



Curriculum Statement	
Policy Ref:	Educ 008
Status	Statutory
Purpose	To provide an overview of the curriculum structure of Victorious Academies Trust academies for development in each individual Academy.
Committees	Local Governing Board
Other linked policies	
Issue date	September 2018
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Introduction

- Victorious Academies Trust (the Trust) recognises that the Academy curriculum comprises all learning and other experiences that each Academy plans for its students / pupils. While our approach is in line with the National Curriculum we recognise that this forms only one part of the Academy curriculum and that there is time and space in the learning day, week, term and year to move beyond this.
- The approach to the curriculum by the Trust is based on the National Curriculum for primary schools set out by the Department for Education. This means we will want our Academies to offer a curriculum which is balanced, broadly based and which attends to the spiritual, moral, cultural, mental and physical development of pupils at the school. In addition it should support the preparation of students / pupils for the opportunities, responsibilities and experiences they will encounter in the future and in doing so make provision for personal, social, health and economic education (PSHE).
- The Trust believes in the entitlement to the curriculum for all pupils and in access to the curriculum, high expectations should be set for every pupil. In this regard work should be planned and for the most capable pupils in any discipline it should challenge, stretch them and provide the opportunity for them to take personal responsibility for their learning. For our pupils who find learning a challenge for any reason, we believe that there is an even greater obligation to plan for the effective delivery of the curriculum.
- All pupils are individuals and we believe that learning is not a linear activity. Young people progress at varying rates and to varying levels, and for some young people learning is a very difficult activity and there is a wide range of educational need. There are barriers to learning, language where English is not the first language; ability where aids are required to move around; children of families who join our Academies during the year, and those whose behaviour is not wholly conducive to learning. In meeting the needs of our students we need to take account of all factors and our SEN Policy also includes advice for this. Our expectation is that our staff will plan for each individual so that they can access the whole curriculum.
- At each stage of learning our Academies will be working with pupils to ensure strong foundations in their learning. These foundations will include knowledge, skills and understanding that can be built on and applied throughout their Academy career and beyond. At the heart of this are the areas of language and literacy, numeracy and maths. In developing these areas of learning spoken language, reading, writing and vocabulary are an integral aspect of every subject. Fluency in English language is an essential



foundation for success in all subject disciplines. In the areas of numeracy and maths teachers should use every relevant subject to develop fluency in mathematics and literacy.

Early Years Curriculum

6. Our academies fulfil the statutory requirement of delivering the Early Years Framework. Our approach to delivering the EYFS curriculum is to blend an appropriate balance of formal, teacher led input and ample opportunity for pupils to extend and embed their learning within the context of independent learning. All teaching and learning in the early years is topic based but these topics have some flexibility annually depending on the interests/needs of the cohort.
7. Pupils with specific needs such as visual/hearing impairment, learning needs, behavioural difficulties etc are supported within the classroom where possible with additional school staff supporting as necessary. More severe need is met through specific 'in-house' intervention and liaison with specialist agencies. Pupil Premium and EAL pupils are supported as necessary to ensure they make at least expected progress and targeted funds are spent accordingly on curriculum enhancement to facilitate this support, always with the goal of achieving better than expected levels of progress wherever possible.
8. Pupils' learning in the Prime areas of Physical Development, Communication and Language and Personal, Social and Emotional Development is embedded and developed within several contexts in school including the classroom environment, assemblies, the canteen and break times. All adults in the school are trained to encourage pupils' development in these areas during any interaction throughout the school day.
9. The specific areas of Writing, Reading, Numeracy and Shape, Space and Measure are taught relatively formally, particularly as the Reception year progresses, but there is a consistent wealth of opportunities for pupils to develop and embed the key skills which have been introduced through teacher led delivery. All pupils are taught phonics at the appropriate level for their learning.
10. The independent learning areas are accessed by all early years' pupils which allows the children to complete the necessary objectives of the Early Years Framework whilst still providing them with the freedoms to interpret and express their learning in a personalised fashion.
11. All independent learning is supported by the adults in the classroom who are provided with a full picture of each child's stage of development and next steps in order to prompt with appropriate questioning. Teacher assistants use this time to compile child initiated observations for assessment and planning purposes.
12. Outdoor learning is constantly provided throughout the year with equipment and clothing provide to suit the season. Outdoor learning reflects the topic based learning in the classroom however outdoor activities are specifically planned for outdoor learning rather than the indoor classroom coming outside!

Key Stage 1 and 2 Curriculum

13. As a Trust we use the National Curriculum as our core document for planning however each academy has the autonomy to make appropriate adaptations and personalisation according to their geographical



context and pupil need. The objectives of the National Curriculum provide the spine for planning and coverage is monitored at middle and senior leadership level. Any particular examples of how the curriculum has been effectively adapted are shared at SLT both internally and across sites. Each subject area is allocated a subject lead (as and when staffing and pupil numbers allow) and those middle leaders are responsible for leading and monitoring the development of their subject across the school.

14. The curriculum is delivered through an effective combination of teacher delivery, pupil interaction, teacher led activities and pupils' active learning. Cross curricular thematic learning is incorporated where possible to add fluidity to pupils' learning particularly in Key Stage 1 and homework is presented at an appropriate level for each year group and consists of consolidation and practice of classroom learning and/or opportunities for home research.
15. The teaching of English and Maths basic skills is a thread throughout all subjects and classroom activities provide opportunities for the application of these skills. Active learning and practical based investigation within all subjects is encouraged wherever possible to increase pupils' sense of awe and wonder and to promote positive learning behaviours and responsibility for self-development. As pupils progress through Key Stage 2 the prevalence of open ended tasks becomes greater in order to challenge thinking and to prepare pupils for secondary education.
16. All subjects of the national curriculum are delivered each week including 2 hours per week of physical education. Religious Education is taught in each year group and whilst parents have a legal right to remove their child from that subject, we do encourage all families to engage with the RE learning programme as it broadens pupils' horizons, increases awareness and tolerance and reduces the risk of radicalisation. Alongside this British Values are re-iterated and promoted throughout all activities and environments within each academy.
17. Sex and Relationships Education is taught at an appropriate level to each year group. The content of the curriculum is shared with parents regularly to ensure they are informed and comfortable with the content of the sessions. Whilst currently not a statutory element of the curriculum, we believe that modern society demands the need for children to be informed of facts/risks at an early age.
18. PSHE is also a specific lesson within each year group and there is a strong focus on mental health education in order to raise awareness and reduce stigma. Staff receive an appropriate level of training in mental health to assist in early detection, prevention and intervention with pupil mental health issues.
19. Interventions are planned and delivered on a needs driven basis in order to fill any gaps in pupils' learning and also to ensure pupils of all specific groups including gender, deprivation, language, learning needs etc are thriving and making good progress.
20. In addition to the planned curriculum areas specific foci exist in years 1, 2 and 6 relating to statutory testing which informs headline data sets for the academies. At all times the teaching and preparation for national testing is woven into the normal curriculum delivery within each year group.