

All Saints Inter-Church Academy



Curriculum Policy

November 2025

Introduction

At All Saints Inter-Church Academy, our curriculum encompasses all the planned experiences and opportunities we provide to promote learning, personal growth, and spiritual development. Our curriculum includes the formal requirements of the National Curriculum, enriched by a wide range of additional experiences designed to broaden horizons and develop the whole child. We believe that a broad and balanced curriculum is not limited to timetabled subjects; it is every child's holistic experience of school life. This includes the 'hidden curriculum'—the attitudes, behaviours, and values children learn through daily interactions, extracurricular activities, educational visits, careers awareness, and opportunities to develop tolerance, resilience, and positive mental health.

We aim to provide every child with the cultural capital they need to succeed in life. This means offering experiences such as visits to museums, opportunities for music and performance, sports competitions, and welcoming visitors who inspire and challenge thinking. As a reflective school, we continually strive to improve our teaching and learning so that every child can SHINE.

Reading is given the highest priority in our curriculum because the ability to read and understand unlocks learning across all subjects. We also place great emphasis on developing vocabulary, as language is a vital tool for learning and for understanding the world.

We believe that every child at All Saints Inter-Church Academy should have access to a wide, exciting, and inspiring curriculum that prepares them for life in modern society and equips them to succeed in both life and work. Through our curriculum, we nurture curiosity, creativity, and confidence, enabling children to grow academically, socially, and spiritually.

Our School Vision and Values

At All Saints Primary, our curriculum is deeply rooted in our Christian distinctiveness and guided by our core values represented in SHINE: Service, Hope, Integrity, Nurture, and Excellence. These values shape our culture, our teaching, and our expectations. They underpin every aspect of our curriculum, ensuring that children grow not only academically but spiritually, morally, and socially.

We believe that every child is unique and capable of achieving great things. Our curriculum is designed to be inclusive, ensuring that all learners—regardless of background, ability, or need—are supported and challenged. We promote a growth mindset, encouraging children to embrace challenges, learn from mistakes, and persevere with confidence.

We aim to cultivate a lifelong love of learning through high-quality teaching that inspires and motivates. Our teachers are passionate, reflective, and committed to nurturing the talents of every child. Lessons are carefully sequenced to build on prior knowledge, and learning is enriched through creativity, collaboration, and critical thinking.

Our curriculum celebrates the individual gifts and talents of each child. Whether in the arts, sciences, sports, or humanities, we provide opportunities for children to discover and develop their strengths. We value diversity and encourage children to express themselves confidently and respectfully.

Christian Distinctiveness and Spiritual Growth

Shaped by Christian principles, our curriculum provides opportunities for spiritual reflection, moral development, and community service, helping children grow into compassionate, thoughtful individuals who live out the values of SHINE in their daily lives.

All Saints Inter-Church Academy pride itself on developing strong links within the community. With regular singing linked to church festivals, visiting the church to enrich the RE curriculum and local history studies. We also are keen for visitors from within the community to connect with our learning, having volunteers to work with the children, as well as present and talk to them.

Our curriculum aims to develop children's respect and understanding of their place in the wider community of Cambridgeshire, the UK and the world- as global citizens. Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.

We see our school as a vibrant part of the local community, building strong connections and fostering a sense of belonging. In living out Sanctus, Sanctus, Sanctus, we aim to be a beacon of hope and service, reaching out to others and embracing diversity. In this way, our school flourishes within its community, and the community, in turn, connects to the wider, diverse world.

The Aims of Our Curriculum

- **Create a positive learning environment** where children enjoy learning, feel successful, and feel safe to take risks. We nurture self-esteem, confidence, and positive relationships, fostering a strong sense of togetherness.
- **Provide a broad and balanced education** for all pupils, coherently planned and sequenced to build cumulatively sufficient knowledge for skills, future learning, and employment.
- **Enable pupils to develop deep understanding**, acquire knowledge and skills, and apply these confidently in relevant and meaningful contexts
- **Make learning purposeful and engaging** by connecting it to real-life situations and experiences.
- **Support pupils' spiritual, moral, social, and cultural development**, reflecting our Church school ethos and SHINE values throughout.
- **Promote physical development and healthy lifestyles**, encouraging pupils to take responsibility for their own health and well-being and to be active.
- **Ensure equal access to learning for all pupils**, with high expectations and appropriate challenge and support. We encourage excellence and deeper learning for every child.
- **Maintain high aspirations** for academic, vocational, and technical achievement for all pupils.
- **Equip pupils with knowledge and cultural capital** to succeed in life, including opportunities for enrichment beyond the classroom.
- **Develop creativity, independence, and resilience**, preparing pupils for further education, employment, and life in a diverse society.
- **Provide opportunities for pupil choice**, allowing children to take ownership of their learning and decide on the final outcome when applying skills they have learned.

