

ALUMNIS



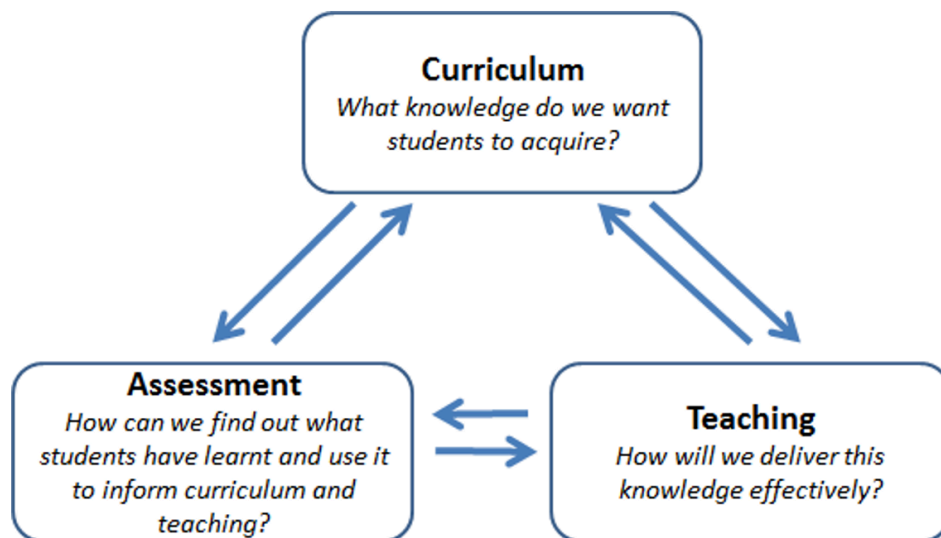
Inspiring Changemakers

Curriculum, teaching, learning and assessment policy

Date approved:	
Approved by:	Board of Directors
Version:	0.3
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Version History

Version	Date Issued	Brief Summary of Change	Owners Name
0.1	04.08.2023	New Policy	Rachael Sharpe
0.2	30.04.2025	Annual Review	Rachael Sharpe
0.3		Annual Review	Mark Blackman



1. Purpose.

This curriculum, teaching, learning and assessment policy is central to Alumnis' core vision, *'Inspiring changemakers.'*

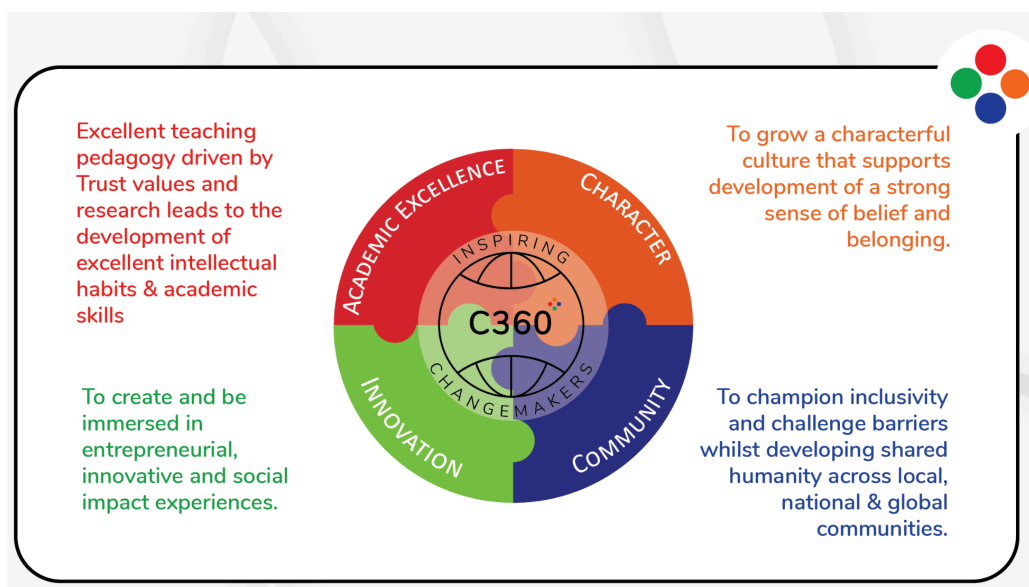
It places character at the heart, ensuring that children can shape their own personal virtues to enable them to believe in themselves, feel a sense of belonging and ultimately become inspiring changemakers.

