LIFTON

COMMUNITY ACADEMY

Curriculum Policy

Policy Reference No	CUR007
Review Frequency	Annual
Next Review Date	Autumn 2027

Accessibility and Language Support

If you require this policy in an alternative format or language, please contact the People Team or your Head Teacher /Manager/ Member of Our Leadership Team/Member of Our Executive Team (as appropriate). We are committed to ensuring that all colleagues have access to our policies and can fully understand and engage with them and will work with you to provide the necessary support and resources.

Our Curriculum Aims:

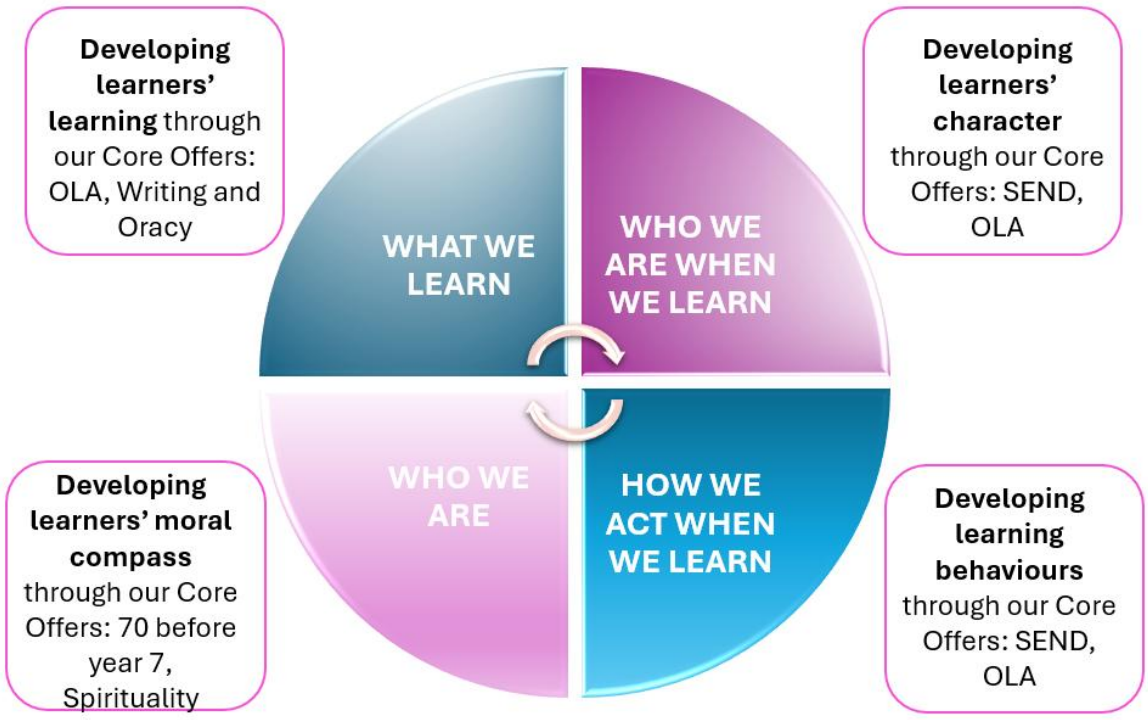
Across our schools, we understand the importance of learning more, knowing more and remembering more, securing knowledge, practicing skills and growing confident and flexible thinkers. We deliver all subjects in the National Curriculum but in a way which reflects the pupils, school contexts and community in each of our schools under our vision:

Our curriculum is the beating heart of our school and is rooted in John 10:10.
"I came that they might have life and live it to the full"

Our curriculum has been deliberately designed to be ambitious and meet the needs of our children as well as the National Curriculum expectations. Subjects have been planned to immerse the children within their familiar local context before expanding their knowledge nationally and across the world.

Our curriculum design is rooted in developing our pupils as learners under **4 key principles**:

- Developing learners' learning
- Developing learners' character
- Developing learning behaviour
- Developing learners' moral compass



WHAT WE LEARN



Our children will experience a knowledge rich curriculum, underpinned by oracy, language and reading.





WHO WE ARE WHEN WE LEARN



Our children's uniqueness will be nurtured so that they develop self-discipline and integrity to make good choices.



HOW WE ACT WHEN WE LEARN



Our children will develop their learning behaviours and attribute so that they can embrace all opportunities and think critically.



WHO WE ARE



Our children will develop a deep sense of self and others to contribute positively within the diverse community and world in which they live.





