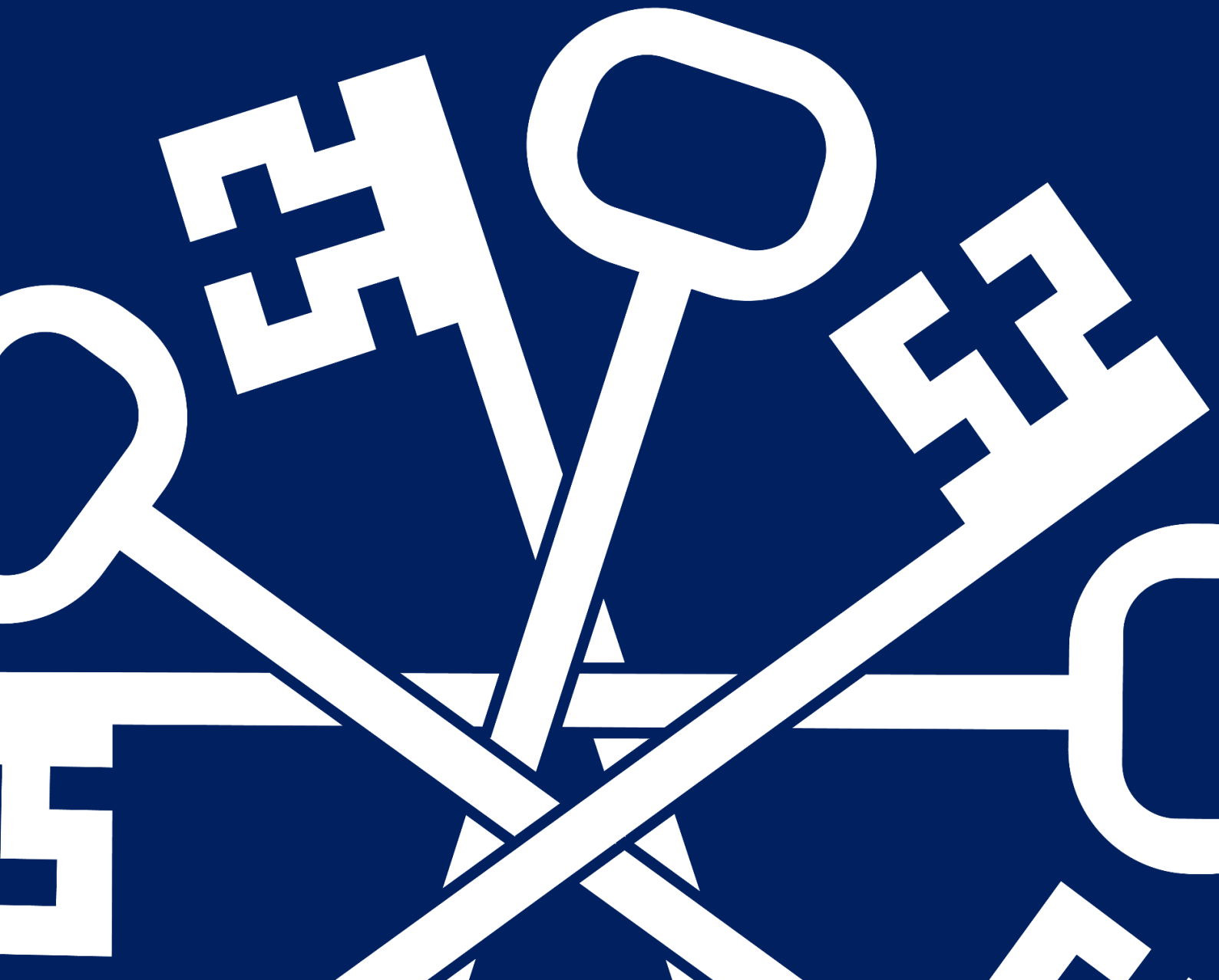
KEYS ACADEMIES TRUST

Primary Curriculum Policy Version 1.2



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1. Policy Statement

1.1. At the heart of our mission is the belief that every individual has untapped potential waiting to be unlocked. By fostering an environment that challenges and supports growth, we want to create pathways for social mobility. By providing the right tools, guidance, and opportunities, we enable each person to overcome barriers and reach their fullest potential.