2. Principles.

We believe our curriculum will enable our young people to develop as inspiring change makers and global citizens of the future.

We aim to inspire a quest for learning throughout life that is marked by positive emotion, engagement, relationships, meaning, and achievements ensuring flourishing for all.

Our framework encompasses four key cornerstones which support the development of the whole child whilst securing the highest standards:



3. What do we mean by curriculum?

‘Curriculum’ is a word describing all that takes place in school, formal and informal, which children experience. “The curriculum- taught and untaught - represents the totality of the experience of the child within schooling” (Myatt 2018).

Within Alumnis we use C360 as a framework in which the curriculum experience is delivered to all pupils. As a Trust, we are committed to providing a Future Ready Curriculum through the National Curriculum and experiential learning opportunities where students receive clear, specific and enriching opportunities to develop competencies in the domains of Academic, Character, Innovation and Community. This C360 journey includes activities to engage student-centred learning within the context of the school and global community such as the UN Sustainable Development Goals (UNSDGs), entrepreneurialism, social impact and a characterful culture among many others.

We recognise that there are differences in the contexts of our schools and the communities they serve. We work collaboratively to design and resource our curriculum, sharing expertise and harnessing talent from within and beyond the Trust in order to drive high expectations of curriculum content, resourcing and pedagogy whilst seeking to optimise the balance between workload and impact.

4. Supporting documents.

This policy is supported by the following appendices, which provide further detail and exemplification on curriculum, teaching and assessment:

- Appendix 1: Alumnis standards.
- Appendix 2: Alumnis Base Curriculum (ABC)

CURRICULUM SUMMARY

Principles of the Alumnis C360 future ready curriculum

- Excellent teaching pedagogy driven by Trust values and research leads to the development of excellent intellectual habits and academic skills.
- Grow a characterful culture that supports development of a strong sense of belief and belonging.
- To champion inclusivity and challenge barriers whilst developing shared humanity across local, national and global communities.
- To create and be immersed in entrepreneurial, innovative and social impact experiences.

How do we achieve this?

Curriculum leaders collate and map the key knowledge and skills of their subject and sequence carefully to ensure that children will have the opportunity to visit and revisit these concepts over time.

Each subject has an overriding plan and highlights the main aspects taught in a year group.

Long-term subject plans are mapped out that explicitly identify and sequence the core knowledge and skills that children learn across each cycle or unit of work. This is the foundational knowledge we want all children to recall.

The curriculum will contain:

- Links to the trust overriding vision and development of character.
- Opportunities to enquiry and explore concepts.
- Opportunity to achieve the 6 inspiring changemaker challenges.
- Opportunity to study UN sustainable goals, British values and protected characteristics.
- Daily retrieval practice to form durable, long-term memories of knowledge, expertise and understanding.
- Identified resources, such as knowledge organisers that precisely stipulate relevant tier 2/3 vocabulary and the core knowledge and skills for each cycle/unit of work.
- Explicit strategies to support children in self-regulating their learning and developing meta cognitive skills.
- Key curriculum documents that are made available to all stakeholders.

Cross-trust subject leader groups will regularly collaborate to continuously improve the design and sequencing of their subject curriculum. They will also collaborate to share best practice in subject pedagogy.

Curriculum Leadership

Curriculum is the responsibility of all teaching staff. **Teachers** are responsible for understanding, adapting and enacting the curriculum for their classes and are supported by **Subject leaders** to understand the sequencing and reasoning behind their curriculum.

Curriculum Subject Leaders and Innovative Task Teams are responsible for providing a strategic lead and direction for individual subjects and curriculum across the trust and ensuring that all subject leaders have a voice and input into curriculum development. They work closely with the **Headteachers and DoE**, a team of senior leaders who set and monitor the strategic direction of curriculum development for the trust.

Monitoring & Evaluation

- Subjects within the curriculum are systematically reviewed and evaluated by subject leaders and lead Headteachers.
- School Improvement Leads and Headteachers are responsible for the monitoring and evaluation of the curriculum at school level.
- The peer review process and the annual curriculum reviews are used to identify areas of strength and areas for development for specific curriculum areas.

