



# **Curriculum Policy**

## 2025-2026

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Whitehill Community Academy

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| Policy              | Curriculum Policy          |
| Date of review      | January 2025               |
| Date of next review | January 2026               |
| Lead professional   | Assistant Head: Curriculum |
| Status              | Non-Statutory              |

## 1. Curriculum Intent

The intent of the curriculum at Whitehill Community Academy is to provide a high-quality, cohesive, and ambitious education for all pupils, with the following priorities:

- **Opportunities for all:** Offering a curriculum that ensures all children achieve academic success, develop life-long skills, and expand their cultural capital inside and outside the classroom.
- **Ambitious and structured design:** Ensuring that the curriculum is carefully sequenced, building on prior learning to enable pupils to recall knowledge, make connections, deepen their understanding, and achieve fluency across all subjects.
- **Values-driven education:** Embedding the academy's core values of Ready, Respect, and Responsibility in all aspects of learning and personal development.
- **Holistic development:** Preparing children to become well-rounded, confident individuals ready for the next stage of their education and for their roles as active, responsible citizens.

### Key Features

1. Aspirational and inclusive, reflecting the academy's values.
2. A wealth of academic and co-curricular opportunities to develop the whole child.
3. Focused on developing in-depth knowledge and fundamental skills across a broad set of subjects.
4. Enhances cultural capital by exposing pupils to diverse experiences.
5. Prepares pupils for future learning and life beyond Whitehill Community Academy

### 1.1. 1.1 Aims

The curriculum aims to:

- Provide a varied and challenging programme ensuring deep understanding of individual subjects and a rich body of knowledge.
- Adapt and personalise the curriculum to meet individual pupils' needs, ensuring flexibility to respond to change.
- Promote spiritual, moral, and social understanding through a well-designed and responsive programme of personal development.

## 2. Objectives

### 2.1 For pupils

- To be fully engaged in their learning, taking responsibility for their education by completing tasks set in lessons and as homework.
- To strive to meet their full potential, demonstrating resilience and perseverance.

### 2.2 For parents and carers

- To actively support their child's academic progress through regular communication with the academy.
- To engage with the academy via parents' evenings, workshops, and targeted achievement programmes.

### 2.3 For teachers

- To deliver quality first teaching for all pupils, catering for diverse learning needs.
- To ensure teaching provides a deep body of knowledge, enabling pupils to make progress that meets or exceeds expected standards.

## 2.4 For the Senior Leadership Team

- To ensure the curriculum is broad, balanced, inclusive, and meets statutory requirements.
- To monitor and act on national curriculum changes in a timely manner.
- To lead effective quality assurance measures that drive sustained improvements in teaching quality and pupil outcomes.
- To provide professional development opportunities that ensure high-quality teaching and learning.

## 2.6 For the CEO

- To review the Curriculum Policy and present it to the Board of Directors for approval.

## 3. Curriculum Delivery

### 3.1 Classroom policy

- All pupils will access a broad and balanced curriculum that prepares them for statutory assessments, deepens their knowledge, and builds vital skills.
- Teachers ensure personalised learning through adaptive planning and high expectations for every pupil.

### 3.2 The 'Whitehill Way'

- Enriches academic learning through assemblies, external workshops, cultural trips, and reflective activities.
- Encourages engagement with local, national, and global events to build social awareness.
- Embeds the values of Ready, Respect, and Responsibility across all activities.

### 3.3 Religious Education policy

- Pupils follow a core Religious Education (RE) programme that includes learning about a variety of religions, world faiths and ethical issues.
- The RE curriculum is integral to broadening pupils' spiritual, moral, and cultural understanding.

### 3.4 Extra-Curricular and Achieve

- Education outside of the classroom is integral to embed the 'Whitehill Way' across the academy, and all pupils are encouraged and supported to take part in extra-curricular clubs.

### 3.5 Literacy

- Literacy skills are integrated across all subjects, ensuring pupils communicate effectively both in writing and orally.
- Vocabulary development is emphasised through discrete teaching of tier 2 vocabulary, knowledge maps and high-quality reading materials.
- Bespoke interventions are provided for pupils requiring additional literacy support, as outlined in the SEN and Literacy Policies.

## 4. Curriculum Organisation

4.1 Pupils receive 25 hours of weekly learning, aligned with the statutory primary National Curriculum.

4.2 Key Stages 1 and 2 include core subjects (Maths, English, Science), foundation subjects (Geography, History, RE, Art, Design & Technology, Computing, Music, PE, and French at KS2) and PSHE/RSE.

4.3 Reception classes follow the statutory Early Years Foundation Stage framework.

### 5. Monitoring and review of the curriculum

- 5.1 Regular monitoring of teaching and learning across the academy is conducted by Trust executives, senior leaders, link governors and external reviewers
- 5.2 Quality Assurance (QA) activities, including learning walks, lesson observations, work scrutinies, and pupil voice exercises, ensure high standards.
- 5.3 The curriculum is formally reviewed annually by the SLT in line with DfE requirements and Ofsted expectations under the EIF, particularly focusing on curriculum coherence, implementation, and impact.