

Trinity Federation

Curriculum and Planning Policy

Policy Type:	Academy Policy
Approved By:	Standards and Curriculum Committee
Date Approved by LGB:	September 2022
Review Date:	September 2025
Person Responsible:	Executive Head

Summary of Changes

The policy has been amended as follows.

Page Ref.	Section	Amendment	Date of Change
5	Planning	As the curriculum has developed over time, it has been refined and adapted to meet the needs of our children and our context.	Sept 22

General Policy Roles and Accountabilities

The Diocese of Norwich Education and Academies Trust (DNEAT) is accountable for all policies across its Academies. All policies, whether relating to an individual Academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured, and talents released.

A Scheme of Delegation for each Academy sets out the responsibilities of the Local Governing Body and Executive Head. The Head Teacher of each Academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

Curriculum and Planning Policy

Introduction

This policy is an agreed Federation statement of the aims and principles of the curriculum within the Trinity Federation. The curriculum outlines all the learning opportunities planned for pupils throughout the schools.

Aims

We aim for our curriculum to be...

Life enhancing (Enabling life-long learning)

Nurturing (Challenging, Inclusive, Accessible)

Inspiring (Exciting, Creative, Fun, Engaging)

Relevant (Balanced, responsive, Progressive, Flexible)

As a result, we aim for our children to become...

Confident and resilient

Independent

Socially aware

Responsible and considerate

Aspirational and motivated

Inquisitive and enquiring

We aim to broaden the children's experiences beyond their immediate locality by providing enriching experiences both inside and outside of the classroom.

Through our commitment to the Christian Core Values we:

Nurture creative, resilient, confident, independent learners who are curious about the world around them.

Nourish learners by providing exciting, inclusive, challenging, spiritually enriching opportunities within a safe learning environment.

Enable learners to **flourish** in to aspirational courageous advocates for change in a local and global context

Rationale

The teaching of English, maths and RE are at the heart of the curriculum. We use the 'Learning Means the World' (Dimensions) curriculum as a basis to teach the other foundation subjects, linking the maths, English and RE where appropriate. As a group of schools that predominantly represent a white British, Christian demographic, we want our pupils to fully embrace cultural diversity, learning about and experiencing a range of different cultural and faith heritages. We actively and explicitly promote cross-cultural friendship, respect, tolerance and understanding through LMTW, as well as our PSHE Programme.

We feel our pupils need a greater awareness and appreciation of local, national and global

conservation issues and initiative, learning how they have an important role to play in sustainability.

'Learning Means the World' is a highly relevant primary curriculum based around 4 core world issues:

Conservation



Communication



Conflict



Culture



Conservation

The population of human beings has grown enormously in the past two centuries and billions of people use up resources quickly. It's normal to feel powerless when faced with the enormity of world conservation issues, but pupils need to know that small actions can make a big difference.

Communication

Communication is the foundation of all human relationships and affects all aspects of our lives. It spreads knowledge and information across cultures, countries and generations. With more means of communication than ever, there are now even more ways to be misunderstood than ever. Having good communication skills involves being aware of both sender and receiver. Pupils need to learn how to communicate clearly and positively, using verbal and non-verbal skills to get their ideas and feelings across, to receive other people's messages and to resolve conflict.

Conflict

Poverty and political, social, and economic inequalities between groups predispose them to conflict. Eight out of 10 of the world's poorest countries are suffering, or have recently suffered, from large scale violent conflict. Wars in developing countries have heavy human, economic, and social costs and are a major cause of poverty and underdevelopment. Understanding world history would be impossible without understanding the conflicts that have shaped it. Pupils need to learn how to handle disagreements constructively and resolve their differences without yelling and screaming, ignoring and sulking, whining and moaning or resorting to violence. Conflict can be seen as an opportunity for learning about and understanding our differences.