6. Teaching and learning.

TEACHING and LEARNING
Objectives
• To deliver excellence as standard through curriculum delivery in a way that inspires and challenges pupils to know more, know how to do more and remember more. • To achieve trust attainment targets through the delivery of excellent, adaptive teaching.
Guiding principles for expert teaching
Students learn most effectively when they connect new knowledge and skills to what they already know, and successfully retain that new knowledge. Alumnis acknowledges that 10 Rosenshines 10 principles of instruction acts as an effective set of strategies to support expert teaching, these are used within every lesson alongside other school based strategies. The Trust Wide standards (appendix 1) details key expectations within the classroom that also ensure expert teaching and learning. Key Alumnis principles include: • Review of previous learning/ knowledge retrieval. • New material taught in small steps. • Questioning. • Models and visual prompts. • Guided practice. • Scaffolding and adaptive teaching . • Require and monitor independence. • Check for understanding. • Characterful classroom culture and purposeful relationships. • Contextualised learning that incorporates and provides links to our four cornerstones.
How do we achieve this?
The Trust Wide Standards and Alumnis Base Curriculum outline evidence informed strategies to maximise learning potential. CPD in schools provides targeted support in these areas according to need.
Monitoring & Evaluation
• Alumnis School Improvement Prospectus details quality assurance processes, involving a combination of: lesson observations, work sampling, parent and student voice, milestone checks, moderation, exam and test outcomes. • Coaching using the Great Teacher Rubric with action steps aligned to teaching and learning principles. • Peer review process.

7. Assessment.

ASSESSMENT
Objectives
To identify gaps and misconceptions in children's learning and support them to close gaps and meet age related expectations. Teachers and subject leaders systematically adapt and improve the curriculum and lessons in light of assessment information.
Underlying Principles
• Regular assessment of student understanding occurs in every lesson. • Frequent, low stakes quizzing and knowledge retrieval to support the cumulative mastery of the curriculum. • Has a clearly defined rationale in each subject, where subject leaders are clear on the purpose of assessment and what they intend to do with the information collected. • Is subject specific and carried out with consistency by all teaching staff across schools. • Aims to improve and increase the validity (the accuracy of inferences drawn from an assessment) by understanding the limitations of assessment and how it can be improved. • Provides useful and timely information in order for effective intervention at whole-school, subject and classroom level, as well as strategic improvement to the curriculum.
How do we achieve this?
• Assessment is structured through consistent mid-cycle and end of cycle assessments as well as the ongoing assessment in lessons. • Regular assessment of core knowledge through low-stakes quizzing and lesson retrieval. Teachers respond to learning with individual and whole-class feedback. • Assessment is used to improve retention of knowledge. • Assessment happens regularly in the classroom through teacher questioning, live marking, discussion and peer feedback. • Assessment allows for cumulative knowledge testing. This means that some assessments include the testing of knowledge covered in previous units as well as the most recent.
Monitoring & Evaluation
• Assessments are regularly evaluated by subject and school leaders, within and across Alumnis schools to review reliability, validity and consistency. • Assessments are evaluated and reviewed by subject leaders continuously in light of how effective they are at supporting learning and how the information can be used to improve the curriculum in the future.

Appendix 1.

Alumnis Trust Wide Standards.

