



Wicklea Curriculum policy

Signed (chair):	Name:	Date:
Signed (Head):	Name:	Date:
Ratified by: on	Next Review:	

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1. Curriculum aims

Our curriculum aims/intends to:

- › Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning
- › 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

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 Trustees and Local Academy Councillors

The Trustees and Councillors will monitor the effectiveness of this policy and hold the Executive Headteacher to account for its implementation.

They will also ensure that:

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

3.2 Heads of School

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 Board of trustees
- › They manage requests to withdraw children from curriculum subjects, where appropriate
- › The individual Academies' procedures for assessment meet all legal requirements
- › The Board of Trustees is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- › The Trustees and Local Academy Councillors are advised on whole-academy 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 Other staff

Other staff will ensure that the Academy curriculum is implemented in accordance with this policy. Curriculum Leaders will support the Heads of School in monitoring their subjects, ensuring staff are supported with training and resources where needed.

4. Organisation and planning

Our curriculum is planned around topics of varying lengths and where possible enhanced by local amenities and sites of local interest.

- › Subjects are organised into topics of varying length depending on the academy (Appendix 2)
- › Our curriculum planning includes
 - Relationships and health education
 - Relationships and sex education
 - Spiritual, moral, social and cultural development
 - British values
- › long-term annual overviews (Appendix 2)

See our EYFS policy for information on how our early years curriculum is 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 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 statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Trustees and Local Academy Councillors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- › Termly Local Academy Council meetings in each academy
- › Raising Achievement Reviews with Robinswood Multi Academy Trust
- › South 3 Cluster Schools, Peer to Peer reviews
- › South 3 Cluster Schools moderation
- › Cross Multi Academy Trust moderation meetings
- › Pupil progress meeting reports

Subject leaders monitor the way their subject is taught throughout the academies by:

- › Planning scrutiny
- › learning walks
- › Book scrutiny
- › Lesson visits
- › Speaking with children

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Appendix 1 details the academies Intent, Implementation and Impact overviews

This policy will be reviewed every 3 years by the Executive Headteacher. At every review, the policy will be shared with the full Board of Trustees.

7. Links with other policies

This policy links to the following policies and procedures:

- › EYFS policy
- › Assessment policy
- › SEN policy and information report
- › Equality information and objectives

Appendix 1 Intent, Implementation and Impact overviews

INTENT	Living and Learning		Mission Statement: To enable our pupils to be independent, confident members of the community who are equipped with skills to be lifelong learners to engage with their dreams and aspirations.					
	Aims: 1. Our academies will provide safe, nurturing learning environments that provide all children with opportunities to thrive and achieve their full potential. 2. Our staff will promote the Trust values, be energetic and passionate about what they do, feel valued for their work and having a wealth of opportunities to develop themselves, progress their careers and maintain a good work-life balance. 3. Our MAT will welcome schools to join us and work in collaboration through shared vision and values to benefit pupils, adults and the community. 4. Our assets will be managed effectively to enable all academies to thrive through collaboration and expertise					Values: Challenge Equality Diversity Empathy Resilience Creativity Fairness Growth Honesty Commitment Compassion Community		
	Develop Empathy	Build Skills & Knowledge	Instil School Values	Build Resilience	Ensure Positive Wellbeing	Develop Social Skills		
	Have Pride in the Community	Provide Challenge	Develop a Growth Mindset	Develop Independence	Instil British values	Develop understanding of language		
IMPLEMENTATION	Approaches to learning: * Quality First Teaching *Highest learning expectations * Consistent approach to teaching & behaviour * Teaching styles and resources meet pupil’s need * Differentiation * Personalised learning * Promote a love for learning * Build on learning beyond school * Inclusion for all * Promote communication *Success Criteria							
	English	Mathematics	Science	History	Geography	RE	Art	School awards: *Sports Award – Silver *RRS - Silver *Wellbeing for Schools
	Spelling	Music	PE	Computing	MFL	DT	PSHE	
	Specialist roles: MFL specialist, Sports apprentice, Speech and Language therapist, Family Link worker, Play Leader, Well-being champion, Behaviour Lead		Sports and being active: School Sports Partnership Member, Lunchtime challenges, PE curriculum, After School clubs - multi-sports, judo, gymnastics, football (girls and boys), badminton, yoga					
	Needs of pupils: ASD, Social Communication, SPLD, MLD, SLCN, ADHD, SEMH, Physical, DYSPRAXIA, Medical							
	Interventions: *Speech & Language *Anxiety *Attachment *Body Image *Fine Motor *Social/Life skills *Friendships *Handwriting *Gross Motor *Physiotherapy *Reading Comprehension *Phonics *Bereavement support *Transition *Accelerated Reader *Nessy *Lucid dyslexia screener							
	Enrichment days/weeks: Whole school - Text based week, British week, Sports days, World Book day, Sports relief/Comic relief, Children In Need, Sportivator, Author visits, Christmas performances. Year group specific led by visiting group: Y3: Saxons Day, Y4: Ancient Egyptian Day, Y5: Ancient Greek Day, Y6: Science ‘Escape Room’ Day							
	Enrichments visits and trips: Camps (Y4 Hooke Court, Y6 Morfa Bay), Y3 – Bristol Old Vic / Stonehenge / Bristol Zoo, Y4 – Carymoor Environmental Centre, Y5 – STEAM museum / We are Curious Planetarium / Mosque visitor to school, Y6 –Life skills centre / Bristol university / First aid course in school / M-Shed Bristol							
	Community links: St Anne’s Infant’s School, Waycroft Multi Academy Trust, South 3 Cluster, Ashton Park Sports Partnership							
	Pupil voice: School Council, E-safety Team, Sports Council,							
IMPACT	Standards—Children make expected or greater than expected progress and work towards challenging targets, which are set according to their baselines on entry. High expectations for children in all pupil groups and covering all abilities.		Wellbeing—Children enjoy learning and coming to school. Their mental health and well-being are supported and they are making progress. They are becoming more confident & successful.		Personal Development—Children demonstrate ‘Living and Learning’ in the learning and behaviour in and around school. They learn to make the right choices for their well-being and academic achievement.		Behaviour – Children demonstrate good behaviour as they move around school and during periods of choice and play. Learning behaviours are embedded showing children engaging enthusiastically in the classroom and beyond.	
	Pupil conferencing	National data	Target Tracker	Headstart	Book scrutiny	AR tracking	Feedback	
	Planning scrutiny	Learning Logs	Self-assessment	Peer assessment	Learning walks	Pupil survey	Staff survey Parent survey	
	Subject leader monitoring	Discussions	Staff training	Appraisals	Lesson monitoring	Phase leader monitoring		

