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**'We Work Best When We Work Together!'**

### **Our School Aims**

- To value, respect and encourage all members of the school community.
- To provide a safe, caring and happy school.
- To provide positive learning experiences in a nurturing environment, where we are not afraid to take risks.
- To provide a creative, dynamic curriculum allowing children to enjoy learning and achieve success.
- To develop the talents and abilities of individuals through working independently and cooperatively.
- To involve all learners in the decision making of the school, enabling them to make a positive contribution now and in the future.
- To challenge and support learners to provide them with skills for a successful future.
- To develop learners' understanding of self and others, enabling everyone to make positive, healthy choices.
- To promote effective working partnerships with parents, carers and the wider community.

### **Our Philosophy**

At King Alfred Trust, we define 'Curriculum' to be the knowledge, skills, experiences and opportunities that our children receive within the school. It encompasses what the children learn and also how it is delivered, assessed and reviewed as well as the environment in which the pupils learn.

We believe that 'learning' refers to outcomes rather than a process. Learning is committed facts, ideas and principles stored in long-term memory as part of a wider schema of domain specific knowledge, able to be retrieved with minimal cognitive effort. We focus on providing strong semantic memories which require effortful thinking and conceptual understanding, rather than episodic memories which are stored as events linked to emotional moments- these are easily stored but do not lead to strong explicit links within the brain.

At King Alfred Trust, we are determined to offer a curriculum which is rooted in high-expectations and ambition for our children. Our primary goal is to deliver richly connected knowledge and skills which are revisited and built upon, leading to high levels of long-term retention and automaticity. Our philosophy is based on research about cognition and also how long-term knowledge retention occurs. Our curriculum is sequential with key knowledge, vocabulary and skills mapped out ensuring that teachers, pupils and parents are clear about what they are expected to learn, how this links to other learning and how this will be revisited.

Through our curriculum, we aim to broaden the children's knowledge and understanding of the wider world, providing academic rigour in English, Maths and Science. Our children should also have opportunities to experience and express themselves through arts, music and design, as well as participating in high quality sport and Physical Education.

We would like our pupils to have pride in their school. Children within King Alfred Trust must also develop a strong sense of moral fibre, understanding what is right or wrong, the benefits of hard work, commitment and reflection. Our curriculum must therefore promote the spiritual, moral, social, cultural, mental and physical development of all of our children.

### **Intent**

At the heart of our curriculum is the learning and development of every child in our school. It is broad and balanced, and equips our children with the necessary skills to succeed in life. Our curriculum is underpinned by a set of values that we believe are important. These values are apparent in all learning throughout the school (see Appendix 1).

### **Knowledge and Skills**

At King Alfred Trust, we have designed our curriculum with children's long-term learning at its core. Our knowledge curriculum sets out clear expectations of the facts, vocabulary and skills required for children to build a broad base of knowledge through which deeper learning can be cultivated.

The curriculum content has been carefully planned and interwoven to make strong links within and across subjects and disciplines, as well as opportunities to recap, revisit and extend on content. Prior knowledge is an important factor in the retention and building of knowledge for long-term learning. We have set out clear subject specific knowledge and skills that pupils are expected to master, in order that teachers can confidently build and progress ideas covered previously. At the beginning of new topics, children are encouraged to apply their knowledge and make inferences about their new learning, for example applying their historical knowledge to infer about a new period of history they have yet to study. The learning is progressive and underpinned and closely woven into our key concepts:

#### **Historical key concepts**

- Children and Education
- Empire
- Exploration
- Invasion and conflict
- Migration and Trade
- Civilisation

#### **Geographical Key Concepts**

- Locational knowledge
- Place knowledge
- Human and physical features
- Geographical skills and fieldwork

### **Cultural Capital**

At King Alfred Trust, we believe that it is our responsibility to increase the Cultural Capital of each child. We strive to provide them with opportunities and experiences which will enhance their lives and widen their knowledge (including vocabulary). In a nut-shell, Cultural Capital is the skills, knowledge and attitude to get on in life. Schools have a responsibility to give the children experiences and opportunities which will in turn increase a child's Cultural Capital.

