



Curriculum Policy

Maranatha Christian School

Approved by: Mandy Gilchrist/Tom Price/Lara Morava/Ben Pike/Susan Tylee
Date: 30/10/2023

Last reviewed on:
30/10/2023

Next review due by:
16/10/2024

The Curriculum Policy will be reviewed annually by the Curriculum Lead and a copy will be posted on the school website.

Contents

1. Curriculum aims and intent	2
2. Legislation and guidance.....	2
3. Roles and responsibilities.....	3
4. Organisation and planning	4
5. Inclusion	7
6. Monitoring arrangements.....	7
7. Links with other policies	8





1. Curriculum aims and intent

This document explains the principles that inform our Key stage 1 - 4 curriculum at Maranatha Christian School (MCS).

Our aim at MCS is to provide an excellent education for all our students; an education which caters for each child's unique abilities and in so doing brings out the best in each of them.

Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens.

At MCS we strive to provide a broad, balanced, creative, and highly enjoyable learning experience that celebrates the ideas and experiences of every learner in our school. Our Curriculum comprises of: English, Mathematics, Science, Art, Physical Education (PE), Modern Foreign Languages (MFL) and PSHE (Personal, Social and Health Education).

To ensure all students experience a breadth and depth of learning, the timetable provides a variety of learning experiences across these subjects. Our approach to teaching and learning ensures that lessons build on prior learning and provides enough opportunity for guided and independent practice. Every student has an equal right to a challenging and enlightening learning experience. By teaching this curriculum well with the implicit embedding of Godly principles in our students, we guide them to their place of full potential.



2. Legislation and guidance

This policy meets the 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 of governing boards set out in the Department for Education's Governance Handbook. The curriculum also aligns to The Prevent Duty and the Schools Anti-radicalisation and Promoting British Values policies.

3. Roles and responsibilities

3.1 The Trustees

The Trustees will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. The Trustees will also ensure that a robust framework is in place for setting curriculum priorities and aspirational targets, that enough teaching time is provided for pupils to cover statutory requirements, and that proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND). The Trustees participate actively in decision-making about the breadth and balance of the curriculum and check that the school implements the relevant statutory assessment arrangements.

3.2 The Headteacher

The headteacher has the overall responsibility for the leadership of the curriculum and delegates responsibility to key staff. The headteacher is responsible for ensuring that this policy is adhered to and that all required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. The Headteacher ensures that the amount of time provided for teaching the required elements of the curriculum is adequate and that this is reported to and reviewed by the Trustees. Where appropriate, the Headteacher ensures that the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the curriculum. They also ensure that the school's procedures for assessment meet all legal requirements. They ensure that the



Trustees are involved in decision-making processes that relate to the breadth and balance of the curriculum and that they are advised on whole-school targets in order to make informed decisions. Finally, the Headteacher ensures proper provision is in place for pupils with different abilities and needs, including children with SEND.

3.3 The Deputy Headteacher

The Deputy Headteacher is the Curriculum Lead and works closely with all Subject/Class Teachers; together they share overall responsibility for the effective delivery of the curriculum.

3.4 All Teachers

It is the role of the teachers to keep up to date with developments in their subject/s, at both national and local levels. They need to ensure pupils have the opportunity to access and enjoy a curriculum that meets and hopefully exceeds their learning needs. They are also required to attend any relevant training for their role and subsequently support colleagues with implementation; monitoring standards and progress, as well as ensuring efficient organisation of resources. Additionally, they check coverage of the planned content by monitoring the school curriculum document for each key stage. All teachers are responsible for the planning and delivery of the curriculum daily. They adapt the curriculum as necessary to meet children's needs, interests and to ensure ongoing enthusiasm and engagement. Through ongoing planning and assessment, they inspire and challenge pupils by providing a rich, balanced, and inclusive curriculum which ignites children's curiosity and their motivation to learn.

4. Organisation and planning

We use a combination of Accelerated Christian Education (ACE), White Rose syllabus, Cambridge Assessments International Education (CAIE), and Pearson/Edexcel to deliver a rounded curriculum hereunto referred to as "Our Curriculum".



