



Foxhole
Learning
Academy



Kernow Learning
Building Excellent Schools Together

Curriculum Policy

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Statutory or Best Practice policy:	Best Practice
Appendices:	No
School or Trust policy:	School

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01726 822416 or email foxhole@kernowlearning.co.uk

Our Curriculum Offer

Intent

At Foxhole Learning Academy, our curriculum intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high ambition and raise aspirations for all children
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Develop children as responsible citizens who value diversity and understand how they can make a difference to the school community and the wider world.
- Help children to understand and celebrate the distinctive quality of living and learning in Cornwall in the twenty-first century whilst fostering an understanding of Cornwall's history and its place in the wider world.

Our curriculum intent is underpinned and driven by our whole school values which we refer to as 'The Foxhole Five'.



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 we have chosen to follow and build on for our curriculum offer.

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](#).

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

Implementation

Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND)
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met



- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Members of the teaching team have been allocated subject leadership roles. Leaders are provided with high quality professional development and expert support within school, through our trust subject specialists and outside professionals to develop strong subject and pedagogical knowledge. This enables leaders to drive and shape a rich and ambitious curriculum for all of our pupils. Our subject leaders are:

- Kelly Davis – PSHE, MFL
- George Keast – Writing, PE, Computing
- Lisa Phillips – Reading, RWI, Music
- Stephanie Redington – Maths, Science, Art and Design, DT
- Lucy Crossley – History, Geography, RE

Organisation and planning

Each subject within our curriculum has been carefully considered, with the skills and knowledge thoughtfully broken down to provide a progressive learning journey which considers what has come before, as children move through our school.

Subjects have been developed to maintain the integrity of that subject discipline, whilst carefully sequencing learning to recognise meaningful cross curricular connections and relationships.

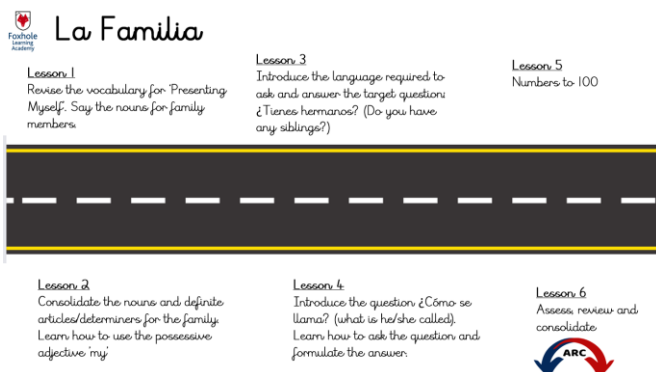
Our curriculum recognises the children's rich local heritage and seeks to provide deliberate and purposeful opportunities and links to, and within Cornwall, whilst also placing Cornwall within a context of the wider world.



Our curriculum recognises the value of experiential and immersive learning and takes advantage of our privileged position to have access to gardens and open green space. Purposeful outdoor learning opportunities are provided throughout our curriculum, not only to develop a range of subject related skills and knowledge but also to promote the health and well being of our children and staff.

The curriculum is delivered in a spiral approach, where skills and knowledge are revisited and built upon, both within and across year groups. Through our curriculum, children are encouraged to think deeply, to be curious and to be creative. Spoken language skills, key vocabulary and high-quality texts are thoughtfully weaved throughout our curriculum to promote high levels of literacy for our pupils as well as inspiring a love of reading.

Planning is developed by teachers using an overarching question, topic or learning outcome (composite) which is broken down into a series of sequenced lessons (components). This sequence of lessons is continually assessed to move pupils on at an appropriate pace. Key assessment check points are embedded into the sequence which allows opportunities for learning to be revisited or consolidated. These assessment, revisit and consolidation sessions are referred to as 'ARC' lessons.



La Familia

Lesson 1
Revise the vocabulary for Presenting Myself. Say the nouns for family members.


Lesson 2
Consolidate the nouns and definite articles/determiners for the family. Learn how to use the possessive adjective 'my'.

Lesson 3
Introduce the language required to ask and answer the target question: ¿Tienes hermanos? (Do you have any siblings?)

Lesson 4
Introduce the question ¿Cómo se llama? (what is he/she called). Learn how to ask the question and formulate the answer.

Lesson 5
Numbers to 100

Lesson 6
Assess, review and consolidate



Teachers develop a medium term plan each half term which carefully maps out all of the subjects, skills and key knowledge to be taught. It also identifies how learning will be enhanced through wider opportunities and incorporates a 'fabulous finish' to engage parents and carers as partners in their child's learning.

There is a guiding principles document for each subject which details how each subject is delivered within our school.



Inclusion

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

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. For core subjects there is detailed information on how we support children with specific SEND.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Monitoring

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School visits
- LAB meetings
- Pupil conferencing

The school senior leaders and subject leaders monitor the way their subject is taught throughout the school by:

- Lesson visits
- Learning walks
- Work scrutiny
- Pupil conferencing
- Monitoring of planning
- Discussions with staff

Links with other policies

- Assessment and Feedback Policy
- SEND policy and information report.
- EAL Policy



Impact

The Impact of our curriculum is best evidenced through talking with our pupils, who are able to enthusiastically articulate their learning.

Children understand the reasons for their learning and are able to explain how it fits into the 'big picture'. They are able to talk about our school values and what it takes to be a good learner.

Our children are happy at school, and this is evidenced through pupil questionnaires and our good attendance figures.

Children's work show progress over time and as a result of a coherent curriculum, children demonstrate that they know more and remember more.

