

Amadeus Primary Academies Trust

Principles of Curriculum & Assessment

Rationale

We believe as an educational Trust and a learning community, that our key responsibility is high quality teaching and learning in every classroom every day. Embedded and sustained improvement is dependent on this. Our expectation therefore is that all pupils are provided with quality learning experiences that lead to consistently high levels of achievement and engagement in order to become confident, articulate, independent learners.

Curriculum

By promoting a consistent and coherent approach to curriculum and assessment across the Trust, we believe that each Academy within the Trust must have a curriculum which is balanced and broadly based. It must also, in line with the National Curriculum, promote the spiritual, moral, cultural, mental and physical development of pupils at the Academy and of society, and prepare children in all our Academies for the opportunities, responsibilities and experiences of later life. It provides an introduction to the essential knowledge they need to be educated responsible citizens and develops a growing appreciation of the breadth of human creativity and achievement.

We aim for our pupils to leave the Amadeus Primary Academies Trust not only with key skills and knowledge in different subject areas but also an interest and fascination in the pursuit of greater understanding as a foundation to lifelong learning. We also aim for the children to be able to contribute, cooperate, reflect and respect each other's views in order to develop an understanding that much of what we achieve in society is through collaboration and teamwork.

Where appropriate, subjects may be taught discretely (for example, Maths, English, RE or PE), but a more integrated and cross-curricular approach will often be adopted in other subjects to ensure pupils have an understanding and appreciation of the wider context of subject knowledge, understanding and the application of key learning skills.

Each lesson will have a clear subject learning focus which identifies the expectations for children to achieve the expected standard for their age and the expectations for greater depth. It will also be clear that where reading, writing and mathematical skills are being applied, that the expectation for high standards commensurate with their ability in those subjects is the same.

Each Academy will therefore adopt a curriculum implementation, organisation and planning system which reflects these aims and is appropriate to the local context.

Assessment


Assessment in the core subjects is by teacher assessment, supported by the agreed Trust schedule of testing laid out in the Assessment Timetable. Teacher assessments will be recorded in the school's assessment system half termly and the moderated scaled test scores will be recorded in the Trust data spreadsheets by the agreed deadlines.

Pupils will be assessed each term in the foundation subjects against the year group objectives they have been taught, with an assessed piece of work demonstrating whether a child is working below the

expected standard, at the expected standard or at greater depth and a short knowledge test where appropriate. The levels achieved by the pupils will be recorded in the school's Target Tracker assessment system. Work should be moderated periodically by the Subject Coordinator to ensure consistency in teacher assessment. Assessment summaries should be used to monitor attainment and progress in the subject so that priorities for improvement and training can be identified and put into the subject action plan.

Each Academy in the Trust will have school policies which will reflect the principles laid out in this document, the Amadeus Trust Principles of Curriculum and Assessment, and the Amadeus Trust Principles of Teaching and Learning document. School policies will include Teaching and Learning, Assessment, Marking and Presentation, EYFS, English, Maths, Science, Art and design, Citizenship, Computing, Design and technology, MfL, Geography, History, Music, PE, RE, SRE and Homework.

Educational Visits

In the Amadeus Primary Academies Trust, we believe that children benefit from first-hand experience gained through practical activities, educational visits and visitors. Where possible, children visit sites and museums and have visitors to school relevant to the topics being studied.  SEP

Special Educational Needs and Able Pupils

The curriculum is designed to provide access, opportunity and challenge to every child in the Trust. Learning opportunities are adapted to meet the needs of all children. Children who have special educational needs and disabilities are assessed. Additional support is targeted to help them, with outcomes and impact recorded. Children who are particularly able in a subject are also provided opportunities for further challenge, development and extension.

Wider opportunities and Extra Curricular Activities

All our Academies understand the importance of a wider curriculum and offer their children a broad range of adventurous activities, sports clubs, gymnastics, dance, drama, creative arts, technology, languages and music. These are regarded as an essential part of children's learning and developing their particular skills and talents.

Subject Leaders

Subject leaders provide leadership of their subject and are responsible for ensuring the quality of teaching and learning in their curriculum areas along with its organisation and breadth of study across the school. They are also responsible for ensuring there is access to and availability of necessary resources and also the maintenance and efficacy of any digital platforms. Each subject leader creates an action plan that focuses on annual objectives for the subject area, linked to the school's objectives, and includes an evaluation of impact for the academic year.

Monitoring and Review

The curriculum is subject to regular review, responding to statutory requirements and relevant evidence-based advances in pedagogy, educational thinking and technology, reflecting the Trust Principles of Teaching and Learning. Regular curriculum updates are given to Local Governing Bodies.