



Curriculum Policy

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Purpose of the Curriculum Policy

This Curriculum Policy outlines the vision, intent, and structure of the curriculum at Diamond Wood Community Academy. It serves as a guide for all stakeholders, including staff, pupils, parents, carers, and the wider community, to understand our educational approach and the values that underpin our teaching and learning practices.

Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also aligns with requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and the Equality Act 2010. Additionally, it refers to curriculum-related expectations of governing boards as established in the Department for Education's Governance Handbook.

Our policy complies with our funding agreement and articles of association, ensuring that we provide a broad and balanced curriculum that includes English, Mathematics, Science, and Foundation Subjects. For our early years provision, this policy acknowledges the requirements for promoting the learning and development of children as outlined in the Early Years Foundation Stage (EYFS) statutory framework.

Vision and Intent

'We will provide pupils with a rich, vocabulary-based, broad curriculum where language, early reading development, and experiences are at the heart of everything we do.'

Diamond Wood Community Academy serves a community where over 80% of the pupils speak English as an additional language. Language is therefore at the core of all that we do and is integral to our intended curriculum. We expect that pupils will leave us with a broadened vocabulary and be able to express themselves with confidence. Early reading development is prioritised to unlock the door to the wider curriculum. We pride ourselves on providing our pupils with as many meaningful experiences as possible during their time with us.

Topics are launched with an exciting "hook," immersing pupils in new learning opportunities, culminating in a celebratory showcase event where families are encouraged to join us and share the knowledge that pupils have acquired.

The curriculum is topic-based, but subjects are explicitly taught. Our whole school long-term plan has been carefully designed to enhance

pupils' understanding and belief in our school values and key themes. Overarching whole school topics have been planned to ensure the progression of knowledge, skills, and vocabulary while allowing pupils to develop strong connections. This approach ensures they 'remember more' and 'know more'.

Cross-curricular links are enhanced through our tailored Outdoor Learning Curriculum. The foundation subjects are underpinned and supported by high-quality teaching and learning of the core subjects, providing pupils with a broad and balanced curriculum. Our aim is that this strength supports and enables our pupils with transferable skills to continue their learning journey beyond Key Stage 1.

Early identification of need is strong throughout the school, and pupils requiring additional support are well assisted, with resources deployed where necessary to help close individual learning gaps. Our personalised staffing structure enables us to meet the needs of our families and individual pupils.

Our school is committed to serving its community and surrounding areas. We recognise the multicultural and multi-faith nature of the United Kingdom and understand the crucial role our school plays in promoting fundamental British Values. Through our five school values and our key themes we celebrate diversity and promote tolerance and understanding. As a predominantly Muslim community, with increasing Eastern European influence, this is critical to maintaining a harmonious and broad-minded community. By working closely with our families, we aim to create an aspirational community where everyone is valued and successes are celebrated.

Curriculum Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge, skills, and future learning.
- Enable pupils to develop knowledge, understand concepts, and acquire skills, allowing them to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social, and cultural development, with particular attention to our multicultural and multi-faith community.
- Support pupils' physical development and responsibility for their own health, enabling them to be active and healthy.

- Promote a positive attitude towards learning, fostering a lifelong love of education.
- Ensure equal access to learning for all pupils, maintaining high expectations and providing appropriate levels of challenge and support.
- Have high academic ambition for all pupils, equipping them with the knowledge and cultural capital they need to succeed in life.

These curriculum aims are underpinned by our values:

- **Friendship:** Our curriculum fosters strong relationships among pupils, encouraging collaboration and support within the classroom.
- **Respect:** The curriculum promotes understanding and appreciation of diverse cultures, instilling a sense of respect for others.
- **Honesty:** Pupils are encouraged to be truthful and open in their communications, fostering a culture of integrity.
- **Cooperation:** Our curriculum emphasises the importance of working together, enhancing teamwork skills among pupils.
- **Responsibility:** Pupils are taught to take ownership of their learning and behaviour, as well as their impact on the world around them.