Appendix 2 - Long-term plans

Wicklea

Year 3

Term	1	2	3	4	5	6
Topic	Where on Earth are we?	Solid as a Rock	Look out! The Romans are coming!		Anglo-Saxons	I'm a pupil get me out of here!
Wow	In school holiday Experience	Trip to Stonehenge	Roman Day		Anglo-Saxons Workshop (Visitors)	Zoo Trip
Science	Animals and Me	Rocks and Soils	Materials	Light and Shadow	Forces and Magnets	Plants
History		Stone Age and Iron Age	Romans		Ango-Saxons	
Geography	Extreme Earth (Volcanoes, Earthquakes and Tsunamis)		British Week (UK regions, British Values)	(Link with History look at world Countries the Romans took over)		Rainforests (Locating rainforests around the world)
Art	African Art (paint mixing, printing and dotting)	Weaving				Sketching leaves and rainforest scenery
DT			Use material that children select in Science to build a Roman Settlement		Make a brooch? Food?	Food?
Computing	Networkers (discrete unit)	Basic Skills Scratch (both discrete units)	Presenters – linked to invasion	We are opinion pollsters Linked to Roman gods.	Bug fixers (discrete unit)	Weather Forecast
Music	African Drumming	Singing – Christmas Concert		Charanga - Singing		Recorders
PE	African Dance Netball	Gymnastics Football	Dance Hockey	In door Athletics Tennis Swimming	Gymnastics Cricket Swimming	Orienteering Athletics Swimming

MFL	La Francophonie <i>(French-speaking around the world)</i>	Noël francophone <i>(Christmas festivities in French speaking countries)</i>	Asterix et Obélix "Invasion barbare"	Asterix et Obélix Aux Jeux Olympiques	Jouons et chantons La Francophonie <i>(Games and songs)</i>	La Fête de la Musique
RE	Signs and symbols in religion	What do we know about Jesus? (Christmas Story)	Why is the bible important to Christians?		Sikhism	
PSHE	E-safety	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me -RSE
English Links	Informal Letters	Non-fiction report	Non- Chronological Reports Diary Entry	Newspaper Report	Instructions	Non Fiction Formal Letters – animals in Zoo's

Year 4

Term	1	2	3	4	5	6
Topic	Queens, canes and contraptions	Wicklea and Beyond!	The Land of the Pharaohs		Nature Needs You!	Swords, Shields and Settlers
Wow	Hooke Court Camp	Treasure hunt	Egyptian Workshop (Visitors)		Trip to Carymoor	Viking Day
Science	Electricity	Sound	Teeth and digestion		Changes to the Environment Living Things	Changes of State & 1 st rivers lesson
History	Victorians		Egyptians			Vikings / Saxons
Geography		Around the World			Reduce, Reuse & Recycle	Local Area
Art	William Morris	Artists from different countries	Egyptian Art		Pop Art	Patterns
DT		Gingerbread Cooking	Canopic Jars		'up-cycling' homework	
Computing	Scratch Programming (discrete Unit)	Email	Wiki page – Co-authors	HTML Editors	Meteorologists	Toy designers
Music		Singing - Abba Christmas singing	Rap – Singing		Ukuleles	Recorders

