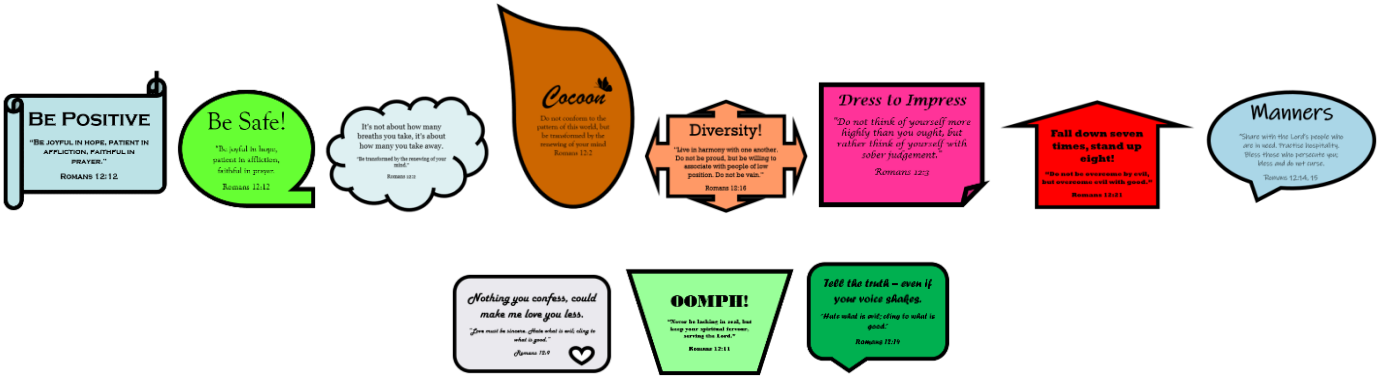
# Queens Church of England Academy

*Learning and Growing*
*in the Love of God*

# Curriculum Policy

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| **Adopted by the Leadership team** | **January 2026** |
| **Approved by full Governing Body** | |
| **Signed by Chair of Governors** | **Paul Allred** |
| **To be reviewed** | **January 2028** |













***"Whatever you do, work at it with all your heart, as if working for the Lord and not for human masters"*** **– Colossians 3:23**

***"The heavens declare the glory of God; the skies proclaim the work of His hands."*** **– Psalm 19:1**

## Introduction:

At Queens C of E Academy, we have created a curriculum which we believe will inspire our children to learn more about the world around them, building on what they already know, preparing them for the next steps in their learning, and giving them opportunities to develop the essential skills for life in modern Britain. Our curriculum inspirations are RESPECT, ASPIRATIONS and OPPORTUNITIES – everything in our curriculum is chosen and planned based around the children's RESPECT for themselves, each other and our planet, around OPPORTUNITIES for them to discover the world around them, and the ASPIRATIONS to be whatever they want to be as adult citizens.

Our school's curriculum comprises all the planned activities that we organise in order to promote pupils' learning, and their personal and social development. It includes not only the formal requirements of the National Curriculum, but also the various out of school-hours activities that the school organises in order to enrich the children's experience.

****This policy should be read in conjunction with individual subject policies and with our Teaching and Learning policy and British Values policy.***

## Intent:

- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- to ensure that children are competent and confident in the basic skills of English, Mathematics and Computing
- to provide opportunities which develop social, moral, spiritual and cultural experiences to enhance learning in Science, Humanities and the Arts
- to enable children to be innovative, to use 'thinking' and problem solving skills, and to be independent learners, encouraging application to a task and self-motivation;
- to develop children's skills of team work and the ability to work in collaboration with others
- to establish and develop partnerships with parents, the Church and the wider community, to promote our Christian value of Love In Action (Romans 12:10)
- to instil respect for spiritual and moral values of, and tolerance for, other religions and ways of life
- to promote a clear understanding of, and respect for, British values and our school cultures and their importance in our everyday lives
- to promote a clear understanding of our school vision and its importance in school

## Implementation:

The statutory curriculum for children aged 5-11 is made up of the National Curriculum Core subjects (English, Mathematics, Information and Communication Technology and Science) and Foundation subjects (Art, Geography, History, Music, Physical Education). Religious Education is statutory unless parents arrange for their children to be withdrawn from these lessons. At Queens C of E Academy, we aim to provide a broad and balanced curriculum which includes the statutory requirements of the National Curriculum plus Religious Education and a wide range of personal, social and cultural experiences that prepare children for their future roles, responsibilities and interests.