They are also underpinned by our key themes:

- **Diversity and Inclusion:** We celebrate the rich tapestry of cultures and backgrounds represented in our school community. Our curriculum promotes understanding and appreciation of differences, helping pupils develop empathy and respect for one another.
- **Peace and Conflict:** Through stories and role-playing, pupils explore the concepts of peace and conflict resolution. They learn how to express their feelings, manage disagreements, and work towards harmonious relationships with their peers.
- **Discovery:** Curiosity is a natural trait of young learners. Our curriculum encourages exploration and discovery through hands-on activities and engaging topics, igniting a love for learning and an inquisitive spirit in our pupils.
- **Identity and Community:** Pupils are guided to explore their own identities and the communities around them. By understanding their place within their families, schools, and local areas, they develop a sense of belonging and pride.
- **Sustainable Development:** We teach pupils about their responsibility to care for the environment and the world we live in.

Through engaging activities and discussions, they learn the importance of sustainability and how their actions can positively impact the planet.

- **Health and Wellbeing:** Our curriculum prioritises the physical and emotional wellbeing of pupils. We provide opportunities for them to learn about healthy habits, the importance of physical activity, and ways to manage their emotions, fostering a holistic approach to health.

By integrating these core values and key themes into our curriculum, we support the character development of our pupils, equipping them with the social and emotional skills necessary for their journey through school and beyond. Our commitment to the 'One Life' programme ensures that pupils develop resilience, confidence, and a positive mindset, preparing them for the challenges and opportunities of life.

Organisation and Planning

The curriculum at Diamond Wood Community Academy is organised thematically. While we recognise the value of integrating subjects, we understand and adhere to the distinct disciplines of each area, ensuring they are taught discretely. Our approach includes:

- **Thematic Learning:** Each half term features overarching topics designed to engage pupils through exciting “hooks” that introduce new learning experiences.
- **Tree of Triumph:** Our curriculum framework is structured around our Tree of Triumph, representing the holistic development of pupils through interconnected principles that guide their learning journey.
- **Golden Threads:** These key principles weave throughout our curriculum and include:
 - **Core Values:** See Curriculum Aims for more information.
 - **Key Themes:** See Curriculum Aims for more information.
 - **Overarching Whole School Topics:** Our spiral curriculum revisits key concepts and skills, ensuring pupils build upon their knowledge and understanding year on year.
 - **Subject-Specific Threads:** Each subject maintains a dedicated focus on substantive and disciplinary concepts, promoting depth of understanding and mastery within each area.
- **Local Context Adaptation:** Our curriculum is tailored to meet local needs, reflecting the multicultural and multi-faith nature of our community.

- **Curricular Coverage:** Our curriculum includes:
 - Relationships and Health Education
 - Spiritual, Moral, Social, and Cultural Development
 - Fundamental British Values
- **Planning Expectations:** All staff are expected to engage in short, medium, and long-term planning, with resources and materials available to support effective curriculum delivery.

For more information regarding planning expectations, please refer to our Teaching and Learning Policy.

Wider Curriculum

At Diamond Wood Community Academy, we believe that education extends beyond the classroom and is enriched through carefully planned, integrated experiences that enhance our core curriculum. Every aspect of our wider curriculum is thoughtfully designed to deepen learning, foster a sense of community, and equip pupils with the skills and knowledge they need to thrive. Nothing we do is a bolt-on; instead, each component is seamlessly woven into the broader educational journey of our pupils. Our wider curriculum includes:

