



Curriculum Policy

September 2025

Signed (Chair of Trustees):	
Date:	September 2025
Date of Review:	September 2026

Arbor Academy Trust reviews this policy annually. The Trustees may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved. This document is also available in other formats e.g. e-mail and enlarged print version, on request to the School Offices and is displayed on the schools' websites.

Introduction

Our curriculum is broad, balanced and ensures deepened understanding of concepts. It is sequentially broken into blocks of knowledge. These composites and components of knowledge are organised for systematic delivery that aligns with how children learn best and retrieve knowledge. It is built around recall, recap and rehearsal. It secures children's ability to know more and remember more and aligns with research on how children learn and store knowledge.

Our curriculum sets out to equip children with the knowledge and cultural capital they need to succeed in life. We believe that our curriculum ensures the essential knowledge that introduces children to the best that can be taught and engender an appreciation of creativity and enjoyment. It enables children to explore the world around them and be curious about phenomenon. It promotes emotional security and development of character.

Our curriculum is underpinned by a pedagogical approach that enables the implementation, training and support of staff to deliver the curriculum as intended. It includes and extends beyond the formal requirements of the National Curriculum, in order to enrich the experience of the children.

Our curriculum promotes spiritual, moral, cultural, mental and physical development of children and prepares children for the opportunities, responsibilities and experiences of later life. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential and lead fulfilling lives

1. Values

- We value the way in which all children are unique and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our schools for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the children in our Trust.
- We value our environment and we aim, through our curriculum, to teach respect for our world, and how we should care for it sustainably for future generations, as well as our own.

2. Aims and Objectives

The aims of our curriculum are:

- To introduce children to the essential knowledge they need to become educated citizens
- To enable children to acquire blocks of knowledge
- To introduce children to the best that has been thought and said
- To engender an appreciation of human creativity and achievement

- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- To teach children the basic skills of mathematics and literacy.
- To ensure all children achieve combined outcomes through teacher monitoring, adaptation and effective resourcing to meet the needs of all children.
- To enable children to be creative and to develop their own thinking.
- To teach children about their developing world, including how their environment and society have changed over time.
- To help children understand Britain's cultural heritage.
- To enable children to be positive citizens in society.
- To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education.
- To teach children to have an awareness of their own spiritual development and to understand right from wrong.
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- To enable children to have respect for themselves and high self-esteem and to be able to live and work co-operatively with others.

3. Organisation and Planning

We agree our curriculum for each year group based around the National Curriculum. This indicates what subjects are to be taught in each term and to which groups of children. We review our curriculum on an annual basis. We give clear guidance on the composites and components to be taught in each subject.

Our teachers plan lessons on a weekly or daily basis. We use these to set out the composite for each week, and to identify what resources and adaptations we are going to use in the lesson.

In the Foundation Stage we plan the curriculum carefully, so that there is coherence and full coverage of all aspects of early learning goals and prepares the children for the National Curriculum. Progression is planned in all curriculum areas.

At Key Stage 1 and 2 the curriculum at our schools emphasises the core subjects and we teach these subjects separately. Foundation subjects are explicitly taught each week and all children have the opportunity to experience the full range of National Curriculum subjects.

4. Inclusion

The curriculum is designed to provide access and opportunity for all children who attend our schools. High expectations are set for every pupil. For children whose attainment is significantly above the expected standards, the curriculum deepens and broadens their knowledge and stretches their learning. For children who have low levels of prior attainment or come from disadvantaged backgrounds, the curriculum is deliberately ambitious to ensure they meet the required standards. Our curriculum takes into account the equal opportunities legislation and the protected characteristics.

Lessons are planned to ensure that there are no barriers to every pupil achieving, including those with special educational needs or whom have disabilities. All children will study the full national curriculum and lessons will be adapted where necessary to enable this. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher, along with the Inclusion Manager, makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for an education and health care plan (EHCP) and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.

The schools provide a one page profile for each of the children who are on the special needs register. This sets out the nature of the special need and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

5. The Foundation Stage

The curriculum that we teach in the foundation stage meets the requirements set out in the statutory framework for the early years foundation stage. We prioritise children's ability to understand the world around them including agriculture, engineering, the arts and basic skills. Our curriculum planning focuses on the early learning goals and on developing children's knowledge to ensure they are prepared for their transition to Key Stage 1.

Our schools fully support the principle that young children learn through engaging in well-planned, structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

On entry to the reception class, the teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

6. Numeracy and mathematics

Our curriculum uses every relevant subject to develop children's mathematical fluency as confidence in numeracy and other mathematical skills are a precondition of success across the curriculum. Teachers develop children's numeracy and mathematical reasoning, so they understand and appreciate its importance. Teachers ensure children can apply their mathematical understanding through problem solving opportunities linked to real life scenarios.

Please see the Mathematics curriculum policy for further details.

7. Language and literacy

Our curriculum develops children's spoken language, reading, writing and vocabulary as English is both a subject in its own right and a medium for teaching. Children must understand the language as this provides access to the whole curriculum.

Within our curriculum children are taught to speak clearly and convey ideas confidently using Standard English. This enables them to clarify their thinking and organise their ideas for writing.

We develop children's reading and writing in all subjects to support their acquisition of knowledge. Our curriculum ensures children read fluently for pleasure. They also develop stamina and skills to write at length, with accurate spelling and punctuation. Correct use of grammar is taught and children write for a variety of purposes and audiences.

Please see the English curriculum policy for further details.

8. The Role of the Curriculum Leader

The role of the curriculum leader is to:

- To ensure all teachers and staff are trained skilled and equipped to deliver the subject as intended.
- To monitor the sequence of delivery is in line with the composite and component blocks.
- To evaluate the impact of planning and resourcing on pupil progress through the curriculum
- Support and offer advice to colleagues on issues related to the subject.
- Monitor pupil progress in that subject area.
- Provide efficient resource management for the subject.

It is the role of each curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the schools and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the planning and resourcing for their subject and evaluates the impact on pupils' progress. The curriculum leader keeps a subject file, including examples of children's work, which they use to show the achievements of children at each key stage and to give examples of expectations of attainment.

9. Monitoring and Review

The Trust's Curriculum and Standards Committee is responsible for monitoring the way the curriculum is implemented. This Committee reviews each subject area in its annual cycle of review and development.

We have named local governors in each school responsible for standards. The local governors liaise with the curriculum leaders in their school and monitor closely the way schools teach.

The Headteacher/ Head of School is responsible for the day to day organisation of the curriculum. They monitor the planning and resourcing for all teachers, ensuring that all classes

are taught the full requirements of the National Curriculum and that lessons deliver the composites and components as intended.

Curriculum leaders monitor the way subjects are taught throughout the school. They examine planning and ensure that the curriculum is implemented as intended. They scrutinise samples of workbooks across the key stages to ensure standards are being met. Curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.