Every child in our schools is recognised as individual and unique, as is every community and context. The ability to learn is underpinned in curriculum subject areas by the teaching of basic skills, knowledge, concepts, and vocabulary. There are clear, identified end points in each phase of learning which build upon what has been taught before and gives pupils the required knowledge and skills for their next stage of learning. Our curriculum is not solely focused on academic subjects and achievement. Our **70 before Year 7** means that we provide pupils with rich learning experiences, educational visits, residentials, extra-curricular activities and enrichment opportunities. We want children to feel fulfilled at school and talk about their primary school years as being full of great memories.

Our vision is to provide an overall education which prepares each pupil with the tools and strategies needed to cope with the challenges currently posed in modern day Britain e.g. social media, health and relationships and finance. We also aim to ensure that our pupils know how to make a positive contribution to their community and wider society.

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 Academy trust governance guide 2024.

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.

This policy should be read in conjunction with our wider school offers:

- SEND Core Offer
- Optimal Learning Approach Core Offer
- Feedback Policy
- Oracy Core Offer
- Writing Core Offer
- Reading Core Offer
- Maths Core Offer

Our Christian Vision

Our Christian vision shapes the strategic and operational direction of the school; leading to innovative and imaginative practice that will help pupils transform their lives. Our Christian vision reflects our local context and informs both the choice of, and relationships with, a range of local, national, and global educational partners. By innovating the curriculum, it will meet the needs of all pupils the school serves.

'building lifelong foundations together'

At Lifton Community Academy, our vision of **"a brighter future together"** underpins everything we do. We are committed to **inspiring future citizens**, ensuring that every child is supported to flourish, achieve their full potential, and develop the confidence and skills to pursue their dreams and ambitions.
We believe our academy is a place where every individual is valued. We nurture the whole child—supporting not only academic success, but also personal development, wellbeing, and the discovery of each child's unique talents and interests. Our aim is for every child to feel **safe, happy, cared for and valued**, as this is the foundation for successful learning and growth.

- Our Values
- Our core values of **Kindness, Resilience, Wonder and Belonging** are at the heart of school life. They shape how we treat one another, how we approach learning and how we contribute to our community.
- **Kindness** encourages respect, empathy and care for others
- **Resilience** supports children to persevere, try their best and overcome challenges
- **Wonder** inspires curiosity, creativity and a love of learning
- **Belonging** ensures every child feels part of our community and values themselves and others
- These values enable children to grow as confident learners who listen, question, explore and challenge themselves.

Our Aims

At Lifton Community Academy, we aim to:

- Support children to become **independent learners and thinkers**
- Inspire a **lifelong love of learning**
- Provide a **rich, relevant and creative curriculum** for all
- Help children to **value themselves and others**
- Develop a strong **sense of belonging within our school and wider community**

Through our curriculum, pupils explore the past and present to better understand their role in shaping the future. They learn about individuals who have influenced the world—scientists, leaders, artists and innovators—helping them to see how they too can make a positive contribution to society.
We also encourage pupils to understand their impact on the world around them, fostering responsibility, respect and a commitment to sustainability and community.

Our Community Expectations

At Lifton, we believe that mutual respect is essential. We promote **self-respect, respect for others and respect for property** as key principles for a happy and successful school.

Everyone has the right to:

- Feel safe, cared for and valued
- Learn to the best of their ability
- Be treated equally and fairly
- Learn and play with confidence and independence

Everyone is expected to:

- Take responsibility for their behaviour
- Respect the rights of others
- Live out our values
- Show resilience and try their best
- Develop as independent learners

How is our curriculum taught at a subject and classroom level?

Subject Leadership:

The role of the subject leader is pivotal in the successful implementation of our curriculum. We aim for all subject leaders to have the knowledge, expertise and practical skill to be able to lead their areas effectively. Each curriculum subject has a dedicated subject leader with clear roles and responsibilities. They are responsible for the curriculum design, delivery and impact in their own curriculum area. Subject leaders and leaders at all levels, including our local ethos committee hubs, regularly review and quality assure the subject areas to ensure that it is being implemented well and coverage and breadth and balance is adequate.

CPD:

For us to be able to deliver the best and most up to date curriculum we provide staff with high quality CPD in their subject-specific pedagogy. This may include attending nationwide courses on the curriculum, assessment of research but also as a result of sharing through best practice networks across our schools. Alongside this we are also members of the relevant national associations for national curriculum subjects. We receive updates, courses, and research findings into effective provision for primary pupils. We aim to give staff the expert knowledge required to deliver the subjects that they teach. Ongoing professional development through subject leader networks and incremental coaching is available for all staff to ensure that our challenging curriculum requirements can be met.