- **'Wild Passport' Outdoor Learning Curriculum:** We place a strong emphasis on outdoor learning as a key component of our curriculum. Our outdoor curriculum is designed to connect pupils with nature, promote physical activity, and develop environmental stewardship. Activities such as nature walks, gardening projects, and outdoor problem-solving tasks are carefully planned to encourage teamwork, resilience, and a deeper understanding of the natural world.
- **Eco-Schools:** As part of our commitment to sustainability, we are proud to participate in the Eco-Schools programme. This initiative empowers pupils to take an active role in protecting the environment. Through projects focusing on recycling, energy conservation, and biodiversity, pupils learn about the impact of their actions on the planet and are encouraged to become proactive, responsible citizens.
- **Carry My Story:** "Carry My Story" connects our pupils with members of the wider community to share and explore personal stories. This initiative promotes empathy, understanding, and a sense of belonging, helping pupils to appreciate the diverse experiences and perspectives within our community. It is an integral part of our curriculum, enriching pupils' social and emotional learning.

- **Cultural and Arts Enrichment:** Our wider curriculum also includes a strong focus on cultural and arts education. Pupils participate in arts festivals, cultural celebrations, and creative workshops that allow them to express themselves and explore different artistic mediums. These activities are planned to complement the academic curriculum, ensuring that pupils experience a balanced and enriched education.
- **Trips and Visitors:** Carefully planned trips and visits from experts enhance our pupils' understanding of the curriculum and the world beyond the classroom. All planned experiences are designed to bring learning to life and provide context to what pupils learn in class.
- **Curriculum Club:** To ensure all KS1 pupils can access enriching extracurricular activities, we've extended the school day every Wednesday for our Curriculum Club. This initiative is especially important for pupils who may not attend afterschool clubs due to evening commitments, like attending Mosque, or financial constraints. The club offers a broad and balanced range of activities, allowing every child to explore their interests, engage in challenging projects, and deepen their love of learning in an inclusive environment.

At Diamond Wood Community Academy, our wider curriculum is integral to our mission of providing a holistic education. By integrating these rich experiences into our curriculum, we prepare our pupils not just for academic success, but for life as well-rounded, responsible citizens who are ready to contribute positively to their communities.

Equality and Inclusion

At Diamond Wood Community Academy, we are committed to fostering an environment where equality and inclusion are at the heart of everything we do. We believe that every pupil has the right to achieve their full potential, regardless of their background, abilities, or circumstances. Our approach to equality and inclusion includes:

- **High Expectations for All:** We set ambitious targets for all pupils, using appropriate assessments to ensure that everyone, regardless of their starting point, is challenged and supported to succeed.
- **Challenging and Inclusive Curriculum:** We provide stimulating and challenging work for all pupil groups, including those who are more able, those with low prior attainment, and those from disadvantaged backgrounds. Our curriculum is designed to be

inclusive, ensuring that all pupils have access to the same high-quality learning opportunities.

- **Removing Barriers to Achievement:** We are committed to ensuring that pupils with Special Educational Needs (SEN) and/or disabilities can study every subject within the National Curriculum. We actively work to remove any barriers to their achievement, providing tailored support where necessary.
- **Supporting Pupils Speaking English as an Additional Language (EAL):** We incorporate strategies to support pupils whose first language is not English, ensuring they can fully participate in all subjects while developing their language skills.

Further details can be found in our Statement of Equality Information and Objectives, as well as in our SEN Policy and Information Report.

Gifted and Talented

At Diamond Wood Community Academy, we nurture the potential of all pupils, including those identified as gifted and talented. We provide these pupils with opportunities to extend, deepen, and master their learning. Our approach includes:

- **Personalised Learning:** Differentiated instruction and challenging tasks tailored to individual needs, with a focus on mastery.
- **Enrichment Activities:** Extracurricular clubs, competitions, and workshops that foster deep exploration and skill development.
- **Stretch, Challenge, and Mastery:** Classroom activities promoting higher-order thinking and a profound understanding of key concepts.
- **Mentorship and Support:** Guidance from teachers and peers to help set ambitious goals and achieve mastery.
- **Parental Engagement:** Collaboration with parents to support and reinforce learning at home.

