



BREWOOD AND WHEATON ASTON FEDERATION



POLICY STATEMENT

CURRICULUM

We value and cherish every member of our community and celebrate their uniqueness. Our values led curriculum promotes a love of life and learning inspiring every individual to be a respectful, resilient, and faithful global citizen.

*"Let all that you do be done in love."
1 Corinthians 16:14*

Respect, Faith, Resilience

We love and value each member of the St. Mary's family as precious individuals. Our outward-looking curriculum enables everyone to embrace life in all its fullness while celebrating the everyday and the unique. Through our Christian values of belief, respect and friendship we:

*'Shine as a Light in the World'.
Matthew 5:16*

Belief, Respect, Friendship

The policy document is divided into the following sections:

Introduction

Section 1: Intent

Section 2: Implementation

Section 3: Impact

Additional Information

Appendix 1: Spiritual, moral, social and cultural development

Introduction

The concept of the curriculum which underpins this policy is that the curriculum is the totality of a pupil's experience in our federation. This includes:

- The taught curriculum, which is the delivery of discrete subjects and cross-curricular aspects.
- Application of the curriculum through enriching cultural capital
- Extra-curricular activities
- The 'hidden' curriculum, or the 'culture' of the federation, which is the way things are done in each academy.

Our vision is to provide an overall education which prepares each pupil with the tools and strategies needed to cope with the challenges currently posed in modern day Britain e.g. managing personal well-being, social media, health and relationships and finance. We also aim to ensure that our pupils know how to make a positive contribution to their community and wider society understanding that they are not only the adults of the future but the children of today.

INTENT

Both academies ensure that the curriculum is driven by the following aspects:

St Marys' First Academy

Christian Values

Belief
Respect
Friendship

Brewood Middle Academy

Curriculum Drivers

Personal Wellbeing
Raising Aspirations
Courageous Advocacy

The curriculum of both schools is broad and balanced and is underpinned by its unique curriculum drivers and Christian Values. An enquiry-based approach enables children to lead and teachers to facilitate the learning.

Our curriculum raises children's aspirations demonstrating possibilities for their impact today as well as within their future lives. The values adopted in both the academies underpin all that we do in school fostering independence and resilience. From EYFS through to Key Stage 3, high expectations in speech, language and communication strengthen children's ability to learn at a deeper level, allowing them to articulate their learning, demonstrating quality thinking and application of skills and knowledge.

Our federated curriculum is not solely focused on academic subjects and achievement. We provide pupils with rich learning experiences, educational visits, residential experiences, extra-curricular activities and enrichment opportunities.

Personal wellbeing is prioritised throughout our curriculum allowing children opportunities to exhibit spiritual, moral, social and cultural understanding. This is addressed further in our Religious Education, PSHE, RSHE, LIFE (Living In Freedom and Equality) and Respect Life curriculum focus.

Alongside the teaching of knowledge, skills and vocabulary, we aim to promote positive mental health for every member of our school community including, staff, pupils and families. We pursue this aim using both universal and whole school approaches as well as specialised, targeted approaches aimed at vulnerable pupils. Emotional health, well-being and resilience is embedded within our Religious Education, PSHE, RSHE and LIFE curriculum alongside the teaching of knowledge, skills and understanding in all other curriculum subjects. We have a dedicated team of staff across the federation that support the emotional well-being of all our school community. Pupils are encouraged to talk openly about their mental well-being and access support as and when required. We aim to provide pupils with the tools and strategies needed to cope when faced with challenges within school or home life.

Our curriculum reflects the special nature of a First and a Middle academy, in a three-tier system. We provide an enriching, formative and supportive environment which enables children at this age to develop a firm foundation of knowledge, skills and aptitudes as they move into the 14 - 19 stages of education.

Both academies distinctive Christian values are central to school life and links are made between the worship themes and the curriculum. There are strong links between the home, school and parish with an active involvement of the LAC members and the local clergy.

IMPLEMENTATION

Our carefully crafted curriculum balances the national expectations and an all-encompassing range of experiences allowing our children to flourish. All areas of learning are underpinned by our school's

curriculum drivers and Christian Values. Clear strategic planning allows the curriculum to be dynamic and adapt to the context of the academy and children's needs. Age related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child.

The curriculum has high expectations to combine transferable skills, demonstrate a breadth of vocabulary and develop strong cross-curricular links. Inviting classroom environments stimulate and engage quality thinking and reasoning. Explicit weekly and medium term and long-term planning is responsive to children's needs, incorporating holistic approaches to teaching and learning. Peer coaching and specifically identified CPD supports all staff to further develop curriculum pedagogy. Our marking and feedback policy is implemented consistently as opportunities for children to reflect on their learning and think deeply and carefully about their feedback.

