

Policy: Curriculum, Teaching and Learning

Author: Sarah Wilson (Principal)

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Curriculum, Teaching and Learning Policy 2025-2026

Introduction:

At Nelson Academy, every child is recognised and valued as a unique individual within their own right. We strive to ensure that the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are actively promoted and we welcome differences within both our school community and beyond; we believe our bespoke 'Nelson Academy' curriculum reflects this.

Our purpose is to be the kindle that ignites the flame of learning, through a curriculum that is enjoyable and engaging - as well as intellectually challenging.

The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values and by acquiring new and emerging vocabulary that enriches our children as learners. Our school ethos acknowledges the importance of these new and evolving words, which supports the acquisition of oracy skills. We constantly provide enhancement opportunities to develop and engage children in their learning; we believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Our curriculum is designed to recognise children's prior learning and build upon this to enhance and extend individual skills and knowledge, providing first-hand learning experiences and allowing the children to develop interpersonal skills, build resilience and become creative, critical thinkers. We take a holistic approach to learning and believe that through language, mathematics, science, humanities, arts and religion, we can promote and foster the intellectual, moral, spiritual, aesthetic, social, emotional and physical development of all our children. We strongly believe that our bespoke curriculum promotes positive attitudes to learning, which reflect the values and skills needed to promote responsibility for life-long learning and future success, as well as meeting statutory requirements.

Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year. Children leave the academy with raised aspirations and a sense of belonging to a tight-knit community, where they have the confidence and skills to make decisions, self-evaluate, make connections and, through active engagement, learn the different ways through which humans make sense of the world.

We are 'transforming lives, transforming communities'.

The aims of our curriculum are:

- Raise aspirations, inspiring our pupils and preparing them for the opportunities, responsibilities and experience of adult life in 21st century Britain and their own communities;
- Promote the highest standards in reading, writing and maths;
- Enable pupils to investigate and problem solve, using a wide range of reasoning and analytical skills;
- Allow pupils to develop a knowledge of themselves in time and space;
- Enable pupils to acquire new and emerging knowledge and skills in the world of science and scientific discovery, both in the past, present and future;
- Challenge pupils to confidently apply logic, to question and to debate to a plethora of issues;
- Ensure pupils are confident in all areas of ICT and Computing, at the forefront of new technology, with an increased thirst for learning what is out there. To be provided with a wealth of learning opportunities and transferrable skills;
- Ensure children are aware of the importance of and participate in arts related, cultural themes;
- Equip pupils with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing, both now and in the future;
- Promote spiritual development and enable pupils to develop moral sensibility through carefully taught values;
- Develop the personal and social skills of each child;
- Provide equality of access and the opportunity for all pupils to make outstanding progress regardless of age, level of developmental ability, race, gender etc; and
- Enable pupils to learn about the emotional, social and physical aspects of growing up, relationships and reproduction, as well as how to keep ourselves healthy.

The curriculum is planned effectively, providing continuity and progression and planning maps are published for each year group and each term on our academy website.

All children need a firm mastery of English and Mathematics as early as possible. Our first priority is to build a secure foundation in Reading, English and Maths as the basis for all other learning. Pupils will be taught to read, write and work with numbers fluently and confidently from the day they become one of our pupils. Where pupils need extra support, it will be provided to ensure that each and every child reaches and exceeds nationally expected standards.

At Nelson Academy, we believe it is vitally important to promote a love, and enjoyment of, learning alongside a commitment to developing pupils' own knowledge and achievement.

We aim to do this through the provision of rich and varied activities that:

- Enable pupils to make connections/schema across different areas/topics of learning;
- Challenge pupils to apply their knowledge of the world and learning to debate, apply logic and to always question;
- Inspire and promote creative thinking to aid problem solving;
- Increase capacity to learn and retain new knowledge, work independently as well as in collaboration with others;
- Enable pupils to respond positively to the challenge and responsibility they have as learners and
- Ensure that a vast range of knowledge, skills and understanding are acquired and developed.

The Organisation of the Curriculum:

Curriculum maps (published on our website) indicate our broad objectives and the links between subjects; Knowledge Organisers (also published on website) contain the key facts and information that children (and parents/carers) need to have a basic knowledge and understanding of a topic.

Units of work are planned and are recorded as MEDIUM TERM PLANS and contain the detail of the work to be covered with a progression of learning and knowledge objectives; they are then transferred to SHORT TERM PLANNING (which could be on Smart-Board slides) which details all work to be covered.

Children are taught within their year groups - with some children potentially being withdrawn for small group support - and teaching is focussed on pupils mastering age related expectations for their particular age or stage of development.

Units of work are planned using the framework of the National Curriculum, EMAT Knowledge Curriculum, Primary Knowledge Curriculum, with additional resources such as, White Rose Maths.

We use Little Wandle Letters and Sounds Revised guidance for our systematic and synthetic teaching of Phonics in EYFS and KS1, as well as with other pupils throughout the school who need extra phonic support; it depends on the age and stage of development of individual learners.

The curriculum we have developed within Nelson Academy is designed to provide access and opportunity for all children who attend the school, as stated in our SEND Policy and SEND Information Report. We always provide additional resources and support for children with special educational needs and disabilities. If a child has an additional need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If staff or parents or carers raise a concern about a child, his/her teacher will make an assessment under advice from the SENDCo. In most instances, the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Support staff, specialist teachers, advice from visiting professionals and personalised learning aids may be used to assist the individual needs of the child.

If a child is working at 'Greater Depth' they will be given challenges that include, among other things, open-ended questions and tasks and encouraged to follow lines of thought independently.

See Early Years Foundation Stage Documents

Roles and Responsibilities:

The Principal has the overall responsibility for the leadership of the curriculum and delegates responsibility to key staff. The Principal and Assistant Principals co-ordinate the work of the subject leaders and ensure that the curriculum has progression from year group to year group and appropriate coverage. Subject leaders have responsibility over their subject and liaise with class teachers over the content and delivery of the units of work; they are expected to evaluate and monitor standards. Class teachers ensure that the Nelson Academy curriculum is taught and that the aims are achieved for their class, planning collaboratively to ensure strict parity across the year group. The Principal and Assistant Principals ensure that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention when needed.

The Academy Committee monitor the success of the curriculum at Academy Council meetings through the Principal's report and regular reports/briefings/updates from Senior Leaders and Subject Leaders.

Reviewed by S Wilson (Principal) – November 2025

To be reviewed – November 2026