The following opportunities and experiences are non-negotiable for all of the children across our Trust:

- Visit a national monument including a palace and/ or castle
- See democracy in action at school, Pewsey Parish/Amesbury Town Council and/ or Parliament
- Visit a local theatre in FS2/ KS1 and a national theatre in KS2
- Take part in an inter-school sporting event (within KAT, the cluster or County)
- Visit places of worship relevant to the religions that we teach and/ or meet and listen to a visitor who is able to give first-hand experience of a religion
- Read a significant number of quality texts through the Reading Challenges in each Key Stage/ Phase
- Visit local historical sites of significant interest or importance within the school's locality

- Be involved in raising the profile of a charity and raise funds, as well as participating in a community project.
- Take part in an experience which promotes sustainability and environmental themes
- Meet individuals who are positive and inspirational role models, and who promote aspiration
- Have exposure to other cultures within the UK, Europe and Rest of the World- take part in an event or experience which promotes links between cultures

## **Roles and Responsibilities**

### **Governing Body**

- Approve and monitor the 'Curriculum Policy'
- Liaise with the Head teacher/ Head of School, subject leaders and teachers with regards to pupil progress and attainment
- Ensure the curriculum is inclusive and accessible to all

### **Head teacher/ Head of School and Senior Leaders**

- Oversee long-term and medium-term plans for the curriculum in collaboration with subject leaders and teachers
- Oversee the design of a coherent, progressive, knowledge-based curriculum in every subject
- Communicate the agreed curriculum to the Governing Body on an annual basis
- Ensure that curriculum is inclusive and accessible to all
- Assist and support teachers with planning and implementing the curriculum, ensuring their workload is manageable
- Ensure the curriculum is implemented consistently throughout the school and ensure any difficulties are addressed and mitigated as soon as possible
- Make any necessary adjustments to the curriculum where required
- Report the progress and attainment of pupils to the Governing Body
- Keep up-to-date with any relevant statutory updates and take action when required
- Create and maintain an up-to-date curriculum intent statement- see Appendix 1
- Ensure the curriculum is created in accordance with this policy
- Update and maintain this policy
- Arrange suitable training and CPD for staff to deliver the curriculum successfully

### **Subject Leaders**

- Provide strategic leadership and direction in their subject
- Develop a progressive and cohesive overview of the knowledge, skills and vocabulary within their subject for each year
- Support teachers to create Knowledge Organisers which set out key learning for each topic/ theme
- Have a clear understanding of the strengths and areas for development within their subject
- Support and offer advice to colleagues on issues relating to the subject or curriculum area
- Monitor pupil progress and standards in their subject and report on this to the Head teacher
- Identify links within and across subjects
- Provide effective resources for teachers
- Ensure that the curriculum is inclusive and accessible to all
- Ensure that there are specialist resources and equipment available for children in need so that everyone can have access to the curriculum
- Respond and make changes to the curriculum following feedback from teachers
- Arrange suitable CPD for teachers to deliver the curriculum successfully
- Be able to articulate key improvements and next steps

## Teachers

- Implement this policy consistently throughout their own practice
- Ensure lessons are reflective of the school's curriculum intent
- Implement the curriculum in ways which maximise long-term retention
- Create a series of lessons for each subject, covering the stipulated content from the National Curriculum and Knowledge Organisers
- Provide opportunities to revisit and recap prior learning
- Collaborate with the Head teacher/ Head of School and the SENCO to ensure that the curriculum is inclusive and accessible to all
- Work closely with the SENCO and TAs to ensure that this in need receive additional support in lessons
- Ensure academically more able children are given opportunities to deepen and apply their knowledge
- Celebrate the academic achievement of all children
- Report progress of children with SEND to the SENCO and ensure that any difficulties are identified are discussed and resolved
- Monitor the progress of all children and report to the Head teacher/ Head of School
- Work to close the attainment gap between academically more and less able children
- Provide feedback on the outcomes and success of subjects to subject leaders

## SENCO

- Collaborate with the Head teacher/ Head of School and teachers to ensure the curriculum is accessible to all
- Ensure that teaching materials do not discriminate against anyone in line with the Equality Act 2010
- Carry out SEND assessments where necessary and ensure children receive the additional help that they need
- Liaise with external agencies where necessary to ensure that children who require additional support, do receive it

## Organisation and Planning

Our school's curriculum is mapped out over a yearly cycle. All elements of the National Curriculum have been carefully mapped to ensure coverage. Each teacher keeps a record of coverage which moves on with the class to ensure that there are no gaps.

Each year in June, we have a training day as a Trust and review our curriculum and the planning. We use current research and findings as well as the reflections of staff to amend the curriculum if necessary.