In our smaller schools, subject leaders often have more than one subject area to lead and subject leadership roles can change frequently or teachers may lead a subject across a Hub. Because of this, leaders enable curriculum expertise to develop across the school and teaching staff. Early Career Teachers have opportunities to shadow a subject leader during their first few years of teaching as part of their CPD to ensure that when they take on a curriculum leader role in school, they fully understand the expectations and roles and responsibilities.

Planning:

The curriculum overview is carefully mapped out to ensure that pupils acquire knowledge, vocabulary and skills in a well-thought out and progressive manner in every curriculum subject ensuring sufficient coverage across each subject over time. New learning is based upon what has been taught before and prepares pupils for what they will learn next. There are clear end points which pupils work towards on their learning journey. We know that if our pupils are learning our curriculum, they are making progress and are being prepared for the next stage of their educational journey.

Reading:

The teaching and acquisition of reading skills is prioritised across our schools to allow pupils to access the full curriculum. We use Systematic Synthetic Phonics programmes for the teaching of early reading skills. We then deliver a Whole Class Reading Programme to teach reading and vocabulary

development once the pupils have acquired enough reading skills to be independently accessing texts. Pupils in our nursery classes begin learning initial sounds and then this is built upon in the Reception and Year 1 class.

The aim is for all of our pupils to be on the Whole Class Reading Programme by the end of Year 2. Where a pupil has been identified as not on track to achieve this target, intervention is put in place through bespoke teaching and 1:1 reading support to enable them to catch up and achieve in line with their peers. Pupils are able to access a range of reading resources and texts in the central school libraries.

Assessment:

Assessment is designed thoughtfully to shape future learning and usually takes place within the lesson. It is not excessive or onerous as it is part of the day-to-day working practices of the classroom and aligns with our Optimal Learning Approach and our Feedback Policy. Teachers ensure that pupils embed key concepts in their long-term memory. Key skills and objectives for curriculum areas are revisited throughout the year and applied in different contexts. Pupils revisit prior learning in their workbooks as an introduction to their new learning and this provides a context upon which pupils can integrate their 'new knowledge' into a wider context. There are clear end points in our curriculum which are assessed.

Curriculum outcomes:

Monitoring and Evaluation:

The Senior Leadership team in each academy is responsible for the monitoring and evaluation of the curriculum and this will take the form of learning walks, book looks and pupil conferencing, recorded on Quality Assurance forms (QA). The information from the monitoring and evaluation then forms the basis of the impact assessment for that curriculum area.

Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within schools. Work and book scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders assess the impact of the curriculum. The quality of the curriculum also feeds into our Academy Health Checks.

Outcomes for Pupils:

Our curriculum consistently leads to good outcomes and results for **all** our pupils. We are consistently above national averages for outcomes at the end of EYFS, KS1 and KS2 with gaps closed or closing for those pupils disadvantaged. We regularly achieve highly in the phonics screening check for our Year 1 pupils and usually all of our pupils have passed the phonics screening test by the time they leave Year 2 unless there is a special and specific learning need.

Pupils with additional learning needs make good progress across the curriculum in line with their own progress measures. Assessment of these pupils is in much smaller and achievable steps. We are proud of the life-skills curriculum that we provide for our pupils including our SEND pupils. Essential skills such as first aid, money awareness, internet safety, healthy eating and basic life skills such as tying shoelaces, using knives and forks correctly, telling the time are all part of what we consider to be necessary skills for our pupils to succeed in life and are key parts of our teaching in school.

Our children will leave our schools ready for their next stage in their learning at secondary school. Our curriculum will have provided a range of knowledge and skills to support them in their future. Children will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. Our children will be resilient and adaptable learners. Pupils will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

Our Curriculum

Each of our subjects has a curriculum intent which are outlined below:
Curriculum Maps will map out the subject content covered in each year group over the academic year building on the knowledge and skills taught and links between subjects.

