




The LETTA Trust

Curriculum Policy

Approved and adopted on:	15.07.2019	To be reviewed:	Every 3 years
Reviewed by:	Trust Board	Signed:	



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1. Our vision for the curriculum

Why is it the way it is? What do we want it to do?

At The LETTA Trust, our **vision** is a set of promises we make to pupils in our schools. The **curriculum** is **the means by which we deliver these promises**.

1.1. Our vision

Our vision is that every child in every school in our trust:

- Loves **learning**, achieves their very best, has fun at school and feels excited about the future
- Knows how to make friends and get along well with **people**; to treat them with fairness, compassion and respect
- Grows **healthy** and strong, believes in themselves and has the confidence and resilience to follow their dreams
- Feels part of their **community**, proud of their school and inspired to make a positive difference in the world

1.2. Agreed principles

Our curriculum design follows a set of agreed principles. We believe:

- **Acquiring knowledge & developing skills are** not mutually exclusive priorities; they are, rather, **interdependent**.
 - *'Knowledge and the capacity it provides to apply skills and deepen understanding are essential ingredients of successful curriculum design.'*
Amanda Spielman
- Learning makes best sense when there is clear & well-thought-through **progression** both of skills and knowledge content, across all subjects, that is built upon year on year
- Children learn best when they can make **connections** within & between subjects



- For learning to be most successful, it needs to be **meaningful & relevant** for children in our context
- Making learning **irresistible** should be a key feature of curriculum. Children who love learning make great progress
- We need to **challenge & expect the best** of pupils. There exists no conflict between teaching a broad, rich curriculum and pupils attaining highly. A well-conceived, well-delivered curriculum leads to high attainment
- Successful curricula provide **access points for children across the attainment range**
- **Narrowing** the curriculum damages the life chances of all pupils, but particularly those most disadvantaged
- **Reading** is the key to unlocking curriculum
- Effective curricula are underpinned by robust **research**
- There is no such thing as the perfect curriculum; a curriculum that serves children should **not stand still**

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 the school has chosen to follow. It complies with our funding agreements and articles of association.

It 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 set out in the Department for Education's [Governance Handbook](#).

In addition, the policy acknowledges requirements to promote the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Curriculum design

3.1. Our approach

Our curriculum:

- Is **a living curriculum**; it has been designed & shaped over many years to remain as **exciting** as it is **relevant** to our context & to fulfil our school vision of preparing our pupils for life as global citizens in modern Britain
- Is **thematic** - most learning takes place in cross-curricular lessons based on a theme. Each term every class studies a different theme. Some are science based, some are historical and others have a geographical bias. All have been carefully chosen



because they have a particular relevance to pupils. Over the course of a year pupils will experience a balance of each. The themes are exciting and pupils have the opportunity to help to plan them

- Includes **themed weeks** and days which are a focus for the whole school. These special themes reflect the context of the school and our local community and include Eid, Enabling Enterprise Week, Friendship Week, Thinking of Others and Be Healthy Week
- Is designed to reflect a '**knowledge-engaged** approach'; an approach with a clear progression of skills intertwined with a good knowledge content to prepare our children to be good citizens and critical thinkers. This progression of knowledge & skills is designed & articulated by subject leaders
- Prepares our pupils for the complexities of the real world by turning knowledge strands into a **coherent whole**

3.2. The National Curriculum

The foundation of the LETTA curriculum is the National Curriculum. We shape it to best serve children in our context. Curriculum leaders and their team of subject leaders monitor and evaluate the quality of curriculum design and its impact on pupil achievement including coverage.

