



Curriculum Policy

Our vision, rooted in the words of Jesus (Matthew 19:14), *“Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these,”* is to provide a safe, happy and caring environment where all pupils are nurtured and valued within a Christian ethos.

To achieve our vision we:

- provide inspirational and enjoyable learning experiences through a curriculum that is broad, balanced and based on the needs of our children
- work hard to reach our full potential
- share each other's success
- promote a sense of belonging to our school, local and Church community
- foster high self-esteem and nurture high aspirations
- ensure pupils become more confident independent learners
- provide a safe, warm and welcoming Christian environment within which everyone feels valued and respected
- develop spirituality, a moral ethos and an appreciation for Christian values
- enable everyone to grow and blossom into responsible and successful citizens through the firm Christian foundations we provide and an appreciation of national and global communities.

We are a strong team of proud pupils, parents, staff, governors, the Church and the local community.

Our Christian faith gives rise to our service to God and to the community. Our core principles are friendship, forgiveness, hope, trust and courage. These give rise to justice, wisdom and thankfulness.

24/3/21

Accepted by governors

Summer
2026

Date for Review

Introduction

At Christ Church CE Academy, our curriculum is designed with the whole child in mind, delivering the National Curriculum whilst being underpinned by our school vision. Our vision, rooted in the words of Jesus (Matthew 19:14), **“Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these,”** is to provide a safe, happy and caring environment where all pupils are nurtured and valued within a Christian ethos. This is the driving force for our dedicated staff to enable them to make a difference to the lives of everybody involved in Christ Church CE Academy. We are passionate about meeting the needs of all our children as each one is special and unique; each bringing their own experiences to their learning.

To ensure our curriculum fits these needs, we strive to provide inspirational and enjoyable learning experiences through a curriculum that is broad and balanced. These support our children to work hard to reach their full potential, foster high self-esteem and nurture high aspirations. Our curriculum is not narrowed; it appreciates and nurtures all skills and talents, including those that cannot be measured by standardised tests. Additionally, it reflects the need to provide our children with experiences outside of the National Curriculum that challenge their thinking and daily experiences outside of school and prepare them for a future in modern Britain as an aspirational, well-rounded and responsible citizen, equipped with skills for life.

In December 2019, the school curriculum intent was refined into the form of the ‘ACE Curriculum’. This acronym was agreed as a useful tool in enabling all stakeholders to articulate the school curriculum intent, in simple terms from the youngest pupil and parents to further detail from staff. ACE stands for Achieve – Choices – Enjoy. This is because we want our school to be a place to achieve, a place to have choice and a place to enjoy. Our rationale underpins the vision of a people-centred curriculum, making the children aware of role-models to aspire to and to have the skills and knowledge to enable them to make informed choices in all areas of their life, both in and outside of school, present and future whilst learning and working alongside others in a nurturing environment in which to thrive.

Aims and objectives

We want our children to achieve by:

- using the National Curriculum to build on their knowledge and skills
- fulfilling their potential
- attaining set end goals
- gaining an effective use of literacy, oracy and numeracy skills to empower the learner
- preparing them for a future in modern Britain as a well-rounded and responsible citizen
- enabling skills essential for everyday life, the world of work and independent understanding
- enabling pupils to communicate their thoughts and feelings to others so they can be understood and develop both academically and emotionally
- providing them with experiences outside of the National Curriculum that challenge their thinking and daily experiences outside of school
- providing learning experiences for our children to celebrate the achievements of others both in the modern world and in the past
- being inspired by these achievements
- knowing what can be achieved and the difference one person can make to the world

To make children aware they have **choices** through:

- providing opportunities to be creative
- learning activities that allow them to problem solve, reason and make decisions
- building their perseverance
- nurturing their curiosity and encouraging questioning
- encouraging greater independence
- developing empathy, tolerance and respect

- use of critical thinking

To **enjoy** school our children:

- feel safe and happy
- know they have a trusted adult to listen and care about them in school
- are engaged and motivated in their learning
- have confidence in their abilities and feel supported to take risks
- develop their social skills to get on with others
- feel pride in their efforts
- feel the curriculum is relevant and see themselves reflected in it

Organisation and planning

Our curriculum has been carefully designed with the whole child in mind, delivering the National Curriculum, whilst being underpinned by our school vision. Our children use their right to: explore through play; access the outdoors (in particular our Forest School); and experience a healthy range of emotions through social interaction that build resilience to enable continued creativity with their peers and their potential. Experiences are carefully planned to ensure every child has the opportunity to develop a sense of belonging to our school, local and Church community.