Learning is centred around a core high-quality text. The texts include age-appropriate picture books, novels and non-fiction, and tie in with historical, geographical or scientific concepts taught within the same term. This ensures a cohesive scheme of work through which meaningful links are made explicit. Where possible, all learning in a 'topic' or unit of work should be linked to the book in some way. We understand that some learning will need to be taught explicitly and will not link.

Teachers will use their professional judgement to structure lessons which maintain interest and focus for the children with the key outcome always centred around long-term learning. There is a shared understanding of what we hope to see as we enter all classrooms in the school, and we expect that this shared understanding will manifest itself within classrooms as well as around the school.

Each class in the school has an English and Maths lesson each day. Equal weighting is put on Reading and Writing, and there will be a balance of these across the week. In FS2, there will be short inputs which will increase in length as appropriate for the children. Some of the English and

Maths learning in FS2 will be done in small groups or with individuals in the environment. All FS2 and KS1 classes have a 20-30 minute Phonics lesson every day.

Other subjects are normally taught in the afternoon sessions. At times, learning may be blocked e.g. an Art unit may be taught over a week or two rather than one lesson a week for a term. Teachers should use their professional judgement when planning to organise the term as they see fit.

Teachers will plan lessons which provide early success for all learners. They will ensure that there are opportunities for all children (including the most and least able) to achieve, whilst providing the necessary support and challenge. When planning, teachers will have due consideration for pupils requiring additional help and support.

Teaching assistants will be strategically deployed within lessons so that they can assist with children who require additional help and/ or who are vulnerable. Teachers will ensure that every child has equal access to the teacher over the course of a week and that the Teaching Assistant is not always working with the same children. Planning will identify children who will require additional support or 'checking in'. It will identify possible barriers to learning and ways of addressing these.

Disadvantaged children and those with SEND and EAL will receive additional support- this may include dedicated time with Teachers, Teaching Assistants or access to specialist resources etc.

Classrooms will be organised so that children have full access to resources and equipment. Children should be able to self-select equipment and be independent in finding what they need. This is something that is actively encouraged throughout the school.

Children will be provided with rich and varied learning environments although we understand that some children can be over-stimulated and have cognitive overload as a result of 'too much' going on around them.

Occasionally, we may organise a day or week to highlight a specific part of the curriculum e.g. STEM or an event. The school will actively encourage children to take part in weeks such as Anti-Bullying Week.

## **Foundation Stage 2**

At King Alfred Trust, the Foundation Stage 2 Curriculum is based on several things:

- Development Matters (the non-statutory guidance that we choose to use as the basis for our curriculum)
- The needs of our children (including the gaps that they have on entry)
- The interests of our children (which we may or may not know before entry)
- Our desire for every child to be able to read fluently for enjoyment, and in order to access all areas of the curriculum
- The need to develop a wide range of vocabulary knowledge and understanding in every child
- Our ambition for the children in Foundation Stage and the pre-requisites that we believe they need in order to progress successfully into Year 1.

At King Alfred Trust, we believe that the children in Foundation Stage 2 (Reception) should be at the very centre of their curriculum. Before they can learn about the world, they need to have a good understanding of who they are, and where they fit into their class community, school community, local community, national community, and inter-national community. The curriculum is 'planned' in order for children to become the best that they can by the end of Reception, and to prepare them for the next stage in their education and learning. Although we know what the

children need to be able to understand and do by the end of Reception, their needs and interests will be the vehicle for enabling this as far as possible. Adults within the settings will stimulate the interests of the children to ensure that all children are given equal opportunities regardless of their background or culture.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. The Foundation Stage Curriculum enables children to learn through child and adult led activities. Teaching in the Foundation Stage class builds on the experiences of the children in their pre-school learning, when known.

Our Foundation Stage curriculum covers seven areas of learning which are: Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Maths, Understanding the World, and Expressive Art and Design. Each term, in the Foundation Stage, the teacher and teaching assistants will assess the skills development of each child in all the areas.

We will always reflect on the different rates at which children are developing and adjust our practice accordingly. The three Characteristics of Effective Teaching and Learning are:

- Playing and exploring- children investigate and experience things, and ‘have a go’
- Active learning- children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically- children have and develop their own ideas, make links between ideas, and develop strategies for doing things

*Statutory Framework for the Early Years Foundation Stage*

We understand that children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

Key learning is linked, when possible to high quality texts, as in the rest of the school.