1.2. We want our academies to not only places of learning but vibrant communities where every person feels they truly belong. Within this students, teachers, and support staff alike should feel they are developing and succeeding. This success should be an achievable reality for all, irrespective of background or circumstance. It may be quite different for each of us, but the key is the feeling of pride in doing well and enjoyment of the journey.

1.3. We are committed to building inclusive environments where the uniqueness of every individual is celebrated, and where collective growth is the norm.

2. Change Summary

2.1. No significant changes since first policy iteration.

3. Introduction

3.1. At Keys Academies Trust ("the Trust"), our aim is to encourage each pupil to become a mature, independently-minded individual who has the necessary skills and knowledge to be of value to themselves and society. We know that every pupil is talented, so our role as educators is to ensure these talents are fully realised. To achieve this, we have high expectations of every pupil, emphasising the importance of hard work and doing one's best in every circumstance.

4. Intent - the Purpose of our Curriculum

4.1. Our curriculum encompasses all the broad range of activities we offer, including classroom based subject teaching, optional trips and visits and competitive sport. It is our intent to offer pupils a curriculum that enables them to progress from starting to leaving school, being as secondary ready as possible. It is designed with the intent to ensure that, alongside a foundation of academic knowledge and skills, children also develop the confidence, resilience, teamwork, and leadership skills they will need to thrive in secondary education.

4.2. We therefore offer all pupils a core academic curriculum which covers the core subjects: English, Maths, Science and Computing. This is supported by the foundation subjects, taught through a creative curriculum. The creative curriculum is called the United Learning Curriculum. This UL curriculum includes music, art, drama, design technology (DT), modern foreign languages, geography, history, religious education (RE), physical education (PE), personal, social and health education (PSHE) including relationships education, citizenship, and circle time.

4.3. Outside of this core curriculum, we also offer pupils a broad range of cultural, sporting, and artistic opportunities that will give pupils the broader skills they need to be successful in secondary education. We provide this through Learning Days, trips, workshops and visitors.

5. Implementation

5.1. The Academy Senior Leadership Team will review annually the range of subjects and schemes of work to ensure that they remain appropriate, and update the academy website accordingly. Each class has a curriculum overview which ensures balanced coverage of the areas within each subject. All classes offer an enhanced curriculum offer through trips and visits, clubs and competitions to broaden the pupils' skills and knowledge.

5.2. These opportunities are shared with parents and pupils so that involvement can be accessed by all. We have a separate policy on trips and visits which should be read in conjunction with this policy.

5.3. A full breakdown of the curriculum offered can be found on the academy's website.

6. Responsibilities for implementation

6.1. All staff are responsible for implementing this policy. The Headteacher is responsible for strategic decisions to ensure that the curriculum is broad and balanced whilst meeting the needs of our pupils. The Headteacher will ensure an effective programme of quality assurance and development takes place to ensure that governors are confident that the curriculum is implemented successfully and achieves it aims.

7. Impact - Measuring Success

7.1. We use a range of measures to determine the success of our curriculum which are monitored and shared with Academy Committees. These include:

a) Pupil attendance. If our curriculum is engaging, broad and balanced, pupils will want to attend school.

b) Pupil behaviour. If the curriculum is right for our children, lessons and other activities will be engaging and rates of poor behaviour and exclusions will be low.

c) The quality of lessons observed. If our curriculum is well designed and planned, lessons will be of a high quality, and this will be shown through the feedback provided by the senior leaders to employees.

d) Pupil engagement in the enhanced curriculum. We will monitor pupil participation in trips and visits, events within the Academy, competitions, and clubs, ensuring that all pupils are involved in a broad mix of activity.

e) A strong positive response for our stakeholder surveys. We annually survey staff, pupils and parents asking a range of questions about our curriculum.

f) Outcomes at the end of the EYFS, Phonic Screening Check, Year 4 MTC (multiplication timestable check) and KS2 sats, with progress made from KS1 to KS2 . If the curriculum we offer meets the needs of our children, outcomes will be good or better.

8. Variation in Academic Curriculum by Age EYFS

8.1. Reception follows the United Learning EYFS Curriculum which includes the prime and specific areas of learning. Prime areas are:

a) Communication and Language

b) Physical Development

c) Personal, Social and Emotional Development.

8.2. Specific areas are:

a) Literacy

b) Mathematics

c) Understanding the World

d) Expressive Arts and Design

8.3. Experiences, including continuous provision and transition, are used to create links between areas of learning to allow practitioners to follow children's learning journeys. Experiences are linked to key times of the year and follow children's interests.