This approach ensures all pupils are challenged to achieve their best and develop mastery in their learning.

Homework

Homework at Diamond Wood Community Academy is designed to reinforce classroom learning, encourage independent study, and foster a love for learning beyond the school environment. Any homework assignments are age-appropriate, with a focus on reading, vocabulary building, and reinforcing key concepts taught in class. We provide clear guidelines for parents and carers to support their child's learning at

home, ensuring that homework is a meaningful and manageable part of our curriculum.

Parental/ Carer Engagement

At Diamond Wood Community Academy, we recognise that effective curriculum design extends beyond the classroom and thrives on strong partnerships with parents and carers. We actively involve families in our educational journey through various initiatives aimed at enhancing understanding and support for our curriculum:

- **Workshops and Information Sessions:** We hold regular workshops to provide parents with insights into our curriculum framework, teaching methodologies, and strategies they can employ to support their child's learning at home. These sessions emphasise the importance of reinforcing curriculum goals in the home environment.
- **Newsletters and Communication:** Our newsletters serve as a vital communication tool, keeping families informed about upcoming topics, school events, and ways to engage with the curriculum. We ensure that families are aware of how our curriculum is designed to support their child's development and learning journey.
- **Parent-Teacher Meetings:** Scheduled meetings create opportunities for meaningful dialogue between parents and teachers regarding individual pupil progress, enabling collaborative strategies that align with our curriculum intentions.

Integration of Technology

To prepare pupils for a digital future, we thoughtfully integrate technology into our curriculum design:

- **Digital Tools and Resources:** Pupils have access to educational technologies, such as tablets and interactive whiteboards, to enhance their learning experiences and facilitate the curriculum.
- **Coding and Computational Thinking:** Foundational skills in coding and computational thinking are introduced through engaging activities, fostering creativity and problem-solving aligned with our curriculum goals.
- **Online Learning Platforms:** We leverage online resources to extend learning beyond the classroom, supporting pupils in their educational journeys and reinforcing curriculum objectives.

Emphasis on Wellbeing (Pupils, Families, Staff)

At Diamond Wood Community Academy, we prioritise the wellbeing of our pupils, families, and staff, recognising that a healthy learning environment is essential for effective curriculum implementation:

- **Emotional Support Programs:** We provide resources for pupils to learn about emotional regulation and resilience, including programmes like One Life that support our holistic curriculum approach.
- **Family Support Initiatives:** Workshops and resources for families on mental health and wellbeing foster a supportive network that aligns with our curriculum's emphasis on social-emotional learning.
- **Staff Wellbeing:** We prioritise staff wellbeing through promoting a healthy work-life balance and providing opportunities for professional support and development, ensuring they are equipped to deliver our curriculum effectively.
- **Health and Wellbeing Curriculum:** Our curriculum incorporates lessons on physical health, mental wellbeing, and emotional literacy, equipping pupils with essential skills for thriving in school and beyond.

Safeguarding and Child Protection

At Diamond Wood Community Academy, safeguarding and child protection are paramount. Our curriculum is designed to empower pupils with the knowledge, skills, and confidence to keep themselves safe. We integrate safeguarding themes throughout our curriculum, including online safety, healthy relationships, and personal well-being. All staff are trained to recognise and respond to safeguarding concerns, ensuring that the safety and well-being of our pupils are always a priority.

Transition Processes

At Diamond Wood Community Academy, we recognise that effective transitions are crucial for ensuring a smooth educational journey for our pupils. We have established comprehensive transition processes for all year groups, which facilitate continuity of learning and support pupils as they move through different phases of their education. Our transition processes include:

- **Partnerships with PVI Nurseries:** We collaborate closely with Private, Voluntary, and Independent (PVI) nurseries to ensure that children entering our Nursery or Reception class are well-prepared. This includes sharing information about our curriculum and expectations, as well as visiting local nurseries to meet prospective pupils.