CPD

In order for us to be able to deliver the best and most up to date curriculum we provide staff with high quality CPD in their subject specific areas of leadership or teaching role. This includes Local Authority and Trust meetings on the curriculum and collaborative network meetings. Through identification of personal appraisal targets and/or impact of monitoring it may include attending nationwide courses. Through this we receive updates, courses and research findings into the effective provision for EYFS, Key Stage 1, Key Stage 2 and Key Stage 3. Following CPD, staff provide feedback about what they have learnt, and we then discuss the impact of this on a class teacher, subject leader and whole school strategic level. We aim to give staff the expert knowledge required to deliver the subjects that they teach. Ongoing professional development and training is available for staff to ensure that our challenging curriculum requirements can be met.

Reading

The teaching and acquisition of reading skills is prioritised at both the academies to allow pupils to access the full curriculum. Initially this begins with a two-pronged strategy; developing pupils emerging reading skills through the precision teaching of phonics; developing a love of reading through the careful selection of age-appropriate texts as stimulus for class topics. We then use the Accelerated Reader Programme to continue developing a positive reading culture in KS2 and KS3 embedding a lifelong engagement with and love of reading.

Where a pupil has been identified as not on track in their reading, intervention is put into place through 1:1 or small group reading support to enable them to catch up and achieve in line with their peers. For some pupils we recognise that home life may not allow for development of reading for pleasure, and we recognise the value of dedicated reading for pleasure time with these pupils. All pupils are able to access a range of reading resources and texts in the central academy libraries.

Assessment

Assessment at both St Mary's and Brewood is designed thoughtfully to shape future learning. Teachers ensure that pupils embed key concepts in their long-term memory through low stake summative assessments. Key skills and objectives for curriculum areas are revisited throughout the year and applied in different contexts. Formative assessments are moderated and analysed to ensure that expected outcomes are fully understood by all staff.

IMPACT

Monitoring and Evaluation

A curriculum subject leader is responsible for the monitoring and evaluation of their own subject area. Subject leaders are supported by the Senior Leadership Team to enable them to successfully

carry out their roles and responsibilities, without adding to workload. The information from the monitoring and evaluation then forms the basis of the impact assessment for that curriculum area. Middle leaders have responsibility for assessing the intent, implementation and impact of their curriculum area.

Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work and book scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders assess the impact of the curriculum.

Outcomes for Pupils

Pupils move through both academies with a secure understanding of the academic content; with the understanding of how to be socially, morally, spiritually and culturally responsible and aware; how to make positive contributions to the local area and how to endeavour to be the best that they can be. We aim for all of our children to leave St Mary's and Brewwood respectful, skilful, ambitious and with a thirst for life and all it has to offer.

Additional Information

Curriculum enhancement

The federation is committed to enhancing the delivery of the curriculum through the following means, as and when it is appropriate and possible:

- Homework
- Visits (for instance to Black Country / Manchester Museums, Gurdwara, Ironbridge, Liverpool)
- Specialist speakers or groups coming into school (e.g. history, music, RE)
- Residential visits
- Community and charity events
- Sporting visits e.g. Manchester Velodrome
- International Visits e.g. Belgium, Germany, France, Italy, Poland.

Homework is an important part of learning and is planned as part of the taught curriculum.

Homework can:

- Improve pupil learning,
- Encourage research skills,
- Develop independent learning,
- Reinforce and extend classwork.

Brewood CE Middle offers a Homework Club to all pupils (Monday to Thursday).

Homework is recorded in pupils' planners/homework books. It is monitored by the class/subject teachers, and by the form tutor (at BMA) once a week.

Parents are asked to support the school in its homework policy by:

- Providing their child with a suitable place in which to work,
- Checking that homework is done,
- Signing the pupil planner or reading log each week,
- Making contact with the school if there are any problems concerning homework.

Extra-curricular activities

The federation is committed to offering a range of extra-curricular activities which offer:

- further opportunities to develop skills, aptitudes and knowledge being delivered through the taught curriculum,
- new opportunities to engage in activities and develop skills not offered through the taught curriculum,
- opportunities to engage in competitive activities with other schools.

A variety of lunchtime clubs are available to all pupils including a range of sports, music, art, drama, technology, ICT, other leisure activities, and include a homework club.

The federation's culture

The ethos of the two academies underpins and supports the timetabled school day. The ethos is the routine set of morals, behaviours and rules which gives each academy its particular feel. It includes what happens to pupils in the corridors, in the playground, in the toilets, in the dining hall, how they are registered, how they are treated by adults and other pupils, and so on. The federation's ethos is fully inclusive, taking account of the full range of personal needs of our children including those with SEND, are investigating their gender or consider themselves part of the LGBTQ+ community. This is covered in a range of other policies (e.g. discipline, equality of opportunity, anti-bullying, Valuing All God's Children).

Responsibilities

Local Academy Committee - Making decisions about the whole-school curriculum and staffing the curriculum; monitoring and evaluating the effectiveness of the delivery of the curriculum against the principles as set out in this policy. Being a 'critical friend' of the school.

Executive Principal - Leading the federation. Accountable for pupil progress across the 2 academies. Leading curriculum design and development through the Academy Improvement Plan; managing the effective delivery of the curriculum; monitoring and evaluating the effectiveness of the delivery of the curriculum and reporting to the Local Academy Committee.