#### Schemes of Work

In some subject areas, we use particular published or online schemes of work in order to support the teachers in their planning. Below are details of the schemes that we currently use across the school:

Subject	Scheme
Reading	We use a range of scheme books. Children read fully decodable books until they can read fluently. There is a range of fiction and non-fiction decodable books. All books are in-line with Supersonic Phonic Friends: Oxford Reading Tree Big Cat Collins Bug Club  Once the children are able to read fluently (not normally before Year 3), they move onto our other reading books which are from a variety of schemes:
Phonics	Supersonic Phonic Friends
Spelling	KS1- Supersonic Phonic Friends KS2- Supersonic Spelling Stars
Handwriting	Letter Join- <a href="https://www.letterjoin.co.uk/">https://www.letterjoin.co.uk/</a>
Maths	White Rose

Science	ASE Planning Explorify STEM Website <a href="https://www.stem.org.uk/primary/resources/collections/science">https://www.stem.org.uk/primary/resources/collections/science</a>
Music	Charanga- <a href="https://charanga.com/site/">https://charanga.com/site/</a>
Art and Design	Kapow <a href="https://www.kapowprimary.com/subjects/art-design/">https://www.kapowprimary.com/subjects/art-design/</a>
Computing	TEACH computing (National Centre for Computing Education) <a href="https://teachcomputing.org/?scrlybrkr=88c2b6ea">https://teachcomputing.org/?scrlybrkr=88c2b6ea</a> (KS1&2) Barefoot Computing <a href="https://www.barefootcomputing.org/earlyyears">https://www.barefootcomputing.org/earlyyears</a> (EYFS)
PSHE/ RSE	Jigsaw PSHE Scheme <a href="https://jigsawpshe.com/primary-pshe-england">https://jigsawpshe.com/primary-pshe-england</a> (KGPS) Health Education Partnership (HEP) Scheme of Work Project Evolve <a href="https://projectevolve.co.uk/">https://projectevolve.co.uk/</a> (PPS)
PE	Get Set 4 PE <a href="https://www.getset4pe.co.uk/">https://www.getset4pe.co.uk/</a>
Religious Education	Wiltshire Council- SACRE Approved
Modern Foreign Language	Language Angels <a href="https://www.languageangels.com/schools/">https://www.languageangels.com/schools/</a>
EYFS	Our own bespoke curriculum based on Development Matters Early Years Framework Ogden Trust Science Talk Cards Where appropriate- class-teachers may choose to use the whole school schemes of work from subjects such as Music and Art.

### **Organisational Strategies And Teaching And Learning Strategies**

All teachers employ a mixture of whole-class teaching, group work and individual tasks. Throughout the school, we plan opportunities for individual and independent learning. We also encourage our children to work collaboratively and expect them to be able to do this away from direct teacher supervision, recognising that these skills are the key to success in future years.

### **Home Learning**

Home Learning is a crucial element of the home/school partnership. It gives parents the opportunity, from the outset, to support their children in their learning whilst enabling the children to reinforce the work covered at school. Our Home Learning Policy outlines the requirements at different stages and ages.

### **Relationships and Sex Education (RSE)**

See RSE Policy.

### **Equal Opportunities**

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

### **Collective Worship**

The Education Act (1994) requires each school to provide an act of worship daily. More information regarding this is available in the Collective Worship policy. Parents wishing to withdraw their child from Collective Worship should contact the Headteacher/ Head of School.

## **Monitoring and Review**

King Alfred Trust is responsible for ensuring that the curriculum is taught and discharges the monitoring of this implementation to the Local Governing Bodies of its schools. There are named Local Governors assigned to each area of the School Improvement Plan. These Governors liaise with the respective Subject Leaders, and monitor the way the subjects are taught and the progress towards the plan outcomes. There is also a named Local Governor assigned to Special Needs, who liaises with the SEND coordinator, and monitors the ways in which special needs are met.

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 we have chosen to follow.

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](#)

The Head teacher/ Head of School is responsible for the day-to-day organisation of the curriculum. The Subject Leaders monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the Curriculum, and that all lessons have appropriate learning objectives.

Links to Other Policies:

Home Learning Policy

Equal Opportunities Policy

SRE Policy

SEND Policy

Assessment Policy

## **Legislation and guidance**

This policy is monitored by the Governing Body and will be reviewed every two years, or before if necessary.

