The LETTA Trust

Curriculum Policy

Approved and adopted on:	Summer 2025	To be reviewed:	Summer 2028
Reviewed by:	Trust Board	Signed:	
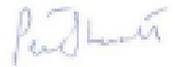
Contents

1. Our vision for the curriculum

Why is it the way it is? What do we want it to do?

At The LETTA Trust, our vision is a set of promises we make to pupils in our schools. The curriculum is the means by which we deliver these promises.

1.1. Our vision

Our vision is that every child in every school in our trust:

- Loves learning, achieves their very best, has fun at school, and feels excited about the future
- Knows how to make friends and get along well with people; to treat them with fairness, compassion, and respect
- Grows healthy and strong, believes in themselves, and has the confidence and resilience to follow their dreams
- Feels part of their community, proud of their school, and inspired to make a positive difference in the world

1.2. Agreed principles

Our curriculum design follows a set of agreed principles. We believe:

- **Acquiring knowledge and developing skills** are not mutually exclusive priorities; they are, rather, interdependent
- Learning makes best sense when there is clear **progression** both of skills and knowledge content, across all subjects, that is built upon year on year
- Children learn best when they can make **connections** within and between subjects
- For learning to be most successful, it needs to be **meaningful** and relevant for children in our context
- Making learning **irresistible** should be a key feature of the curriculum. Children who love learning make great progress
- We need to challenge and **expect the best** of pupils. There exists no conflict between teaching a broad, rich curriculum and pupils attaining highly. A well-conceived, well-delivered curriculum leads to high attainment
- Successful curricula provide **access points** for children across the attainment range
- **Narrowing** the curriculum damages the life chances of all pupils, but particularly those most disadvantaged
- **Reading** is the key to unlocking the curriculum
- Effective curricula are underpinned by robust **research**
- There is no such thing as the perfect curriculum; a curriculum that serves children **should not stand still**

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 the school has chosen to follow. It complies with our Funding Agreements and Articles of Association.

It 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 set out in the [Department for Education's Governance Handbook](#).

In addition, the policy acknowledges requirements to promote the learning and development of children set out in the [Early Years Foundation Stage (EYFS) statutory framework](#).

3. Curriculum design

3.1. Our approach

Our school curricula:

- Are continually evolving so that they remain exciting and relevant to each school's context and prepare pupils for life as global citizens in modern Britain
- Are thematic, so that pupils learn to make sense of key concepts across a range of subjects. Some themes are science-based, some are historical, and others have a geographical bias. All have been carefully chosen because they have a particular relevance to pupils
- Include themed weeks and/or days which are a focus for the whole school. These special themes reflect the context of the school and the local community and include, for example, Eid and Christmas, Anti-bullying or Friendship Week, World Book Day, Thinking of Others week, and Be Healthy Week
- Are designed to reflect a 'knowledge-engaged approach'; an approach with a clear progression of skills intertwined with good knowledge content to prepare our pupils to be good citizens and critical thinkers
- Prepare our pupils for the complexities of the real world by turning knowledge strands into a coherent whole

3.2. The National Curriculum

The foundation of curricula in LETTA schools is the National Curriculum. Leaders shape it to best serve the pupils in our schools. Curriculum leaders and subject leaders monitor and evaluate the quality of curriculum design and its impact on pupil achievement, including coverage.

3.3. School context

We design our curricula to meet the needs of the children in the communities we serve and consider factors such as:

- High proportion of pupils living in deprivation
- High levels of unemployment
- High proportions of pupils with SEND
- Large number of pupils starting school significantly below age-related expectations
- Highly urbanised locality

- High proportions of pupils with EAL
- High proportion of pupils with Bangladeshi heritage
- LBTH has amongst the highest levels of obesity in the country
- Local safeguarding risks like Prevent, DV, gangs, parent mental illness, and online risks

As a result, our provision includes things like:

- Early intervention, i.e., school-based social workers, high levels of Educational Psychologist support, school speech and language therapists, family engagement workers, learning mentors
- Enrichment: Explorers, residential trips, the Shakespeare Schools Festival, the Disney project, themed weeks and days, lots of trips, and wider world experiences
- Locality-specific learning, such as We Love London and World at War themes
- Specialist teaching in PE, art and DT, performing arts, and music
- Out-of-hours provision including: breakfast clubs, after-school club, sports and creative clubs, Saturday School, and holiday clubs
- High calibre volunteering programmes and business partnerships with organisations including: Morgan Stanley, Citigroup, and the Education Business Partnership's lunchtime number and reading partners projects

3.4. Progression within subjects

The curriculum for each subject area has been carefully thought through. Each subject has its own progression of knowledge and skills. These are used by teachers when planning.