- **Nursery to Reception Transition:** Our Nursery staff work collaboratively with Reception teachers to share insights about each child's development and readiness for the next stage. We hold transition sessions where children can visit the Reception classroom, meet their new teachers, and engage in activities that help ease their anxieties about the transition.
- **Reception to Year 1 Transition:** As pupils move from Reception to Year 1, we conduct assessments to gauge their readiness and learning needs. We facilitate familiarisation visits to the Year 1 classroom, allowing children to meet their new teachers and experience the new learning environment.
- **Year 1 to Year 2 Transition:** During the transition from Year 1 to Year 2, we ensure that pupils are supported through shared planning between Year 1 and Year 2 teachers. This collaboration includes discussing individual learning needs and sharing progress reports to maintain continuity in teaching and learning.
- **Transition to Feeder Junior Schools:** We recognise the importance of a smooth transition to junior schools. We work closely with our feeder schools to share information about each pupil's progress, strengths, and areas for development. This includes organising visits to the junior schools, where pupils can meet staff and experience their new environment.

Our subject leaders have built close working relationships with key staff within the PVI nurseries and junior schools. They regularly share curriculum plans and updates, ensuring that all stakeholders are informed and aligned. This collaboration was instrumental during our initial curriculum design process, allowing us to create a cohesive educational pathway for our pupils.

By implementing these transition processes, we aim to create a supportive and nurturing environment that fosters confidence and promotes a seamless educational experience for all pupils at Diamond Wood Community Academy.

Monitoring and Evaluating the Impact of Our Curriculum

At Diamond Wood Community Academy, we are deeply committed to ensuring that our curriculum is both effective and enriching for all pupils. To maintain high standards and continuously improve, we implement a comprehensive approach to monitoring and celebrating the impact of our curriculum.

- **Pupil Voice:** We actively seek feedback from our pupils through surveys, focus groups, and informal discussions. Understanding their perspectives allows us to tailor the curriculum to better meet their needs and interests, ensuring it remains engaging and relevant.
- **Stakeholder Feedback:** We gather insights from parents, carers, and staff through regular surveys, meetings, and consultations. This feedback is invaluable in shaping and refining our curriculum, ensuring it aligns with the expectations and aspirations of our entire school community.
- **Internal Monitoring:** Our subject leaders and senior staff conduct regular reviews of teaching practices, pupil progress, and curriculum content. This continuous assessment enables us to identify strengths and areas for improvement, ensuring that our curriculum remains rigorous and effective.
- **External Reviews and Inspections:** We welcome evaluations from external bodies, such as Ofsted, to provide an objective assessment of our curriculum's effectiveness. These reviews help us benchmark our performance against national standards and implement best practices.
- **Celebration of Learning:** Recognising and celebrating pupil achievements is central to our curriculum's impact. We:
 - Host showcase events at the end of each term, where pupils present their learning to families and the community, reinforcing their pride in their accomplishments.
 - Distribute certificates and awards to acknowledge their efforts, promote motivation, and reinforce the values embedded in our curriculum.
 - Ensure classroom displays showcase pupils' work throughout the school, celebrating their creativity and progress, and enhancing the learning environment.

This holistic approach to monitoring, feedback, and celebration ensures that our curriculum not only meets educational standards but also fosters a supportive, engaging, and inspiring learning environment for all pupils.

Assessment and Reporting

Assessment is an integral part of the teaching and learning process at Diamond Wood Community Academy. We use a range of formative and summative assessments to monitor pupil progress, inform planning, and provide feedback. Teachers assess pupils regularly against curriculum

objectives, ensuring that each child is supported and challenged appropriately. We report pupil progress to parents and carers through termly reports and parent-teacher meetings, fostering a collaborative approach to education. For more information please see our relevant separate policies.