3.3. School context

We design our curriculum to meet the needs of the children in the communities we serve:

- Highest quintile for deprivation and low levels of social mobility
- Highest quintile for EAL, FSM and SEND
- Most children enter the Early Years significantly below age related expectations
- Highly urbanised locality
- High proportion of pupils with Bangladeshi heritage
- Local authority with amongst the highest levels of obesity in the country
- Local safeguarding risks such as, Prevent, DV, gangs, children missing in education

So our provision includes:

- Early intervention, i.e. school social worker, high levels of Educational Psychologist support, school speech and language therapist, family engagement officer, learning mentors
- A rich curriculum including: scouting, residential trips, Shakespeare Schools Festival, Disney project, Enabling Enterprise week, themed weeks and days, lots of trips and wider world experiences



- Locality specific learning such as, Proud of Poplar, the Limehouse Cut Canal project, the Blitz and Blackout theme
- Specialist teaching in PE, art and DT, performing arts and music
- Out-of-hours provision including: breakfast club, library club, sports and creative clubs, Saturday School and holiday club
- High calibre volunteering programmes and business partnerships with organisations including: Morgan Stanley, Langdon Park Secondary School, Education Business Partnerships and lunchtime number and reading partners

3.4. Progression within subjects

The curriculum for each subject area has been carefully thought through. Each subject has its own vision and a progression of knowledge and skills. These are used by teachers when planning.

3.5. Planning curriculum delivery

Planning happens in 3 stages:

- Long term planning includes the progression of knowledge and skills for each subject and the curriculum map. This is put together by the curriculum leaders and subject leaders
- Medium term planning is completed each term by teachers with support from their phase leaders and the subject leaders
- Class teachers put together weekly plans during PPA time. They are supported by phase leaders and subject leaders

3.6. Resourcing the curriculum

Subject leaders have responsibility for monitoring the way in which resources are stored and managed. Class teachers are responsible for using resources to support curriculum delivery.

3.7. Monitoring arrangements

Trustees and governors check that each school is complying with its funding agreement and is teaching a broad and balanced curriculum by:

- Visiting schools
- Meeting subject leaders
- Gathering parents' views
- Gathering pupils' views



The curriculum leaders and subject leaders monitor the effectiveness of curriculum delivery in the following ways:

- Termly pupil progress meetings
- 1:1 line management meetings
- Learning environment monitoring
- Book looks
- Pupil voice
- Planning scrutiny

4. An inclusive personalised curriculum

Teachers have high expectations of all pupils. They use appropriate assessment to set ambitious targets and plan challenging work and interventions for all groups of pupils, including:

- Disadvantaged pupils
- Pupils with SEND
- Pupils with English as an additional language (EAL)
- High attaining pupils
- Pupils with low prior attainment

Teachers plan lessons so that pupils with special educational needs and/or disabilities can study every National Curriculum subject. They ensure that there are no barriers to pupil participation and achievement.

Teachers plan for the needs of pupils whose first language is not English. Lessons are planned to help pupils to develop their English language skills and support them to participate in all areas of the curriculum.

5. Curriculum impact on pupils' achievement, attitudes & wellbeing

Leaders, governors and trustees measure impact by looking at a range of information:

- National data for end of key stage
- Teacher assessment information
- Attendance data
- The quality of work in books and in the environment
- Information from discussions with teachers and pupils



6. Roles and responsibilities

6.1. Trustees and governors

The trustees will monitor the effectiveness of this policy and hold the trust leader to account for its implementation.

The governing boards will also ensure that:

- The school is complying with its funding agreement and teaching a broad and balanced curriculum
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and/or disabilities
- The school implements the relevant statutory assessment arrangements
- All stakeholders participate in decision-making about the breadth and balance of the curriculum

6.2. Headteachers

The headteacher is responsible for the implementation of this policy in their school including:

- Ensuring all statutory elements of the curriculum, and those elements which the school chooses to offer are being delivered
- Checking the amount of time provided for teaching the required elements of the curriculum is appropriate
- Managing requests to withdraw children from curriculum subjects, where appropriate
- Ensuring the school's procedures for assessment meet all legal requirements
- Involving the local governing board in decision-making processes that relate to the breadth and balance of the curriculum

6.3. Other staff

- The **curriculum leader** is responsible for implementing and developing this policy
- **Subject leaders** are responsible for the development and delivery of the curriculum in their individual subject

7. Links with other policies

- EYFS policy
- Inclusion Policy including accessibility plans
- Equality information and objectives