Displays & Classroom set up	Planning	Books	Lessons	Handwriting	Assessment
Outside the classroom by the door (framed where possible) 'Welcome to' poster with staff names. Class timetable. In classrooms. Displays support learning. - Science working wall. - English working wall - Maths working wall. - Foundation subject working walls. On working walls: - Small steps are marked out on working walls. - Key objectives and end outcomes are displayed. - Key vocabulary for the unit. - Children's work is on display for each small step. - Foundation subject skills and knowledge progression posters are up by displays. In and around the room. - Age-appropriate timeline. - Age-appropriate global map. - Love of Reading visible in the classroom - clear and inviting reading area - Sources of equipment/resources are organised and clearly labelled with a visual. - Wherever possible IWB displays to have a yellow background to support those with visual tracking problems. - Inspiring change makers display is evident with school vision. - Manipulatives and resources that are age appropriate. - Visual timetable. - Stem sentences displayed.	All teachers will engage with the outcomes and unit organisation from the school schemes of work or MAT wide documents before they begin planning a unit. Curriculum planning ensures coverage across the subject in a small step progressive manner so that important knowledge that children need to know and remember is set out clearly. All schools have individual subjects mapped out for the year or longer if there are mixed aged classes. Long term planning for each class in mapped out at the start of each year. Medium term planning maps out the 6-week term into small, stepped progress. Within the LTP and MTP planning the following will be included: - Core sticky knowledge - Core skills - Focus virtues. - Key text. - Vocabulary - Focus UN sustainable goal - Focus inspiring changemaker challenge. - End of unit expected outcome.	Each child to have the following books: - Bespoke writing book. - Bespoke maths book. - History/geography/RE book. - PSHE floor book. - MFL notebook. - Science book. - Art and DT sketch book. Other subjects can be evidenced elsewhere: - PE - Music - Computing. Elicitation to start every theme of learning for each subject. Learning objectives are evident for every lesson and link to small step progress in planning. Every piece of work must be dated. Each lesson should show that knowledge recap has taken place within books. Year group learning journeys are stuck at the beginning of subject books. Writing criteria for the child's year group is evident in writing books. Applications are used at the end of the unit to showcase progress. Evidence of live marking to the objective - indicating how much was guided/ independent etc.	Every lesson to begin with a knowledge quiz/ retrieval of knowledge. Lessons to be delivered in line with Rosenshines 10 principles of instruction: - Begin the lesson with a short review of previous learning. - Present new material in small steps. - Ask a large number of questions and check responses of ALL pupils. - Provide models. - Guide student practice. - Check for student understanding. - Obtain a high success rate. - Provide scaffolding for difficult tasks. - Require and monitor independence. - Engage students in regular review. Additional adults engage in meaningful learning with pupils where appropriate and expertly use the 10 principles of instruction to ensure the best possible outcomes for pupils they are working with.	Children to write in pen by the end of Year 2. Cursive style used from Y3 to Y6. KS1 - taught through the phonics scheme. All adults to have consistently high expectations with regards to presentation.	Year group RWM target setting the beginning of September with HT, DoE and data manager and shared on ELS day. Reception baseline assessment to happen in the first 3 weeks of term. All teachers to have access to Power BI to monitor class. Fortnightly milestone checks using Venn diagrams and reported to DoE and data manager using google form – included in staff meetings. Pupil monitor sheet updated fortnightly inline with Venn diagrams and on a clip board in class for all staff to use and edit. Phonics and Spelling assessment following the schools chosen scheme. Star tests on AR to happen three times a year. AR quizzes to happen after each read book. Elicitation tasks and application tasks for each of learning to show progression of learning. Daily reviews to show children and knowing and remembering more. Year group moderations three times a year in clusters for writing and maths.

- Your phonics and handwriting scheme are clearly displayed. - British values and global goals are visible so children can talk about them. Corridor displays: Are a celebration of learning progression in a range of subjects from EYFS to Year Six. There are also displays that celebrates: - The school and trust vision. - C360 - pupil leadership. - love of reading. - Healthy lifestyles	Teachers need to ensure planning gives rise to longer writing opportunities at least every 2/3 weeks. Scaffolding and adaptive teaching to be evident in planning and books through challenge and additional supportive resources for key children. Planning should indicate where there is an opportunity for work to go onto the learning wall.	Addressing misconceptions in live marking - zero tolerance on simple mistakes if this has been evident in children's work in the past. (number/letter formation) Knowledge organisers for each theme where appropriate. All adults have consistently high expectations with regards to presentation, including following the handwriting policy within their own writing. Editing In all year groups children edit (peer and self) using purple pens. KS1: Rubbers NOT to be used for emergent writing. KS2: Any errors to be neatly crossed out with one single line and a ruler. 	Pre and post teach lessons are used in daily practice to ensure misconceptions are quickly addressed.	NFER for years 1,2,3,4 and 5 to happen 3 times a year. Past sats papers completed in autumn and spring for year 6. NFER and TA to be uploaded to SIMS 3 times a year. History, geography, art, and DT assessments to happen after each taught unit. Foundation driver subjects to be moderated by subject leads at the end of the dedicated term. Other foundation subjects assessed in line with school schemes.
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Monitoring

Frequency. Weekly: Classroom drop ins. Learning walks Lesson observations Coaching Pupil voice By: HT. SILs. Subject leaders. SENDCo.	Frequency. Half termly planning overviews. Weekly: Book monitoring learning walks lesson observations By: Termly planning overviews to HT and subject leaders. Weekly planning to HT and SILs. Core subject planning sent at the beginning to every unit of learning to subject leaders.	Frequency. Weekly: Planning overviews. Book looks. Lesson observations Pupil voice By: All staff in weekly PDMs.	Frequency. Fortnightly: Book looks. Learning walks Lesson observations Coaching using the rubric. Pupil voice Book looks. Learning walks Lesson observations By: Partnered coach fortnightly. HT SILs Subject leaders. SENDCos.	Frequency. Fortnightly: Book looks. Learning walks Lesson observations By: Writing lead to lead within staff meetings.	Frequency. Fortnightly: Venn diagrams Pupil monitoring sheet. Pupil progress meetings. Power BI. Book looks. Pupil voice. Lesson observation. In line with agenda cards. Half termly: Half termly moderation of core foundation subject drivers – subject leaders. Termly: Termly NFER and TA moderation Three times a year: ELS days. Alumnis Scorecard. By: Fortnightly milestones in staff meetings. HTs.
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Appendix 2.