Commitment to Ongoing Professional Development

Diamond Wood Community Academy is dedicated to continuous improvement in curriculum delivery through ongoing professional development for our staff:

- **Regular Training Opportunities:** We provide staff with access to workshops, courses, and conferences that align with our curriculum goals, enabling them to enhance their teaching practices in line with our educational intentions.
- **Collaboration and Sharing Best Practices:** Subject leaders facilitate regular meetings to exchange effective strategies and resources, fostering a collaborative environment that enriches curriculum implementation across the school.
- **Networking:** We actively engage with our Trust and other educational institutions to foster collaboration and knowledge exchange. Networking allows us to share experiences, resources, and insights, enhancing our curriculum delivery.
- **Engagement with Subject Associations and National Hubs:** Our staff are encouraged to connect with subject associations and national hubs to stay informed about the latest developments in their respective fields. This engagement helps us align our curriculum with national standards and trends.
- **Keeping Current with Educational Research:** We prioritise staying up to date with current educational evidence and research, ensuring our curriculum practices are informed by the latest findings in pedagogy and child development.
- **Keeping Up with DfE and Ofsted Updates:** We regularly review updates from the Department for Education (DfE) and Ofsted to ensure our curriculum remains compliant with national requirements and reflects best practices in education.
- **Performance Management:** We regularly review staff performance and create individual development plans that support professional growth, ensuring that our teaching staff remains aligned with curriculum objectives.
- **Mentorship and Coaching:** Encouraging mentorship and coaching among staff promotes knowledge sharing and fosters a culture of professional development that directly impacts our curriculum design.

Roles and Responsibilities

Governance:

- **Monitoring and Accountability:** Governors are responsible for monitoring the effectiveness of the Curriculum Policy and holding the Head of School accountable for its implementation. This includes ensuring that the school provides a "broad and balanced curriculum" that meets statutory requirements and aligns with the school's vision and values.
- **Curriculum Priorities and Targets:** Governors ensure a robust framework is in place for setting curriculum priorities and aspirational targets, ensuring that the curriculum is aligned with the school's strategic goals.
- **Provision for Diverse Needs:** They ensure that proper provisions are made for pupils with different abilities and needs, including those with special educational needs and disabilities (SEND).
- **Statutory Requirements:** Governors ensure compliance with statutory assessment arrangements and participate actively in curriculum-related decisions.

Head of School:

- **Policy Implementation:** The Head of School is responsible for the day-to-day implementation of the Curriculum Policy, ensuring that it is effectively integrated into the school's operations and that it aligns with the school's vision and goals.
- **Curriculum Leadership:** The Head of School provides leadership in curriculum design, ensuring that it meets the needs of all pupils, is inclusive, and reflects the diverse nature of the school community.
- **Staff Management:** The Head of School supports staff in delivering the curriculum effectively, ensuring they have access to ongoing professional development and the resources necessary for successful implementation.
- **Monitoring and Evaluation:** The Head of School regularly monitors and evaluates the curriculum's impact on pupil outcomes, making adjustments as needed to ensure continuous improvement.

Senior Leadership Team (SLT):

- **Curriculum Development:** The SLT collaborates with the Head of School to develop, implement, and review the curriculum, ensuring it remains relevant, engaging, and aligned with the school's vision.

- **Quality Assurance:** They oversee the quality of teaching and learning, ensuring that the curriculum is delivered effectively across all subjects and year groups.
- **Data Analysis:** The SLT analyses assessment data to identify areas for improvement and ensure that the curriculum meets the needs of all pupils, including those from disadvantaged backgrounds or with additional needs.
- **Staff Support:** They provide support and guidance to teachers, helping them implement the curriculum effectively and addressing any challenges that arise.