Roles and responsibilities

The Governors

- 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:
 - o A robust framework is in place for setting curriculum priorities and aspirational targets
 - o The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

Senior Leadership Team (Headteacher, Deputy Headteacher, EYFS Lead) will ensure:

- 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
- 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 SEN

Other staff

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

Organisation and Planning

The curriculum is taught through discrete subjects with cross-curricular links where relevant. Each Year group has a Long-Term Plan highlighting the units of study for each subject area. This is reviewed annually.

English and Mathematics planning is on a weekly basis. It is every teacher's responsibility to ensure excellence and meet the needs of all learners.

Medium Term plans for the other subjects are written by the the class teacher and supported by the subject lead. These are updated / reviewed on a regular basis, again being updated by each class teacher. Support, challenge and TA direction are indicated on the plans.

There will be a range of teaching methods used ranging from whole class, group, paired and individual. Teachers are aware of the impact of active learning and collaboration, and they endeavour to use a variety of methods in the day-to-day delivery of our curriculum. Curriculum delivery is monitored in accordance with the school's Assurance of Excellence Policy.

Each teacher is responsible for tailoring the plans to meet the needs of their own class, based on the assessments. Diagnostic assessments are used in maths and English and Pixl is used to identify and plan for any teaching therapies. This is in place alongside quick quizzes in foundation subjects, along

with daily assessment of how the children are meeting the expected standards, lesson objectives and success criteria.

Teachers will give TAs a copy of their teaching plans, which include clear directions for the TAs. These will be given to TAs no later than the Friday before the start of the following week.

The Learning Environment

We provide children with the resources and support they need to achieve excellence. This includes access to word banks for maths, English, science, topic work, and RE, alongside visual aids and strategies such as Word Aware to create 'memory hooks' that strengthen understanding.

Our learning environments are designed to scaffold progress. In maths, displays include examples of how to build, draw, and represent concepts. In English, classrooms feature text maps, key writing features, and a grammar working wall. In Key Stage 2, a new vocabulary word is introduced weekly to enrich language development.

All reading areas are designed to foster a love of books, with carefully matched texts prioritised to build fluency and confidence.

In every classroom, a Little Wandle phonics chart is displayed, alongside the current sounds of the week for EYFS and Year 1. From Year 2 onwards, weekly spellings are clearly shown.

Our broad and balanced curriculum is brought to life through artefacts, key questions, and a variety of text types, helping to deepen children's interest and understanding.

A visual timetable is updated daily and shared with pupils, alongside house points to celebrate achievement. When modelling writing, staff demonstrate correct letter formation in line with the Handwriting Policy.

Personalised Learning and Flexible Grouping

We are committed to ensuring that every pupil receives a curriculum experience tailored to their individual needs, abilities, and interests. Personalised learning is central to our approach, enabling all learners to make progress and achieve their full potential.

Our principles for personalised learning include:

- **Assessment for Learning:** Regular formative and summative assessments inform planning and teaching, ensuring that learning objectives are matched to pupils' current attainment and next steps.
- **Individualised Support:** Targeted interventions and differentiated tasks are provided to address gaps in learning and extend higher-attaining pupils.
- **Pupil Voice:** Learners are encouraged to take an active role in their learning through goal-setting, reflection, and feedback opportunities.

Flexible Grouping:

- We use dynamic grouping strategies that respond to ongoing assessment rather than fixed ability sets. This allows pupils to work in different groups depending on the subject, topic, or skill being developed.
- Grouping may be based on readiness, interest, or learning style, ensuring that pupils experience a variety of collaborative and independent learning opportunities.
- Teachers regularly review groupings to maintain challenge and support for all learners.

Impact and Monitoring:

- Leaders and teachers monitor the effectiveness of personalised learning and grouping strategies through lesson observations, pupil progress data, and feedback from pupils and parents.
- Adjustments are made as needed to ensure equity, inclusion, and high expectations for every learner.

Engaging Parents

We see a huge value in co-producing policies and having parental voice. We aim to work together and involve parents to ensure the culture of learning is valued and comes through our newsletter and regular parent events - Such as 'Meet the teacher', 'Phonics Presentations' and 'Learning Cafes'

Each teacher updates parents with the learning weekly – Learning is also communicated with via the whole school weekly Newsletter and the each year group has a class page on the website.

Parents are encouraged to regularly communicate with the teacher. The teacher is always present and the beginning and end of each school day, as well as being contactable through the school office. As well as regular communication, we provide an opportunity for Parent's Evenings three times a year and report to parents at the end of each academic year.