



Curriculum Policy

Date of issue	Next review	Version	Signed: Chair of Governors	Signed: Headteacher
Sept 2021	Sept 2022			

Single Equality Statement

The [Equality Information and Objectives](#) document, for Veritas MAT, provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

Governor Statement

The headteacher in each school is the leader of their school. Each member school has autonomy over its curriculum and provision and, while upholding the three core values of the trust, we expect each school to have an individual character relevant to the community it serves.

Each school has a Regional Governing Body. Warden House and Pilgrims' Way Primary Schools share a Regional Governing Body while Mundella Primary has its own Regional Governing Body. The Regional Governing Body sits six times a year. Each Regional Governing Body reports up to the MAT Board and Trust Members who quality assure their work.

The Regional Governing Body is responsible for a hub of up to three academies. The Regional Governing Body reports up to the Trust Board who quality assure their work. Veritas MAT has two Regional Governing Bodies. Key areas of responsibility for the Regional Governing Body are:

Standards, Finance and Audit, Human Resources, Infrastructure and Procurement

The Executive Board consists of the CEO and Company Secretary / Trust Business Manager who run a team that support core operational tasks across the trust. Roles include finance, standards, research, training, school-to-school support and mentor-coaching. The CEO and a designated Trust Board Trustee also sit on the Regional Governing Body.

The Board of Trustees set the strategic direction, vision and ethos of Veritas Multi Academy Trust and are accountable to the Secretary of State for Education for standards across trust schools.




Introduction

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the curriculum guarantees we as a school provide to develop the independence and responsibility of all of our pupils. We ensure that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. We aim to teach our pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their full potential.

Values

Our curriculum is the means by which we achieve our objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Our school curriculum is underpinned by our principle value of providing high quality educational experiences that are focused on continued improvement in whole school standards and the development of independent and responsible learners who know how best they learn and how best to improve.

These are the core values of our school, upon which we have based our curriculum:

 <p>Mundella Primary School</p>	<p style="text-align: center;">ASPIRE</p> <p style="text-align: center;">We believe that our children can be whatever they wish to be. We want them to aim high and become members of society that really make a difference.</p> <p style="text-align: center;">ACHIEVE</p> <p style="text-align: center;">Our drive is to equip children with the skills that they need to meet their academic and personal goals.</p>
Our School Values	
Caring	Develop the skills and ability to care for themselves, property, peers and the whole community and make a difference.
Creativity	Develop and explore skills, imagination, confidence and new ideas.
Respect	Treat each other, the environment, our community and possessions as we would wish to be treated in return.
Independence	Develop the initiative, confidence and self-esteem needed to achieve today and in the future.
Collaboration	Think together, work together, achieve together, celebrate together.
Honesty	Be true to yourself and to others even when it is tough.

Aims

The aims of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability.
- To facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.
- To promote a positive attitude towards learning, so that children enjoy coming to school, acquire a solid basis for lifelong learning and aspire to do so.
- To create, maintain an exciting and stimulating learning environment where all pupils are encouraged to take challenge in their learning.
- To develop pupils resilience in a happy and safe learning environment.
- To ensure that each child's education has continuity and progression.
- To enable children to contribute positively within a culturally diverse modern Britain.
- To enable all children to have respect for themselves and others and work cooperatively with others.
- To recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process;
- To deliver a curriculum that encourages respect for the environment and society.

Organisation and Planning

We plan our curriculum ensuring we meet the requirements of the National Curriculum and the Foundation Stage Curriculum. We plan it carefully, so that there is coherence and full progression in its coverage. Our curriculum is designed to ensure that children develop the skills they need to become confident, self-motivated learners, who can engage with and solve challenges innovatively. We agree a long term plan for each key stage. This indicates which topics are to be taught in each term, and to which groups of children. We review our long term plan on an annual basis. Our medium term plans give clear guidance on the skills that we are developing within each topic.

Assessment

Our school considers accurate and focused assessment as the cornerstone of high quality teaching, as it allows learning to be planned and taught accurately to meet the needs of the children whilst ensuring high levels of expectation. Our whole school approach is focused on assessment for learning. Pupils progress is evaluated by whether children are beginning to work within age expected outcomes, working within or are secure (mastery) within key learning objectives against national end of year expectations.

Curriculum Monitoring and Review

Evaluation is essential for the planning and development of the curriculum. The Deputy Headteacher is responsible for the curriculum. The SLT and Phase Leaders monitor lesson plans, moderate pupil work, conduct learning walks in order to support their self-evaluation of subjects, provide training, support to colleagues and to identify next steps for improvement.

Our governing body is responsible for monitoring the way the school curriculum is implemented. Governor Monitoring Visits offer opportunities to liaise with the SMT and also with the relevant Phase Leaders, to monitor their identified actions and impact.