Head of School - Leading and managing each academy on a day-to-day basis including the staff and curriculum. Accountable for pupil progress at the academy, Leading curriculum design and development together with the Exec. Principal through the Academy Improvement Plan. Managing the curriculum and monitoring its effective delivery.

Senior Leadership Team - Supporting the Executive Principal and Heads of School in their roles.

Subject Leaders - Ensuring the effective delivery of the curriculum and assessment of their subject; ensuring the appropriate progress of pupils within the subject; reporting to the Head of School, Executive Principal and LAC; leading curriculum development within the subject. Ensuring high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils.

Teaching Staff - Delivering the schemes of work through high quality teaching, effective use of resources, and securing the highest standards of learning, achievement and pupil progress. This policy is reviewed annually in the Spring Term

2 MAY 2025

Signed  Chair of LAC Date:

Appendix 1

Spiritual, moral, social and cultural development

Statement of general principles

- 1 The federation is committed to providing for and promoting the spiritual, moral, social and cultural development of all pupils.
- 2 As a voluntary controlled church school, the spiritual and moral curriculum has a special place in the school. These aspects feature prominently in the delivery of RE, in collective worship, and in the school culture.
- 3 The provision is delivered through the school curriculum including the timetabled day, enrichment and extra-curricular activities, links with parents, the culture of the school, the example set for pupils by adults in the school, and through collective worship.
- 4 The aims of the provision are:
To provide pupils with knowledge and insight into values and beliefs and enable them to reflect on their experiences in a way which develops their spiritual awareness and self-knowledge.
To teach principles which distinguish right from wrong.
To encourage pupils to relate positively to others, take responsibility, participate fully in the community, and develop an understanding of citizenship.
To teach pupils to appreciate their own cultural tradition and the diversity and richness of other cultures
- 5 The responsibility for the delivery of the provision and for its monitoring and evaluation lies with the subject leaders, reporting to the leadership team, the Executive Principal and LAC.

The spiritual curriculum

Pupils should have the opportunity to:

Beliefs

Develop personal beliefs, including religious beliefs.

Appreciate that people have individual and shared beliefs on which they base their lives.

Develop an understanding of how beliefs contribute to personal identity.

Awe, wonder and mystery.

Be inspired by the natural world, mystery and human achievement.

Feelings of transcendence

Experience feelings which may give rise to belief in the existence of a divine being.

Experience feelings which stimulate the belief that one's inner resources provide the ability to rise above everyday experience.

Meaning and purpose

Ask questions about the meaning of life.

Reflect on the origins of life.

Respond to challenging experiences in life.

Self-knowledge

Increase their awareness of their own thoughts, feelings, emotions, responsibilities, and experiences.

Grow in understanding of individual identity.

Develop self-respect.

Relationships

Recognise and value the worth of each individual.

Develop a sense of community.

Build relationships with others.

Creativity

Express innermost thoughts

Exercise imagination

Experience emotions when encountering beauty, injustice.

Develop the ability to control emotions and use them as a source of growth.

The moral curriculum

Pupils should have the opportunity to:

Principles

Develop concepts of right and wrong.

Consider the connection between principles and moral behaviour.

Develop a set of personal principles which inform their own moral behaviour.

Codes

Investigate the codes and conventions of conduct agreed by society.

Explore the variety of sources of personal morality - beliefs and values of individuals; social, cultural and religious groups.

Making judgements

Question the codes and conventions of society.

Recognise the boundaries of value systems.

Develop the ability to make their own judgements.

Recognise the need to make personal decisions in areas which are considered right by some, wrong by others.

Discover the need to review and re-assess their values, codes and principles in the light of experience.

The social curriculum

Pupils should have the opportunity to:

Community

Explore the rewards and responsibilities of living in a community.

Become involved in community projects.

Operate in a number of different roles within the community.

Share in times of celebration and sadness.

Acknowledge the importance of others in the community.

Be valued by the community.

Responsibility

Develop leadership skills.

Take responsibility for their own actions.

Be involved in the setting of personal targets.

Act on their own initiative.

Take responsibility for others.

Relationships

Practice the skills of communication.

Work as a group or team.

Experience a variety of classroom/school organisation.

Develop negotiation skills.

Listen to the views of others.

Explore relationships in the wider community.

Society

Investigate the formal structures of society.

Explore the variety of social organisation to be found in the wider community.

Experience the importance of rules which operate for the common good.

The cultural curriculum

Pupils should have the opportunity to:

Knowledge

Extend their knowledge of their own cultural heritage.

Explore cultures other than their own.

Investigate the links between achievements in different fields or disciplines.

Consider the influence of cultures on each other.

Understanding

Talk about that which is important to them.

Share in what is important to others.

Encourage the development of achievement and interests in themselves and others.

Celebrate achievements by members of the community in whatever sphere.

Interest

Be introduced to a wide range of leisure interests.

Respect and develop interests and accomplishments.

Develop their own creative and aesthetic skills through a variety of media.

Consider the importance of leisure.

Experience

Experience and respond to a variety of cultural traditions.

Develop an appreciation of that which is acknowledged to be cultural achievement.