Alumnis Base Primary Curriculum

The Alumnis Base Curriculum (or ABC) sets out the curriculum entitlement for all pupils in Alumnis schools. It also sets out the areas of the curriculum where there is network alignment. The ABC has been developed in consultation with head teachers and executive leaders across Alumnis. It does not seek to set out a series of immovable rules, instead it provides a benchmark, and any school-specific exceptions will require a clear rationale, which might relate to a range of context, cohort or resourcing factors.

Schools are asked to consider their curriculum in light of the ABC annually, as part of the standard curriculum and staffing review process which informs budget setting. By completing an annual curriculum audit, we are able to identify future opportunities for network collaboration.

Entitlement	Rationale and Notes
The minimum number of school hours per week is 32.5.	In the Schools White Paper of Spring 22, the government set out the ambition that all mainstream schools in England are open for at least 32.5 hours per week to pupils. This is likely to form a legal requirement in future. The expectation is that Alumnis schools meet that minimum to provide sufficient time for curriculum delivery and children's character development.
The minimum number of lesson hours per week is 25.	Most Alumnis schools deliver 25+ lesson hours already. 25 hours provides the minimum number of hours for effective delivery of a broad set of subjects. It also offers timetabling flexibility to include a strong offer of core and foundation subjects. Where schools are offering a 32.5 hour total week, 25 hours represents a reasonable residual learning time once breaks and transitions are accounted for.
All 13 National Curriculum subjects are taught. (i.e. Art & Design, Computing, Design & Technology, English, Geography, History, Languages (at KS2), Mathematics, Music, Physical Education, Relationships & Sex Education, Religious Education, Science)	Alumnis schools follow the national curriculum through the lens of C360 and are committed to delivering a broad curriculum at all stages of education. We recognise the value and uniqueness of each subject and the benefits they bring to pupils. Schools may teach some subjects here as part of wider subjects: for example, RSE may form part of a wider subject of PSHE.
A programme of Character Development is caught, taught and sought.	We recognise the role that strong character development plays in children's wider development and this is already caught, taught and sought in all Alumnis schools.
Relationships and Sex Education meet all statutory requirements	The RSE curriculum has been compulsory since September 2020 and teaching must have begun from summer term 2021.
Religious Education meets all statutory requirements	We recognise the role that quality religious education plays in children's development as citizens and scholars. The provision of RE is a statutory requirement, in Alumnis Schools RE is taught through the Devon Agreed Syllabus.
All aspects of the EYFS Statutory Framework are taught through the C360 EYFS curriculum.	We recognise the significance of a strong early years experience in laying the foundations for success in Key Stage 1 and beyond. The C360 EYFS curriculum sets a minimum standard of provision to ensure that all children learn and develop well, are kept healthy and safe and have the knowledge and skills they need to

