# Charter Academy

## Curriculum

*Local Level Policy*

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| **Date effective** | March 2026 |
| **Review Cycle** | Annually |
| **Review Date** | March 2027 |
| **Date of Approval by Governors** | March 26 |
| **Committee approved by** | Charter Local Governing Body |
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Part of the Castle Phoenix Trust
*Leading Learning and Excelling Together*

# Contents

1. Curriculum aims ..... **Error! Bookmark not defined.**
2. Legislation and guidance ..... 3
3. Roles and responsibilities ..... 3
4. Organisation and planning ..... 4
5. Inclusion ..... 6
6. Monitoring arrangements ..... 7
7. Links with other policies ..... 7

# 1. Curriculum Aims

- Promote a Love of Learning: Provide a strong, evidence-based curriculum that meets the needs of all learners, is well-sequenced, and builds upon prior learning to foster a lifelong love of learning.

- Develop Oracy Skills: Prioritise the development of pupils' oracy skills, enabling children to articulate ideas clearly, develop a deep understanding of concepts, and engage confidently with others through spoken language.

- Utilise Robust Assessment: Implement an effective assessment system that thoughtfully informs teaching and learning by accurately identifying pupils' progress and adapting planning and provision accordingly.

- Broaden Horizons through Enrichment: Ensure access to a wide range of enrichment opportunities within and beyond our challenging curriculum, allowing children to broaden their horizons and aspire to become the next generation of successful professionals.

- Embed School Values: Consistently exemplify our 'Roots to Success' values within the school community, guiding children to become responsible and active citizens within their own community and the wider world.

- Strengthen Family Partnerships: Work closely with families to build strong relationships that provide holistic support for pupils, ensuring they feel valued and supported both in and out of school.

- Develop digital literacy skills to ensure children are prepared to enter the ever-changing digital world and able to reach their aspirational goals.

# 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.

# 3. Role and Responsibilities

## 3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets

- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, 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 Headteacher

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 governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school 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 school curriculum is implemented in accordance with this policy.

Phase leaders will ensure that teachers within their phases submit timetables that reflect the appropriate amount of time for each subject.

The curriculum leader will ensure that appropriate funding and resources are allocated to each curriculum subject in order that they can be taught effectively.

## 4. Organisation and Planning

When children start school in Nursery or Reception, they work on all the areas of learning in the Early Years Foundation Stage. This includes learning indoors and outdoors in our purpose-built outdoor learning area.

We have chosen to follow the Chris Quigley Essentials Curriculum for foundation subjects which sets out essential coverage, learning objectives and standards which are required. It also provides progress measures which enable children to thrive in our mixed age setting.

The journey for learners has been divided into 3 parts called Milestones. Milestone 1 is for Years 1 and 2; Milestone 2 is for Years 3 and 4 and Milestone 3 is for Years 5 and 6. Over each two years Milestone, learners will work on acquiring key skills and concepts and deepening their learning. Their progress will be tracked by teachers against Basic, Advancing and Deep.

It is expected that a child starting school with an average starting point will progress to reach an Advancing DOL (depth of learning) by the end of each Milestone. This equates to the nationally expected standard for a child of this age. Deep DOL by the end of a milestone will equate to above the nationally expected standard. (What is DOL?)

The Essentials Curriculum is used within all wider curriculum subjects with the exception of Religion and Worldviews and Music, which follows the long-term planning of Kapow!

Curriculum drivers shape our curriculum breadth. They take into account the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. Charter Primary School's drivers are **diversity, possibilities and knowledge of the world.**

**English**

English lessons are taught through an age-appropriate whole-class text which has been chosen to match topics in the foundation subjects. Grammar, reading and writing skills are all drawn from this text which allows children to really deepen their understanding of the text and the author's choices within the text. A balance of fiction, non-fiction and poetry are taught across the year.

EYFS initially develop writing through scribble club to develop mark making skills and then progress to drawing club which utilises previous knowledge and applies the skills in more formulaic way.

KS1 children then progress to curious quest which focuses on developing creativity whilst ensuring the fundamental skills are mastered before entering KS2.

Explicit guided reading sessions are taught from Year 2 upwards which enable specific reading skills to be taught e.g. inference and retrieval.

We have a reading for pleasure spine across school (Nursery to Year 6) which means that children have access to a daily reading session with an adult reading to them. This has been carefully planned to include a wide range of authors and texts which children may not otherwise encounter.

**Phonics**

Using the RWI phonics program we teach children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information.
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

In practice, children learn the 44 common sounds in the English language and are taught how to blend these sounds to decode (read) words. We start by teaching children to read and blend the first thirty Set 1 sounds. Once they have conquered this skill, they start reading stories and texts that have words made up of the sounds they know. This means that they can embed and apply their phonic knowledge and start to build their reading fluency. Once secure, children learn Set 2 and Set 3 sounds and then read texts with increasingly more complex sounds and graphemes. Throughout this process there is a focus on comprehension, reading with expression and reading for enjoyment.

**Maths**

At Charter Academy we use a combination of White Rose Maths and the NCETM's Mastering Number Programme to plan whole class teaching, small group teaching and a range of activities in continuous provision. Mathematical resources are provided in all areas of the classrooms, indoors and outdoors to ensure children have ongoing opportunities to access Maths at all times.

Children are taught maths using White Rose Maths as the primary resource through which long, medium- and short-term planning is based. The curriculum is cumulative; small steps in learning are taken within a specific block of learning. This provides greater

opportunity for children to develop deeper levels of knowledge and understanding within each particular strand of the maths curriculum.

Strong fluency unlocks the door to mathematical reasoning and a deep understanding of all taught concepts. As such Friday is dedicated solely to fluency sessions, where the teacher will model carefully selected skills, tackle misconceptions and give the children the opportunity to practise counting, key skills and formal written methods. Regular fluency sessions are then timetabled across Years 1-2to ensure children have
the opportunity to develop automaticity of key mathematical facts and methods thereby enabling them to rapidly recall declarative knowledge with confidence.

**Oracy**

Through a high-quality oracy curriculum, linked directly to the Voice 21 Framework, students learn through talk and learn how to talk effectively. The use of carefully planned, modelled and scaffolded talk in the classroom broadens and deepens children's verbal responses and explanations. Teachers deliberately plan to enrich lessons with oracy and ensure that opportunities for student talk are a regular feature across the curriculum.

**RSE**

Please see separate RSE policy

# 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

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

- Regular meetings with the headteacher outside of normal Local Governing Body meetings
- Academy Improvement Board Meetings

- Meetings with school staff such as the SENCo and Designated Safeguarding Lead

Senior Leaders and subject leaders monitor how effectively subjects are delivered throughout the school by:

- Work scrutinise.
- Learning walks
- Pupil voice
- Assessment analysis

This policy will be reviewed annually by the headteacher. At every review, the policy will be shared with the Local governing body.

## 7. Links with other policies and documents:

- Annual expectations document.
- EYFS policy
- SEN policy and Information Report
- Equality information and Objectives