We believe that pupils learn most effectively when they are able to understand connections between different areas of their experience. We want them to acquire transferable skills which can be applied in any area of knowledge or understanding, drawing on their meta-cognitive awareness.
Developing both a love for, and mastery of, reading is at the heart of our curriculum. and expand their 'cultural capital'. Queens has adopted a flexible reading curriculum built around three structures: Fluency Read, Extended Read, and Close Read, with proportions adjusted according to pupil needs and ongoing assessments. Fluency Read focuses on repeated practice of short extracts to build pace, vocabulary, and comprehension, while Extended Read emphasises teacher-led modelling of tone, stamina, and meaning

through longer texts. Close Read involves detailed analysis of shorter passages, encouraging pupils to explore language choices and themes in depth.

English lessons focus on the writing processes and structures which are then applied across all curriculum subject areas. Spelling is taught and assessed as a discrete lesson each week.
All other subjects are taught discretely to develop children's skills systematically, following National Curriculum programmes of study, although opportunities to apply these are outlined when appropriate.

In our long term planning, subject leaders give clear guidance on which National Curriculum objectives will be taught in each year group, in order to ensure progression of skills. In our half termly overviews, class teachers use this guidance to plan purposeful activities to engage their pupils in order to meet the expected outcomes, including relevant elements of SMSC (Social, Moral, Spiritual and Cultural) opportunities for learning.

Half termly overviews map out the sequence of learning in all subject areas across a given 6/7/8 week period (dependent on the half term's length), enabling all teachers and senior leaders to see how any given lesson sits within that sequence of learning.

Planning of the use of the immersive classroom is considered carefully, so as to allow the children a hands-on, kinaesthetic learning experience in as much of the curriculum content as is possible throughout the school.

In our humanities units of work, we start with a "Let's say..." narrative (created by Hywel Roberts) which hooks the children into a story which surrounds the topic. Children become engaged and "bothered", which gives the learning meaning and purpose.

## Impact:

All children's work is recorded in exercise books – all subject areas have their own discrete exercise book or floor book and teachers complete an assessment document, (online, using the "insight" portal) at the end of each unit, listing children as "emerging", "expected" or "exceeding" for the skills covered in that unit. Subject leaders look at these documents as part of their monitoring cycle, so that areas which may need further teaching or developing can also be easily identified and subsequent planning adjusted accordingly. They can easily assess standards in their subject using this assessment data.

## Inclusion

The school has agreed a policy for Inclusion, which takes into account the Special Educational Needs (SEN) Code of Practice and explains how pupils with SEN are identified, additional support and resources are provided for them, individual education plans are written and their progress is monitored.

Pupils are supported by the class teacher and Teaching Assistants both within the classroom and outside. We endeavour to maintain the child's full curriculum entitlement by balancing withdrawal sessions with classroom supported time, according to the specific needs of the child. This includes children who do not have a secure grasp of English as a spoken language.

We aim to provide a challenging curriculum for all pupils which provide opportunities for their talents to be developed. Assessment procedures in place allow the class teacher to identify those pupils who are of exceptional ability in one or more subject areas. Learning experiences are then provided which extend these pupils' knowledge, understanding and skills.

## Roles and Responsibilities

The Head of Curriculum is responsible for ensuring that the National Curriculum objectives are planned in a structured way. (See website for all key curriculum documents:
(https://www.queens.covmat.org/curriculum/ )

Each subject leader reviews the long term planning for their subject annually, ensures that there is full coverage of the National Curriculum, and regularly monitors the subject through book trawls, pupil voice and lesson observations. Findings are recorded on a “Subject Snapshot” and fed back to teachers and SLT. Key areas for development as well as strengths of the subject are detailed in the termly updated “Subject Status Form”. This information is collated by the Head of Curriculum and headlines fed into the Curriculum Status Form each term, which in itself feeds into the whole school SIDP.

## On-Line Learning

One of the major developments, both in Education and the adult workplace, has been the advancing role of technology. For this reason, it is imperative that our pupils learn to work safely and effectively on-line (See online safety policy). Therefore, all pupils are set weekly tasks in Maths, Reading and Vocabulary Development, which require the use of technology.

In the event of enforced Home-Learning (see Home Learning Policy), pupils are set regular on-line lessons, in line with the work planned for each cohort on the School’s long-term overview. Frequent video-call meetings are used to review the work where practicable.

***See also Teaching and Learning policy and British Values policy***