The ACE material supports a personalised system of instruction (PSI) and is designed to include character and wisdom-building units for life and living. The ACE curriculum is founded on these key principles:

- Personalised System of Instruction (PSI)
- Academic Excellence
- Individualised Instruction
- Mastery-Based Learning
- Self-Paced Learning
- Biblical Values
- Character Building
- Reasoning Skills and Critical Thinking
- Diagnostic Testing

CAIE and Pearson/Edexcel offer a flexible and stimulating curricula, supported with excellent resources and training. For learners, Cambridge IGCSE and Pearson/Edexcel I/GCSE help improve performance by developing skills in creative thinking, enquiry and problem solving.

At MCS, we recognise the importance of competence in numeracy and literacy to access other areas of the curriculum and therefore a large emphasis is placed on these subjects. In addition to regular English lessons, teachers try to make as many cross-curricular links as possible to utilise these skills in a range of contexts. In order to allow the mastery approach to be effective (i.e. children learn what they are expected to in the year they are expected to), early catch-up is essential: we aim to promptly identify and support pupils who start at our school (at any age) without a secure grasp of reading, writing, and mathematics so that they can access the full curriculum. Everything from which children learn in school – the ACE curriculum learning time, the taught subject timetable, the approach to Biblical, spiritual, moral, social and cultural development, – are to be seen as part of Our Curriculum at MCS. The principle of ‘Education with Character’ is delivered through the curriculum in this broadest sense.



Fundamental British Values are also embedded into the curriculum at all key stages.



4.1. Key stage 1 &2

We use a combination of the Accelerated Christian Education (ACE) Curriculum and White Rose Syllabus Curriculum to achieve our outlined intent.

Each class manages its own timetable. PACE work is usually taking place every other day along with Maths and English on the alternate days. Foundation subjects are integrated into topics with French and PSHE being delivered discreetly.

Subject specific information

- Maths follows the White Rose syllabus.
- English teaching is linked to the chosen key text being read to the class.
- Phonics is taught through EYFS and KS1 and into KS2 when necessary. We use jolly phonics to support the teaching of phonics.
- French is taught from EYFS through to year 6.
- PSHE is taught once a week.

PACE information:

- By the end of year 1 children should have completed Number 10 PACE in each subject: Maths, English and Science.
- By the end of Year 2 children should have completed Number 20 PACE in each subject Maths, English, and Science.
- By the end of Year 3 children should have completed Number 30 PACE in each subject Maths, English, science, and word building.
- By the end of Year 4 children should have completed Number 40 PACE in each subject Maths, English, science and word building
- By the end of Year 5 children should have completed Number 50 PACE in each subject Maths, English, science and word building



- By the end of Year 6 children should have completed Number 60 PACE in each subject Maths, English, science and word building.

4.4 Key stage 3

We use a combination of the Accelerated Christian Education (ACE) Curriculum and Cambridge Assessment International Education Curriculum to achieve our outlined intent. The curriculum offering is adjusted for SEND students according to their individual development plans.

4.5 Key Stage 4

At Key Stage 4, our students begin studying I/GCSEs through CAIE and Pearson/Edexcel. Our ambition is to offer parts of the English Baccalaureate (EBacc) as the preferred suite of subjects to be studied. The English Baccalaureate (EBacc) is a set of subjects at GCSE that keeps young people's options open for further study and future careers.

The EBacc is:

- English language
- Literature in English
- Maths
- The sciences
- Geography or History (we don't currently offer this)
- A language (we don't currently offer this)

A small number of foundation and technical/vocational courses are offered to ensure sufficient breadth in the curriculum for all learners is maintained.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:



- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every subject in our curriculum, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

6. Monitoring arrangements

Teachers continually use a range of assessment strategies to help judge the effectiveness of the curriculum. The information gathered is used to inform next steps whilst working within a topic. Please see the Assessment Policy for further information. The curriculum lead checks coverage of the curriculum; monitors teaching and learning through learning walks, pupil conferencing and work scrutiny, and finally through monitoring planning. The curriculum lead has responsibility for monitoring standards, for ensuring that appropriate teaching strategies are used and that teachers have the skills and resources they need to teach their subject well. Overall effectiveness of the curriculum is monitored by the Deputy Headteacher as Curriculum Lead and by the Headteacher as the overall leader of the school. This is done through close liaison with all teaching staff across the school.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy
- Relationship and sex education policy



- Anti-radicalisation policy
- Promoting British Values policy