Subject Leaders:

- **Curriculum Planning:** Subject leaders are responsible for developing and maintaining the curriculum for their specific subjects, ensuring it is coherent, well-sequenced, and aligned with whole-school priorities.
- **Resource Management:** They ensure that teachers have access to the necessary resources and materials to deliver their subjects effectively, including up-to-date information on best practices and current educational research.
- **Professional Development:** Subject leaders facilitate ongoing professional development within their subject areas, promoting the sharing of best practices and innovative teaching strategies.
- **Monitoring and Support:** They monitor the delivery of the curriculum within their subject, providing feedback and support to teachers, and ensuring consistency and high standards across the school.

Teachers:

- **Curriculum Delivery:** Teachers are responsible for delivering the curriculum in the classroom, ensuring that lessons are engaging, inclusive, and tailored to meet the needs of all pupils.
- **Assessment and Feedback:** They regularly assess pupils' progress against curriculum objectives, providing constructive feedback that supports learning and helps pupils achieve their full potential.
- **Lesson Planning:** Teachers are expected to engage in short, medium, and long-term planning, ensuring that lessons are well-structured, aligned with curriculum goals, and responsive to the needs of their pupils.
- **Collaboration:** Teachers work collaboratively with colleagues to share resources, strategies, and insights that enhance curriculum delivery and support pupil outcomes.

Support Staff:

- **Assistance in Learning:** Support staff assist in the delivery of the curriculum by providing targeted support to pupils, particularly those with additional needs, ensuring they can access the full curriculum.
- **Resource Preparation:** They help prepare materials and resources that support the curriculum, ensuring that lessons are well-resourced and effective.
- **Monitoring Progress:** Support staff help monitor pupil progress, working closely with teachers to identify and address learning gaps or additional needs.

Parents and Carers:

- **Engagement and Support:** Parents and carers are encouraged to engage with the school's curriculum through workshops, information sessions, and communication with teachers, supporting their children's learning at home.
- **Feedback and Collaboration:** They provide feedback on the curriculum and collaborate with the school to reinforce curriculum goals in the home environment, ensuring a holistic approach to education.

Pupils:

- **Active Participation:** Pupils are expected to actively participate in the learning process, engaging with the curriculum, and taking responsibility for their learning.
- **Feedback Contribution:** They are encouraged to provide feedback on their learning experiences, helping to shape and improve the curriculum for themselves and future cohorts.

This structure ensures that all stakeholders are involved in the successful implementation and continuous improvement of the curriculum, fostering a collaborative and inclusive educational environment at Diamond Wood Community Academy.

Links with Other Policies

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- Learning Environment Policy
- EYFS policy
- Assessment, recording and reporting policy
- Marking and Feedback Policy

- SEN policy and information report
- Equality information and objectives
- Personal Development Policy (PHSE/ RSE)
- Safeguarding and Child Protection Policies

References

This curriculum policy has been shaped by key educational research and frameworks that inform our approach to curriculum design, including:

- **Ofsted Framework:** The standards and guidance outlined in the Ofsted inspection framework provide a foundation for evaluating curriculum effectiveness and ensuring high-quality educational practices.
- **Education Endowment Foundation (EEF):** Research and evidence from the EEF guide the selection of effective teaching strategies and interventions, helping us design a curriculum that maximises pupil outcomes.
- **Rosenshine's Principles of Instruction:** These evidence-based practices serve as a framework for structuring lessons and instructional approaches, ensuring our curriculum promotes effective teaching and meaningful learning experiences.
- **Dylan Wiliam:** Insights from his research on formative assessment inform our curriculum design, enabling us to incorporate assessment for learning strategies that adapt to pupil needs and enhance understanding.
- **National Hub Support:** Collaborative resources from the national curriculum hub provide best practices and innovative strategies for curriculum design, ensuring relevance and coherence across subjects.
- **Subject Associations:** Guidance from relevant subject-specific associations informs the development of rigorous curriculum content, ensuring alignment with national standards and educational objectives.
- **Current Educational Research:** Ongoing studies in education influence our curriculum design by providing insights into effective pedagogical approaches, enabling us to create a responsive and engaging learning environment for all pupils.