	start school.
There is a minimum of one term of swimming provision.	Swimming and water safety is a statutory element of the national curriculum for PE. This means that every pupil should leave primary school with the skills to keep themselves safe while swimming. Swimming is the only sport to be included within the national curriculum physical education programme of study. All primary schools must provide swimming and water safety lessons in either Key Stage 1 or 2 with the aim of being able to perform safe self-rescue, swim at least 25 metres, and using a range of strokes. Schools are also expected to publish the percentage of pupils within their Year 6 cohort who met the national curriculum requirement to: • swim competently, confidently, and proficiently over a distance of at least 25 metres • use a range of strokes effectively • perform safe self-rescue in different water-based situations
A programme of careers education and pathways encounters is developed in every school.	Evidence suggests that children begin to form their preferences and pathway decisions early in their education. We view careers education and the provision of encounters with a wide range of people, careers, workplaces and employers as powerful opportunities to enhance both the academic curriculum and children's personal development.
The minimum number of educational visits/curriculum focused school-based events per student per year is 3.	Educational visits linked to the curriculum are important because they provide all pupils with the opportunity to participate in experiences, they may not be able to within the familial context. We view educational visits as powerful positive teaching tools that can enhance not only the academic curriculum, but also the SMSC development of all pupils.
A programme of inspiring changemaker challenges is developed in every school.	Enrichment is key in ensuring all pupils are given opportunities to grow and develop their character alongside being active, global citizens of the future. Each Alumnis schools ensures ALL pupils achieve ALL 6 inspiring changemaker challenges by the end of the year through curriculum and enrichment planning.
UN sustainable goals are studied throughout the year.	We educate children to be globally aware and feel empowered to be make positive change. The UN sustainable goals act as a vehicle for learning and reflection and are built into curriculum delivery.
Reading	
Every pupil is read to by an adult every day.	We commit to every class being read a high-quality text pitched at their chronological age every day as part of our core reading offer. This is because we recognise that reading aloud is a foundation for strong literacy development for <i>all</i> pupils. It is evidenced in research to not only provide a model of phrased, fluent reading, but also reveals to pupils the 'rewards' of reading. Listening to books read at their chronological age provides all pupils (including those who cannot yet decode fluently) the opportunity to develop language comprehension in addition to decoding.
Children take home a reading book closely matched to their needs which is reviewed on a weekly basis.	All pupils are expected to take home a book which is closely matched to their reading ability. This is critically important particularly for pupils who are still learning to decode fluently.

	If pupils are still on the schools chosen phonics programme, they should take home 2 books per week: • One book which gives them the opportunity to practise the sounds they are currently learning • A free choice reading for pleasure book to be read with an adult at home If pupils have completed the schools chosen phonics programme, they should take home a minimum of one reading book which is matched to their reading age through accelerated reader.
Every child across the school reads to an adult at least every week.	We recognise the importance that reading aloud provides for all pupils who are learning to read. We invest significant resources into making accurate assessments of children's reading ability to forensically differentiate the reading curriculum for them. Regular opportunities for all children to read aloud to an adult, provides us with formative assessment on accuracy, phrasing, speed, which all add up to strong fluency and all three are important indicators for ensuring pupils do not encounter frustration and to encourage a love of reading.
The lowest 20% of readers in every class read to an adult every day.	We recognise the importance that being able to read has on life chances. Therefore, we are committed to ensuring that every child in an Alumnis school can read to their chronological age as soon as they are able to. Those children who are not reading at their chronological age (as a key group we are focusing on) may not have the opportunity to read regularly at home or require more reading practice. As part of our priority work on reading, we view this core provision as a non-negotiable curriculum entitlement to support the urgency of reading acceleration required. There are several ways schools may wish to support this: • Through targeted/timetabled reading with a teacher as part of a cycle over time • Through targeted/timetabled reading with a support staff member who has received training in listening to pupils read Schools will want to consider a number of factors when organising provision, tailoring provision to best meet the needs of individual pupils, the level of expertise they require, the level of training required to those delivering etc.
Curriculum Alignment	
A phonics programme (chosen by the school) is used to teach phonics until completed for each child.	All Alumnis pupils have an entitlement to fully complete a school based phonics programme to the point of mastery (normally at the end of the spring term in Year 2). For a minority of pupils (e.g., those with significant SEND, or pupils who have EAL) phonics provision will need to be extended into KS2, in order to ensure that all pupils are able to decode fluently before they leave the primary phase. Where a pupil is able to access the reading lesson alongside their class, they should remain in the reading lesson with appropriate support. They should then receive daily fast track phonics tutoring to rapidly plug any gaps in their phonics.
A reading spine exists across the trust to include recommended curriculum texts.	A reading spine should underpin the English curriculum and set out the progression of high-quality texts. Texts chosen should be linguistically challenging, narratively engaging and thematically stretching, while highlighting a diverse range of experiences and providing a suitable foundation for texts taught in subsequent phases.

	As a Trust, we have identified a selection of recommended core texts which form part of the whole curriculum in all Alumnis schools.
All children in Y1-6 will study the agreed Alumnis themes of learning each term.	As a Trust, we have agreed overriding themes that support the deliver of the future ready curriculum through C360.
Full alignment with the Alumnis Assessment approach and standardised assessments.	All schools currently follow the Alumnis assessment schedule. This includes completion of the standardised assessments in English, maths and science linked to the aligned content above. Schools build their approach to assessment around the trust schedule ensuring there is a strong focus on high quality formative and summative assessments. Schools leave time in their curriculum to act on the results of assessments ensuring they close gaps identified.