9. Key Stage 1

9.1. English, Phonics, Mathematics and Science are taught as dedicated, core subjects. PE is also taught as a standalone subject. Computing, RE, Music, Art & DT, History and Geography are taught as part of the UL Curriculum. The UL Curriculum makes links between subjects where appropriate to deepen pupils' understanding.

9.2. This UL Curriculum is monitored against the National Curriculum standards. Children are assessed and tracked in all areas of learning (core and foundation subjects) as WTS (working towards) EXS (expected) and GDS (greater depth). PSHE and SRE are taught following an age-appropriate curriculum.

10. Key Stage 2

10.1. English (including Reading, Writing and Grammar, Punctuation and Spelling), Mathematics and Science are taught as dedicated, core subjects. Science, Computing and PE are also taught as dedicated subjects but with cross-curricular links where possible. RE, History, Geography, Art & Design and DT are taught through the United Learning curriculum. Modern Foreign Languages, French, is taught weekly.

10.2. Children are assessed and graded in all areas of learning (core and foundation subjects) as WTS (working towards) EXS (expected) and GDS (greater depth). PSHE and SRE are taught following an age-appropriate curriculum.

11. Transition

11.1. The design of the curriculum in lower KS1 has been developed to support children in the move from the Early Years curriculum to the National Curriculum.

11.2. The design of the curriculum in upper KS2 reflects the needs of children who are to transfer to Key Stage 3. This is undertaken in consultation with the feeder school and will include:

a) Transition Day in Term 6

b) Greater transition package for targeted SEN pupils.

c) A bespoke curriculum for Term 6 to prepare for the Year 7 curriculum. This curriculum follows the skills and experience pupils need to feel confident in starting secondary school.

12. Mathematics

12.1. We believe that good mathematics skills are essential for pupils to achieve their potential. Pupils should be able to apply their skills both inside and outside of the Academy. Mathematics, therefore, needs to be supported across the whole of the curriculum.

12.2. Mathematics skills are mapped across the curriculum provision using White Rose planning and are considered in the planning of lessons. Each year group has a scheme of work to map the units of work for each term against the National Curriculum. This is then assessed each term through checkpoint tasks and standardised tests.

13. English

13.1. We believe that all pupils need good literacy skills to realise their academic potential and become effective communicators in the outside world. We support a cross-curricular, multi-strategy approach to English teaching that is aimed to meet the needs of pupils of all abilities. English underpins the curriculum by developing pupils' abilities to speak, listen, read, and write for a wide variety of purposes.

13.2. English is supported across the whole of the curriculum. Each year group covers a wide range of genres in both reading and writing to learn about and apply their knowledge and understanding of the National Curriculum. This is then assessed each term through checkpoint tasks and standardised tests.

14. Science

14.1. Science is taught as a standalone subject through content (with the support of Knowledge Organisers) practical skills and investigation. Science is tracked and assessed each term.

15. The Most Able

15.1. We are committed to providing a challenging curriculum commensurate with the different talents and abilities of all pupils. In addition, we will provide memorable and stimulating opportunities to identify and nurture those who are Gifted and Talented. This includes:

15.2. The commitment of staff to always develop pupils' full potential by ensuring they deliver:

a) Lessons that stimulate, engage, challenge, inform, excite and encourage through partnership and dialogue with teachers and other pupils, and active participation in the lesson.

b) Schemes of work that lead to good or better outcomes.

c) Identify and plan for opportunities for the most able pupil premium and other vulnerable groups.

d) Support when targets are not being met, as well as recognition of success.

16. SEND

16.1. Please read the Trust SEND Policy and Academy SEND Information Reports for more information regarding how we support pupils who need additional help.

17. Rights and Responsibilities

17.1. We believe that making children aware of their rights and responsibilities is a high priority, as well as them having a meaningful role in decision-making. Therefore, dedicated time is given during the school day to opportunities such as Circle Time, Class, and School Councils.

17.2. We also believe it is vital that children are taught to recognise that their actions have an impact on the wider world and the environment. The curriculum gives opportunities through specific projects, such as the Values Education Assembly themes, or themed weeks and workshops to explore this e.g. Learning Days.

18. Version History

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Policy created	Ali ENGLAND	01/07/2024
1.1	Reviewed in line with policy review schedule	Ali ENGLAND	01/10/2025

1.2	Policy updated in line with annual review	Ali ENGLAND	01/10/2026