3.5. Planning curriculum delivery

Planning happens in 3 stages:

- Long-term planning includes the progression of knowledge and skills for each subject and the curriculum map. This is put together by the curriculum leaders and subject leaders
- Medium-term planning is completed each term by teachers with support from their phase leaders and the subject leaders
- Weekly plans that the class teachers put together during PPA time. Teachers are supported by phase leaders and subject leaders, and by published schemes for some subjects

3.6. Resourcing the curriculum

Subject leaders have responsibility for monitoring the way in which resources are stored and managed. Class teachers are responsible for using resources to support curriculum delivery.

4. An inclusive curriculum

Teachers have high expectations of all pupils. They use appropriate assessment to set ambitious targets and plan appropriate lessons for all groups of pupils, including:

- Disadvantaged pupils
- Pupils with SEND
- Pupils with English as an additional language (EAL)
- Pupils with low prior attainment
- Pupils with high prior attainment

Teachers plan lessons so that, except in exceptional circumstances, pupils with special educational needs and/or disabilities can study every National Curriculum subject. They adapt their lessons to remove barriers to pupil participation and achievement.

Teachers plan for the needs of pupils whose first language is not English. Lessons are planned to help pupils develop their English language skills and enable them to participate in all areas of the curriculum.

5. Curriculum impact on pupils' achievement, attitudes, and wellbeing

5.1. Monitoring arrangements

The curriculum leaders and subject leaders monitor the effectiveness of curriculum delivery in the following ways:

- Termly pupil progress meetings
- 1:1 line management meetings
- Learning environment monitoring
- Book looks
- Pupil voice activities
- Planning scrutiny

Trustees and Local Governing Boards check that each school is complying with its Funding Agreement and is teaching a broad and balanced curriculum by:

- Visiting schools
- Meeting subject leaders
- Gathering parents' views
- Gathering pupils' views

Leaders, members of the Local Governing Boards, and the Trust Board measure the impact of our school curricula by looking at a range of information:

- National data forthe end of key stage
- Teacher assessment information
- Attendance data
- The quality of work in books and in the environment
- Information from discussions with teachers and pupils

6. Roles and responsibilities

6.1. Those in governance roles

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

The Local Governing Boards will ensure that:

- The school is complying with its funding agreement and teaching a broad and balanced curriculum
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and/or disabilities
- The school implements the relevant statutory assessment arrangements
- All stakeholders participate in decision-making about the breadth and balance of the curriculum

6.2. Headteachers

The headteacher is responsible for the implementation of this policy in their school, including:

- Ensuring all statutory elements of the curriculum, and those elements which the school chooses to offer, are being delivered
- Checking the amount of time provided for teaching the required elements of the curriculum is appropriate
- Managing requests to withdraw children from curriculum subjects, where appropriate
- Ensuring the school's procedures for assessment meet all legal requirements
- Involving the Local Governing Board in decision-making processes that relate to the breadth and balance of the curriculum

6.3. Other staff

- The curriculum leaders are responsible for implementing and developing this policy
- Subject leaders are responsible for the development and delivery of the curriculum in their subjects

7. Links with other policies

- EYFS policy
- Assessment policy
- Inclusion Policy, including accessibility plans
- Equality information and objectives

Appendix 1: Guidance for Bygrove and Stebon staff on Science and the Foundation Subjects

All staff are responsible for the delivery of the curriculum within the classroom.
Foundation subject leaders are available to support when and if needed.

Marking and presentation
- The marking policy should be followed across all curriculum subjects. Aside from the standard marking to correct mistakes, feedback **must also move the learning forward** through 'over the shoulder' feedback. This will be evident with a red pen intervention and a green pen response from the child, responding to that feedback.   - Handwriting must be neat, and the overall presentation is excellent (e.g., no doodling or scribbling, sticking in work appropriately, rulers used to draw lines, etc).   - The books should look like pupils really care and take pride in their work. This shows the high expectations all adults have of all children within the class

Vocabulary
Key vocabulary (outlined in the PKS) should be displayed in the classroom when teaching foundation subjects. Children should be explicitly taught key vocabulary and be able to use subject-specific vocabulary when demonstrating their knowledge and skills