PE	Yoga Netball	Gymnastics Football	Street Dance Hockey	Different styles of Dance Tennis	Circuits Cricket	Athletics
MFL	Comment vas-tu à l'école? <i>(Transport to school)</i>	Noël francophone <i>(Christmas festivities in French speaking countries)</i>	Quel temps fait-il? <i>(The weather)</i>	La vie sportive <i>(Our sporting lives and healthy living)</i>	La Fête de la Musique <i>(Music Day Preparation & Celebration)</i>	La photosynthèse <i>(Photosynthesis.)</i>
RE	What do Hindu's believe? (worship and gods)		The Easter Story		What is Faith?	
PSHE	E-Safety	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me – linked with Science
English Links	Cross-Curricular with History (Street Child)	Non-Chronological report linked to different countries	Egyptian Cinderella 3 Little Pharaohs Scarab Secret Howard Carter diary/adventure story		Explanation texts on recycling. Letter writing to companies Wreck of the Zanzibar	Plan in Viking Links

Term	1	2	3	4	5	6
Topic	Mythical beasts and Unstoppable Heroes	War has been declared	The World on our Doorstep	Out of this World	Sacrificed to the Gods	
Wow	Greek Workshop	Steam Museum Trip	Trip to supermarket	Trip to We are the Curious	Indian cooking	
Science	Materials	Forces	Space		Life Cycles - animals	
History	Ancient Greece	WW2			India	
Geography			Fairtrade (longitude and latitude/compass work)	Mountains Mountain Study –Pico de Orizaba	India	
Art	Greek Pots	Drawing Skills - Propaganda Posters				Mayan temple
DT		Cam Toys	Fairtrade Cooking (Fruit Smoothies)		Indian cooking	Cushions
Computing	We are Architects – Greek buildings	We are Cryptographers	We are Web Developers	We are Game Developers	We are Artists	We are bloggers
Music	Recorders	Singing – Christmas performance		Ukuleles		Charanga – Singing
PE	Gymnastics Netball Swimming	Dance: Rock and Roll Football Swimming	Hockey Swimming Gymnastics	Tennis Fitness/Circuits	Dance Cricket	Sports Day – Athletics
MFL	Comment vas-tu à l'école? (On the way to school)	Noël francophone (Christmas festivities in French speaking countries)	Dans mon école, il y a... (Places around school)	La vie sportive (Our sporting lives and healthy living)	La Fête de la Musique (Music Day Preparation & Celebration)	Dans ma ville, il y a ... (Features and places in my city and my locality)
RE	Why do Christians use the Lord's Prayer		Judaism		Islam (Expressing belief through practice)	
PSHE	E-Safety	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing me – linked with Science
English Links	Myths and Legends Non-Chronological Reports	Goodnight Mr Tom Evacuees Diary of Anne Frank News reports	Persuasive Writing	Recount of a trip to space Explanation Text	Stories from other cultures	Holiday Brochures (Local and Mexico)

Year 6

Term	1	2	3	4	5	6
Topic	Amazing Americas	Shipshape and Bristol Fashion	Raging Rivers	Henry VIII: Hero or Villain?	We are Superheroes!	
Wow	Americas day	M-SHED/Bristol Docks Trip	Walk along the Avon	Tudor Workshop	Morfa Bay Camp	
Science	Animals, including Humans (circulatory/digestive system)	Animals, including Humans (Diet, exercise and drugs)	Light	Living things and their habitats Classification	Evolution and Inheritance	Electricity
History		Slavery and its relationship with Bristol Timeline of slave trade		Tudors Compare Tudor Bristol to Bristol in the 1800s	Significant People in History (Darwin, Shakespeare, Suffragettes) British Week Discovery and harnessing of electricity	
Geography	Study of the Americas and the Mayan Civilisation		Rivers and Coasts			
Art	South American Art (Printing)		Light on river mixed media project	Sculpture unit - animals	Superhero Art and comics Stan Lee	Lichtenstein
DT		Designing and cooking a healthy meal	Creating a periscope		Superhero Vehicles Electricity	
Computing	We are APP planners	We are project managers	We are market researchers	We are interface designers	We are APP developers	We are marketers
Music		Singing –Christmas Concert	Ukuleles	Charanga - Singing		Singing - leavers performance
PE	Dance Netball	Gymnastics Football	Indoor Athletics Hockey	Yoga Tennis	Dance Cricket	Athletics
MFL	Comment vas-tu à l'école? Le Sondage (On the way to school -The Survey)	Noël francophone (Christmas festivities in French speaking countries)	Dans mon école, il y a... (Places around school)	La vie sportive (Our sporting lives and healthy living)	La Fête de la Musique (Music Day Preparation & Celebration)	Dans ma ville, il y a ... (Features and places in my city and my locality)
RE	What do Christians believe?		Islam – Importance of the Qur'an		Rites of passage	
PSHE	E-Safety	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing me – linked with Science
English Links	Persuasive Writing opportunity or balanced argument	Letter to persuade someone to be healthy		Tudor time travel story History Hackers	Macbeth Biographies	Superhero stories and biographies