with colleagues
- Ensuring that long and medium-term planning reflect the content set out in progression documents
- Carrying out pupil and staff conferencing
- Conducting planning scrutiny and giving feedback to staff
- Carrying out book looks and giving feedback to staff
- Conducting learning walks
- Leading and engaging with staff and phase meetings
- Having pedagogical discussions with colleagues

This policy will be reviewed every two years by the Headteacher and Senior Accountability Team. At every review, the policy will be shared with the full Board of Directors.

7. Links with other policies

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- EYFS Policy
- Assessment Policy
- Marking and Feedback Policy
- SEND Policy
- More and Most Able Learners Policy