Each subject is managed by its own leader, who has been given the time to logically consider and plan their subject's content coherently, using the National Curriculum as a base to provide a sequence of stages. This enables our children to build cumulatively on the knowledge and skills required to successfully achieve set end goals. Subject Leads have worked together to create a coherent curriculum with coverage and mapping across Year Groups (Early Years to Year 6), with subject 'intent' in line with the ACE curriculum.

We have curious, inquisitive children with enquiring minds, who ask insightful questions about the world around them and their connections and relationships to it. However, for the majority of our children, their vocabulary to articulate this is limited. Therefore, within school, opportunities are carefully planned to challenge our children's thinking and allow discussion. Working within a 'language-rich' environment, created by our curriculum, aims to enable our children to aspire to more ambitious long-term goals, with new vocabulary as their tool to achieve them.

Retention of knowledge and learning is a key area of improvement for our children. As the ability to retain and recall information is central to improving memory, knowledge and learning, further explicit teaching for memory retention is needed. Low stake testing by starting/ending lessons with questions to check understanding will be further developed in our more enquiry led investigational approach to learning. This revisiting of previous topics (distributive practice) should then facilitate the embedding of short-term knowledge into long term memory.

The end aim is that for children leaving Christ Church CE Academy in Year 6, reaching age-related expectations, can: retain identified content over time and apply it in context; talk and write about the subject with increasing length and complexity; and apply skills independently.

Inclusion & Equal Opportunities

We aim to provide for all children so that they achieve as highly as they can in all areas of the curriculum, according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Higher attaining children will be identified and suitable learning challenges provided. All children are provided with equal access to the curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- 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.

All subject leaders receive non-contact time, so that they can carry out the necessary duties involved with their role. The Curriculum Action Plan includes staff training and time for auditing and development plans. External agencies are also employed to give further training, including the Academy SIP and in-house Curriculum Leader to regularly feedback relevant information to Subject Leads. All subject leaders are encouraged to attend Network meetings and further subject training is available both in the Authority and Trust.

Subject Leads support teaching staff in any areas that are outside of their area of expertise. SLT hold regularly time-tabled meeting time to support this process. Maths and English Leads (time-tabled sessions) are available to support in all areas of planning and delivery of the curriculum

Monitoring and review

Curriculum leads, as part of the monitoring timetable measure the impact of learning through audits, discussion with staff and pupils, lesson drop-ins and book looks. Regular Performance Management and Pupil Progress meetings give staff opportunity to discuss teaching and learning matters and relevant training needs are offered in the light of these. Subject leader's feedback to staff in follow up staff meetings and areas for further development are always addressed.

Assessment

The purpose of assessment is to: inform future planning; identify and track individual attainments and progress; plan appropriate targeted interventions where necessary; and evaluate our curriculum, planning and teaching strategies. We have always strived to close the gap between school and national expectations with a strong and rigorous focus on Reading, Writing and Maths throughout the whole of the curriculum and embrace and welcome the opportunity to offer our children even more creative learning opportunities, relevant to their needs.

Teachers assess the children against the age-related expectations for each year group in English and Maths, assisted by our bespoke tracking system. This ensures rigorous, continuous diagnostic assessments and impacts teachers' practice to enable them to monitor academic progress and attainment with early identification of those making less than expected progress followed by swift action of intervention. Standardised assessments are also used for English and Maths. In all other subject areas, teacher assessment is used through end of unit assessments to make a 'best-fit' judgement of pupil attainment and progress.

To ensure pupils become more confident independent learners, we have adapted our Presentation, Marking and Feedback Policy. The purpose of feedback is to support learner's progress enabling them to take ownership of their own work and know how to improve it further. Our policy empowers our children to become more skilled in independent drafting and editing, taking responsibility for improving their own work, spotting mistakes and thinking for themselves.