



**South Essex  
Academy Trust**

Belonging • Compassion • Curiosity • Empowerment

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# CURRICULUM POLICY

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Adopted by the Trust Board: December 2025

Review: Autumn 2028

Updates since last edition

Number section	Title section	Details of changes
		Policy fully rewritten.

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# 1. Curriculum Aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Create highly effective learning across the whole school, across all subjects in the national curriculum.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Enable high attainment and ambition for all our pupils.
- Create character through embedding the values of our trust throughout our pedagogy and curriculum content.
- Support pupils to lead healthy, productive lives, able to contribute positively to the community and country.
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active,
- Support their understanding of Relationships and Sex Education where appropriate,
- 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
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children in the Early Years Foundation Stage and make sure they are ready for Key Stage 1
- Ensure children in Year 6 are prepared for Secondary school.

These curriculum aims are underpinned by our values:

- Belonging: creating a community where everyone belongs
- Compassion: nurturing compassion through care and wellbeing
- Curiosity: Inspiring all to explore their curiosity
- Empowerment: encouraging individuals through empowerment

## 2. 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.

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.

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.

## 3. Roles and Responsibilities

### 3.1 The Board of Trustees

The Board of Trustees will monitor the effectiveness of this policy and hold the CEO and headteachers to account for its implementation.

The Board of Trustees will also make sure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including pupils with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

### 3.2 The Academy Committees

The Academy Committees are responsible for:

- Monitor school performance and outcomes against the Curriculum and to challenge school leaders on that performance.
- Identify and agree school improvement priorities and to monitor progress against those priorities within the School Improvement Plan.

### 3.3 The 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 Board of Trustees is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- Proper provision is in place for pupils with different abilities and needs, including pupils with SEND

### 3.3 Other staff

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

The Trust Leader of Learning will monitor the planning, delivery and assessment of the curriculum. They will report to the CEO and Board of Trustees on the quality of the curriculum in each school.

## 4. Organisation

Our curriculum is designed to be cumulative in knowledge, become more complex over time and focus on key knowledge which is secured in the long-term memory. Learning is built upon prior learning through carefully sequenced learning objectives. Learning is revisited through the curriculum design and the use of Flashbacks in each lesson to ensure children know more, do more and remember more. Sequences of lessons are planned with sticky triggers to support the development of schema and to ensure that pupils transfer knowledge into their long-term memory.

Our pedagogy is underpinned by our Trust Values (the golden thread woven through all we do). You'll see pupils who are enthused to learn because each topic will spark their interest through exciting enrichment. You'll see pupils talking to each other about writing and reasoning. They will challenge themselves to try tricky things without fear of getting something wrong and they will be prepared to find new ways of thinking. This will be inclusive of all pupils, with appropriate activities to meet their needs. For some, it will mean using research informed strategies, like the EEF toolkit, or our knowledge of supporting pupils with SEN effectively. The outcome is high attainment across the curriculum, with pupils well prepared for secondary school and living a healthy, happy and productive life.

## 5. Inclusion

South Essex Academy Trust makes appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN. In class provision and support are deployed effectively to ensure the curriculum is adapted where necessary. We make sure that individual or group work is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

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

- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)
- More Able Pupils

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.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information reports.

## 6. Monitoring Arrangements

The Academy Committees and Board of Trustees monitors whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through school visits, speaking with staff, pupils and parents.

Subject Leaders monitor the way their subject is taught throughout the school through planning scrutinies, learning walks, book scrutinies, talking to children, staff and parents. Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every three years by CEO and headteachers and approved by the Board of Trustees.

## 7. Links with other Policies

This policy links to the following policies and procedures:

- Assessment Policy
- SEN Policy and information report
- Equality information and objectives
- Relationships and Sex Education Policy
- Relationships and Behaviour Policy
- Anti-bullying Policy