Culture

Cultures evolve continuously, as people interact with one another, producing an intermingling of values, and material ways of life. Our communities are becoming increasingly diverse, creating a fusion of people of many religions, languages, economic and cultural groups. An understanding and appreciation of, and establishing relationships with people from, other cultures is vital in building and maintaining successful communities. An appreciation of cultural diversity goes hand-in-hand with a just and equitable society and helps to overcome and prevent racial and ethnic divisions. Pupils need to learn how culture affects perception, influences behaviour and shapes personalities.

As a Federation we cover the same world issue at any one time which will also be linked in to our theme for Collective Worship.

The curriculum also promotes 4 characteristics of effective learning for each key stage which fit in alongside the 6 Federation characteristics of Perseverance, Courage, Resilience, Curiosity, Creativity and Confidence.

- **Explorers 'Have a Go' (Yr R) – experimental, curious, confident, co-operative**
- **Pathfinders 'Find a Way' (KS1) – innovative, decisive, creative, independent**
- **Adventurers 'Make it Happen (LKS2) - brave, risk-takers, resilient, prepared**
- **Navigators 'Lead the Way' (UKS2) – leaders, able to apply skills, overcomers, focused**

Planning

The long term planning has been developed in response to the requirements of the National Curriculum and the Norfolk Agreed Syllabus for RE

Medium term planning for English, maths and RE has been developed by the subject leaders for these subjects and is reviewed annually, responding to any findings from the question level analysis of national tests. Core texts in English are linked to the class theme.

The basis for teaching the rest of the foundation subjects come from the 'Learning Means the World' curriculum by 8 thematic units covering each world issue. The units build knowledge and skills as the children move through the school. There is a 'skeleton' plan for each unit which teachers are expected to adapt to suit the interests of the children in their class and seek to incorporate learning experiences that reflect the local context.

The thematic units are cross-curricular in nature. They combine the subjects of the national curriculum in a way to best deliver the learning – this means that rather than having a set time for a subject each week, the different areas of the curriculum will be taught as and when it best suits the sequence of learning.

As the curriculum has developed over time, it has been refined and adapted to meet the needs of our children and our context.

The thematic approach to teaching and learning is designed to support children's natural curiosity, stimulate their creativity and promote an appetite for, and love of, learning. It offers children the chance to engage in deep learning giving them the time they need to reflect, consolidate and transfer their learning.

The Skills Ladder gives a clear upward trajectory of subject-specific, skills-based learning. Coupled with a system of knowledge progression, called Knowledge Building, this ensures rigour and coverage and provides subject leaders with a clear view of progression. Knowledge is sequenced and mapped deliberately with six distinct fundamental learning pillars for each subject using progressive cognitive blocks. These are then applied to each thematic unit in the form of knowledge statements that increase in complexity through the key stages and provide a big picture of knowledge progression throughout the school.

Roles and Responsibilities

The Executive Headteacher has responsibility for the curriculum and delegates responsibility to the

Senior Leadership Team and other staff members to ensure that the curriculum has progression and appropriate breadth to meet the needs of all pupils.

The Senior Leadership Team and Subject Leaders will:

- Monitor and evaluate the effectiveness of the curriculum in meeting the needs of all pupils
- Evaluate practice
- Provide feedback to staff
- Identify priorities for development
- Assess outcomes
- Feedback and report to colleagues the Executive Headteacher and governors on the outcomes of monitoring to inform future actions and developments

The Local Governing Body monitors the quality of curriculum provision through the Headteacher's termly self-evaluation and a through a rolling programme of reports from leaders, either in the full governors meeting or through the Standards and Curriculum committee.

Parents are kept informed about the curriculum through:

- Autumn Term 'Meet the Teacher' meeting
- Termly class information on the website
- Termly 'cafes' related to a specific focus
- Twice yearly parent/teacher consultations
- Newsletters
- The annual report
- Most importantly, regular informal contact between the school team and parents

Associated Policies:

- **Assessment**
- **British Values**
- **E-Safety and ICT Acceptable Use**
- **RE**
- **SEND**
- **SMSC**
- **Teaching and Learning**