Evidence
- There must be a **clear sequence of learning** that builds towards an outcome (composites & components)   - When using pictures to capture the learning, include a blurb that outlines the learning that took place & what this learning will lead to

Science:	Please can teaching teams: - Present the composite and knowledge organiser at the start of the unit and review this at the end of the unit. Knowledge organisers should be stuck into books - Plan units so that, where possible, students have hands-on, practical activities to support learning - Within units, children are scaffolded to predict, test, and analyse scientific ideas, with this level of scaffolding adapted to need (less as they progress through the school) - Images of science learning are encouraged in books to showcase learning, but must evidence learning (not just an activity) and have a blurb to explain the image - Science talk starters and concept cartoons are best practice and should be used within science units
History:	Please can teaching teams: Present the composite and knowledge organiser at the start of the

	unit and review this at the end of the unit. Knowledge organisers should be stuck into books. - Include a lesson blurb under the learning intention to set the context of the activity - Have photo evidence of any practical lessons along with a blurb - Plan in exciting and engaging ways to teach units of work - Plan end-of-unit quizzes (Kahoot / Google Forms) - Use exit ticket tasks/concept cartoons at the end of composites & lessons
Geography:	Please can teaching teams: - Present the composite and knowledge organiser at the start of the unit and review this at the end of the unit. Knowledge organisers should be stuck into books. - Include a lesson blurb under the learning intention to set the context of the activity - Have photo evidence of any practical lessons along with a blurb - Plan in exciting and engaging ways to teach units of work - Plan end-of-unit quizzes (Kahoot / Google Forms) - Use exit ticket tasks/concept cartoons at the end of composites & lessons
Computing:	Please can teaching teams: - Present the composite and knowledge organiser at the start of the unit and review this at the end of the unit. Knowledge organisers should be stuck into books. - Have the composite and component present on all worksheets that children complete Plugged in lessons (Lessons where all of the learning takes place on a Chromebook) - Take a screenshot of a model piece of work with a question underneath to be used as an exit card - Children need to complete the exit card to demonstrate they have understood the learning Unplugged Lessons (Lessons where the learning is hands on or worksheets) - All worksheets should be displayed in books in the correct sequence of learning. - Spread the unit out across the term.
RE:	Please can teaching teams: - Introduce, present & display the 'big question' at the start of each unit - Review learning against the 'big question' with the children at the end of the unit - KS1 answers to be collated through pupil voice - KS2 should have a written response from the children - Lessons need to be correctly sequenced

	- Organise visits to places of worship & bring in visitors where possible - Try to use physical objects and artefacts- not just images
PSHE:	Taught weekly, the curriculum is designed for weekly lessons, all lessons are equally important, so they should be caught up if missed. KS1 - whole class book KS2 - individual pupil books PSHE journals (self-reflection tick sheet) and knowledge organisers to be displayed in KS2 books and filled in at the end of each lesson. Any evidence of learning to be shared in books behind the journal, and where there is no evidence, a pupil comment/reflection needs to be in the journal as well as the children's tick box. Journals can be found on the Trust learning drive. When different topics are taught throughout the year (all plans and resources on the Trust drive): Aut 1 - Being Me In My Own World Aut 2 - Celebrating Difference Spr 1 - Dreams and Goals Spr 2 - Trauma and Loss Sum 1 - Relationships Sum 2 - Changing Me Thinking of Others Week - Children learn about different charities (Behaviour focus: Kindness & Citizenship). Planning to be shared Be Healthy Week - Healthy Me (Behaviour focus: Leadership & Teamwork) All plans and resources are saved on the Trust Learning Drive
MFL (Spanish):	Please can teaching teams: - Present the composite and knowledge organiser at the start of the unit and review this at the end of the unit. Knowledge organisers should be stuck into books - Stick the vocabulary sheet (Pupil Glossary found on Lesson 1 of your unit on Language Angels) into books at the START OF EACH UNIT. - Please stick End of Unit Assessment AND Self Reflection sheets (found on Lesson 6 of your unit on Language Angels) into books at the END OF EACH UNIT. - Use Language Angels to support the teaching of Spanish - Display key vocabulary for the unit in the classroom. - Keep evidence of all learning dated with LI in books - Stebon -Teach Spanish on Friday during usual assembly time for 30 minutes - Each lesson on Language Angels may need to be covered over two weeks to be completed - Avoid block teaching on the pacer so that children who miss school are not impacted & there are opportunities for spaced learning & consistent revision - Ensure the phonics unit is being taught and is added to the pacer