**Adopted:**

**2025**

**Next review date: June 2027**

**Signed:**

# APPENDIX 1

<b>INTENT</b>	<b>At King Alfred Trust.....</b>	<b>....we work best when we work together!</b>												
	<b>VALUES</b>	Responsibility	Tolerance	Courage	Democracy	Kindness	Friendship	Thoughtfulness	Individual Liberty	Generosity	Pers everance	Trust	Positivity	
		Peace	Humility	Forgiveness	Hope	Compassion	Mutual Respect	Thankfulness	Honesty	Determinati on	Rule of Law	Justice	Co-operation	
	<b>VISION</b>	<b>....we work together to create a whole school community focused on raising the aspirations of all, in a supportive and safe environment. We challenge everybody to achieve their full potential: socially, emotionally and academically.</b>												
	<b>OUR TRUST AIMS</b>	Building for better futures			Our children will lead happy and fulfilling lives			Growing a collaborative community			Extending the boundaries of learning			
	<b>BREADTH AND BALANCE</b>	Communication and Language		Physical Development		Personal, Social and Emotional Development		Literacy		Mathematics		Understanding the World		Expressive Arts and Design
		English	Maths	Science	Art and Design		R.ships & Health Ed	Computing	Design Technology	Geography	History	MFL	Music	Physical Education
<b>SAFEGUARDIN G and WELLBEING</b>	Identity		Relationships	A healthy, balanced lifestyle		Risk	Diversity and equality		Rights, responsibilities and consent	Change and resilience		Power	Career	

## Our teachers....

<b>IMPLEMENTATION</b>	<b>GREAT TEACHING</b>	create a learning focused climate built on nurturing, positive relationships enabling all to feel safe and thrive	have expert knowledge based on an understanding of cognition and learning	demonstrate high expectations of conduct and learning behaviours	model key-concepts exceptionally clearly: a well sign-posted learning journey	precisely target questioning to accurately identify misconceptions and reshape activities	provide challenge for all with rich opportunities for mastery and breadth	give 'In the moment' feedback and mark purposefully	ensure that children have opportunities to embed concepts into long-term memory, to recap, apply and make connections	make accurate assessment which informs next steps planning	passionately model a growth mind-set and engage in life-long learning	
	<b>GREAT LEARNING</b>	Playing and Exploring				Active Learning			Creating and Thinking Critically			
		Independence		Perseverance		Questioning		Reflection		Resilience		Risk Taking
	<b>INSPIRING CONTEXTS</b>	Memorable, meaningful, cross-curricular links	Children's interests explored	Passionate, inspired teachers	Inspiring learning environments	Visits, visitors, events & experiences which increase Cultural Capital	Empowerment through pupil leadership	Range of high quality texts which inspire a love of reading	Integrated use of technologies	Learning outdoors	Learning of school hours	Chat, play, read in the home learning environment
<b>THE WHOLE CHILD</b>	Inclusion, equity and aspiration at the heart		Celebration of individual achievement and success		Timely intervention and reasonable adjustment	Equal rights, equal access	Ecological Awareness	Disability Awareness	Connected with local, national and global communities		Equipped for a dynamic future	

<b>IMPACT</b>	<b>GREAT OUTCOMES</b>	<b>IMPACT 1: EMOTIONAL AND WELL-BEING</b> Our children: -are happy and positive about themselves -are able to build positive relationships -are able to manage their feelings and seek help if they are upset, worried or frightened -are resilient and able to persevere when challenged, and they 'bounce-back' after tough times -assess risks in new situations and think about consequences of their actions -learn well and make progress from their starting points		<b>IMPACT 2: SOCIAL</b> Our children: -have developed values such as sharing and trust which help them to make friends -are able to interact with children and adults alike -have developed friendships -can resolve everyday conflicts within school -are able to communicate with others effectively		<b>IMPACT 3: INTELLECTUAL</b> Our children: -have made good progress from their personal starting points -are ready for the next stage in their education -have a passion for learning which will be life-long -can read fluently and are able to use this in a range of contexts -will strive to do their best at all times	
	<b>EVALUATION</b>	Nationally generated performance information about pupil progress and attainment (IDSR)	Internal school self-evaluation and first-hand experience of how pupils are doing	Listening to a range of pupils read	Discussions with pupils about what they have remembered about content they have studied	External validation of judgements through school improvement partnerships and across the trust	