English	As communicators, our children will experience an English curriculum which is underpinned by oracy and language. Our children will build confidence as oral and written communicators who are fluent readers and are prepared for the next step in their education. The English curriculum will be language-rich, foster a love of our literary heritage, encourage children to take pleasure in books and acquire knowledge across the broader curriculum. As writers, children will learn to craft texts for a variety of audiences and purposes and develop their authorial voice with an increasing knowledge of vocabulary and grammar which will equip them for the future.
Maths	As mathematicians, our children will develop a deep conceptual understanding through exploration, reasoning and problem solving of all areas. We expect our children to explain and articulate their understanding and become fluent in number so they can use known number facts to make efficient choices with calculations. They will make connections and discover patterns to take creative approaches when faced with challenges and show appreciation of the beauty and power of Mathematics. We aim to develop resilient learners and our children take time to deepen their understanding of mathematical structures through the use of resources and representations.
Science	As scientists, our children will experience a sense of awe and wonder of their environment and the natural and physical phenomena of the world they live in. They will understand how scientific advancements and the work of scientists continue to shape human achievement. They will learn scientific enquiry skills that will enable them to predict, investigate and evaluate evidence and draw conclusions. Pupils should be encouraged to recognise the power of rational explanation that enables them to ask and answer questions.
Geography	As geographers, our pupils will hone their knowledge of place and location as they develop a curiosity and fascination about the world and its people. Our children will understand the world's most significant human and physical features while understanding how people interact with and impact the natural world. They will strike links between the growth of settlements through industrial progress and growth of society and settlements, enabling them to become stewards of the future and environmentally-minded global citizens. They will discover how landscapes and environments, both rural and urban, have changed over time and the impact of these changes.
History	As historians, our children will be encouraged to question their understanding of the past, inspiring a curiosity to learn more about the society in which we live and those of the wider world. Children will critically examine sources and evidence, establishing clear and coherent narratives through civilisations, empires and communities across both Britain and globally. With this knowledge, they will be informed to critically evaluate and explore change, making connections, identifying contrasts and trends over time and recognising how the past impacts upon the present and our futures.
RE	As global citizens, our children will develop a positive sense of self and others through a coherent, knowledge-rich understanding of religion and belief. They will gain an understanding of what people believe and the difference that this makes to the way in which they live. They will express their own ideas in response to material they engage with and be curious to ask increasingly challenging questions. Through these meaningful discussions and reflections, children will develop respect for those of different faiths and beliefs and develop a moral and cultural awareness of what it means to be human in today's diverse world.
PE	As well-rounded, active citizens, our children will feel a sense of belonging by immersing themselves in a wide range of physical activities. The PE curriculum will enable children to use movement confidently, developing respect for themselves and each other and a positive sporting attitude. A physically demanding and challenging curriculum inspires all to succeed and excel, developing both physical and mental health and wellbeing. Opportunities for positive competition in sport and other activities build character and self-discipline whilst encouraging them to continue to have an active lifestyle beyond their school life.

Art	As artists, our children will be challenged and inspired to develop a sense of individual expression and have the confidence to imagine, invent, design and create their own works of art through a wide range of media and techniques. Experimentation, fuelled by curiosity, is embraced and valued as children develop techniques in using colour, pattern, texture, line, shape, form and space. Alongside this, children will deepen their knowledge of great artists, as well as local artists, who have shaped and contribute towards our artistic culture and heritage on a local, national and global scale.
DT	As designers and constructors, our children will be empowered to be inquisitive, curious learners. Within the design technology curriculum they will become critical thinkers, partaking in analysis of the impact of Design Technology on everyday life and the wider world, where they will evaluate past and present innovative enterprise. Our children will research, plan, design, make and critique products that solve real and relevant problems within a variety of contexts considering their own needs and others' views, wants and values.
MFL	As linguists, our children will deepen their understanding and respect for the world and cultural differences in other countries. We are committed to developing a love of languages to encourage students to become curious and interested in the world. Using authentic texts, pupils will embed the skills of listening, speaking, reading and writing in another language. This learning will be applied in a variety of contexts, enabling them to build an understanding of the language structures, patterns and sounds, stimulating their curiosity about language. Children's knowledge of how language works will be developed to lay foundations for the future.
Computing	As users and programmers of communication and information technology, our children will develop their computational thinking, logical reasoning and digital literacy. They will use a variety of computer software to express themselves, to develop their ideas, to solve challenges, to design coding programs and systems and to create content. Our emphasis on online safety for all pupils will equip our children with the knowledge and skills to keep themselves and others safe online and to use information technology in an informed and responsible way. Through our curriculum, our children will be enabled to thrive and participate actively in a continually evolving digital world.
Music	As musicians, our children will be inspired to develop a love of music through listening, performing, composing, playing, evaluating and learning about music across a range of historical periods, genres, styles, traditions and cultures. Our children will foster their musical talents with opportunities to learn a musical instrument, develop their understanding of musical notation, improve their singing voices and create music on their own and with others. This will enable our children to grow in self-confidence, express their creativity as well as experiencing a sense of achievement.
RHE	As healthy, confident and resilient children of Modern Britain, our pupils will be supported to understand themselves and others; families, communities and the wider world. In doing this, children will be supported to develop a deep sense of self worth, self respect, self awareness as well as self discipline.We want our children to be equipped to both face and overcome challenges and develop the character that we know is fundamental to being successful, happy and productive members of society; that they can achieve goals and ambitions, that they have the skills and the resilience to recover from setbacks that may occur in life.