ACE Learning



Curriculum Policy

Date of Ratification	**Spring 2023**
Date for Review	**Spring 2026**

Introduction
ACE Learning's curriculum policy is based on the following aims, to:

- Have pupils at its heart.
- Prepare all pupils for lifelong learning and working life in a 21st century global society.
- Ensure pupils achieve well, attain well and make excellent progress in their learning.
- Provide threads running through curriculum themes that reflect the ACE values
- Nurture the talents of all and celebrate success.
- Have a curriculum offering differentiation and personalisation.
- Provide excellence in learning and teaching.
- Prepare pupils for transition to the next stage of their schooling.
- Reflect the local community.
- Involve parents/carers.

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.
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.
This policy complies with our funding agreement and articles of association.
In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Curriculum intent
The curriculum should inspire and challenge all learners and prepare them for the future. The academy's aim is to develop a broad and balanced coherent curriculum which stretches and challenges pupils while instilling in them a love of learning for life. It builds on children's experiences and helps all to become successful learners, confident individuals and responsible citizens.

By the end of their primary schooling our curriculum will enable our pupils to:

- have the knowledge and skills to equip them for the next stage of their education.
- achieve high standards and make excellent progress.
- have and be able to use key literacy, numeracy and IT skills.
- be resilient and challenged to achieve their full potential.
- have confidence and be able to use high quality personal, learning and thinking skills and become independent learners.
- develop a strength of character to enable pupils to be physically and mentally healthy
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- value their learning outside of the curriculum and relate to the taught curriculum

Our curriculum has been developed collectively considering staff and pupil voice. It mixes knowledge and skills with real life experiences and reflects the values our pupils need to enable them to broaden their horizons and give them social opportunities that they may not otherwise experience.

Curriculum outcomes
ACE Learning's curriculum will:

- meet and exceed age related expectations
- fulfil statutory requirements.
- enable pupils to fulfil their potential.
- meet the needs of pupils of all abilities at the academy.
- provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines.
- help pupils develop lively, enquiring minds, an ability to question and an ability to apply themselves to tasks and physical skills.
- include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- ensure continuity and progression within the academy and between phases of education.
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- help pupils understand the world in which they live.

The ACE Curriculum Plan sets out the key knowledge and skills that we expect each child to know and understand; there is also the freedom to be flexible about the context of learning so teachers can be responsive to interests, local, national and global events.

Organisation

The ACE Curriculum is designed to be broad and balanced and has an effective focus on developing pupils' reading, literacy and numeracy skills whilst providing pupils with meaningful experiences in all curriculum areas. Teachers utilise the Mantle of the Expert approach to learning where appropriate to increase pupil engagement and provide stimulation through meaningful learning scenarios. The curriculum supports the promotion of British values and builds on pupils' enthusiasm for learning.

Our curriculum is structured so that skills and knowledge build across the school and is carefully planned for. We consider carefully the transition from one phase to another. There is a good breadth and coverage to our curriculum, which is supported by enrichment days and extra-curricular activities. We want to make learning fun, practical and exciting to ensure that it is embedded in the long-term memory. There is a spiral curriculum so that topics and concepts are repeated, this enables pupils to link prior knowledge to new learning and move on to extend their knowledge and skills. This also helps to commit learning to memory.

The ACE Curriculum documents are available from the website and the school office. Long and medium term plans have been developed by staff and are stored on the Academy network. These are used by teachers to develop short term plans taking into consideration the current needs of children and attainment data in the academy assessment system.

Roles and responsibilities

The Head of School will ensure that:

- all statutory elements of the curriculum, and those subjects which the academy chooses to offer, have aims and objectives which reflect the aims of the academy and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed.
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the national curriculum.

- the procedures for assessment meet all legal requirements and pupils and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve.

Senior Leaders will ensure that:

- they use the curriculum structure (ACE Curriculum) and monitor the delivery within their KS/Phase
- planning is in place for all areas of learning.
- ACE Curriculum is monitored and reviewed on a regular basis.
- Pupil progress is discussed with teachers on a regular basis and that actions are taken where necessary to improve these.
- there is consistency in terms of curriculum delivery.
- all relevant information/data is shared with staff.
- pupil performance data is reviewed to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- they share best practice with other colleagues in terms of curriculum design and delivery.
- oversee CPD needs with regard to curriculum planning and delivery.

Teaching staff and Support staff will:

- ensure that the ACE Learning curriculum is planned and implemented in accordance with this policy.
- keep up to date with developments in all curriculum areas.
- have access to and be able to interpret data on each pupil to inform planning.
- share and exchange information about best practice amongst their colleagues in different schools and through external networks.
- Ensure that they have the appropriate subject knowledge by participating in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.
- To create the appropriate teaching environment enabling pupils to focus on learning with staff providing the resources and tools to facilitate this.

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 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.

Monitoring, evaluation and review

The Heads of School will monitor and evaluate the curriculum and its impact and report to the Executive Team.

The Executive Team will report to the Trust Board on:

- the standards reached in each subject.
- the standards achieved at the end of each key stage taking into account any important variations between groups of pupils, subjects and trends over time, compared with national and local benchmarks.

Teaching groups and class sizes

Pupils are placed in class groups of approximately 30 and work in these groups for all subjects. Pupils may work in smaller groups to allow for further support or challenge.

Opportunities will be provided to develop specialist interests and skills. This will also provide opportunities for pupils to reinforce literacy and numeracy skills in areas of particular interest.

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality policies