

# Curriculum Policy



**ENFIELD**  
LEARNING TRUST  
BE INCLUDED

Version and Date		Action/Notes	Date Written	Date to be Reviewed
	12.3.19		March 2019	March 2020

This policy will be reviewed on an annual basis by the Board of Trustees.

Signature of Chair of Trustees:	Signature of Chief Executive Officer:
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## Our vision

***“Our vision is to ensure that our curriculum provides the very best foundations for all of our children’s needs. Its strength will be its versatility; it will look different to different pupils at different times but it will be the same in providing every child with every chance all of the time” (Sarah Turner CEO, 2018).***



The school curriculum comprises all learning and experiences that we plan for our pupils. The national curriculum forms one part of the school curriculum. There is time and space in the school day and in each week, term and year to work beyond it. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum

The ELT curriculum is an ***integrated framework for learning***, designed to draw upon the many different learning experiences open to children, harvesting every opportunity to make learning fun, exciting and meaningful. It relies on making connections between subject areas, enabling learning to be synthesised and mutually reinforced, helping develop the child’s ability to transfer their learning to other settings. Research has shown that, *“The brain learns best in real-life, immersion-style multi-path learning...fragmented, piecemeal presenting can forever kill the joy and love of learning”* (Jensen, 1996) and this is as every bit relevant now, as it was then.

Our vision for learning extends way beyond what can be conveniently measured and marked, acknowledging that every day is a ‘learning day’ for children which exceeds the boundaries of subject areas. We draw upon each child’s cultural and community experience to bring context and meaning to their learning and we work hard to ensure parents play a full-time role in supporting the education of their children.

Our curriculum will help today’s young learners fend for tomorrow’s challenges and opportunities; it will inspire our children to create and imagine, reach out and enquire and above all, live up to our ELT values. It provides breadth, balance and relevance to the modern world, as well as securing the fundamentals of literacy, numeracy and ICT capability. There is a strong emphasis on children’s personal development, including the development of learning and thinking skills, and personal, social and emotional skills. The curriculum offers the flexibility to tailor learning to children’s needs, interests and aspirations. It recognises the importance of active learning in engaging children, helping them achieve a wide range of outcomes and make the best possible progress.



We aim to improve the life chances of all children by ensuring each child becomes:

- **A successful learner**, who enjoys learning, makes good progress and achieves well.
- **A confident individual**, able to live a safe, healthy and fulfilling life.
- **A responsible citizen**, able to make a positive contribution to society.

In achieving this, our children will long remember us not simply because of what we taught them, but how we taught them and how they learned.

## Our curriculum aims to promote:



- Mastery of key knowledge, understanding and skills within a coherent, broad and balanced curriculum, particularly in speaking, listening, reading and writing.
  - Global, Social, Health, Environmental, Financial, Entrepreneurial, Spiritual, Moral, Social and Cultural awareness and understanding.
  - Thinking and Learning *Skills*.
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- Active thinking and learning *dispositions*.
  - Information, Media and Technology Skills.
  - Meaning and purpose to children in the here and now, and prepare them for the next phase of their education and for their future.
  - Widening of horizons and raising aspirations about the world of work and further education.
  - Awareness of, and engagement with, local, national and international communities.
  - Recognition that personal development is essential to wellbeing and success.



## How our curriculum is delivered

### Learning Quest

Whilst some subjects and aspects of subjects are taught separately, some are taught through cross-curricular “themes.” These help children to see connections and make learning relevant and meaningful. We call this **approach** our “**Learning Quest.**” This follows several principles:

- **Learning is progressive**  
Planning, with reference to the National Curriculum and the “ELT Curriculum,” ensures children make progress in key knowledge and skills as they move through each key stage.
- **Pupil voice and choice is at the heart**  
Children are consulted on what they want to learn, building on their interests and prior knowledge and skills:
  - What do they already know?
  - What do they want to learn and find out?
  - What new learning will they experience?
  - How would they like to present their work?
  - What will their next steps be?





- **Time is given to ensure depth of learning**  
Lessons are planned to ensure enough time is given to explore and deepen key learning.

- **Learning is enriched**  
Learning is made memorable and engaging through first hand experiences, “hands on” opportunities and the use of the outdoors. Children are also given opportunities to explore and extend their interests in learning activities before and after the school day.

- **Information Technology is used to personalise and engage learning**  
Information Technology is used as a tool to engage, motivate and personalise learning, in addition to the teaching and learning of computer knowledge and skills.

- **Learning is inclusive**

The curriculum provides relevant and challenging learning to **all** children by:

- Setting suitable learning challenges.
- Overcoming potential barriers to learning for individuals and groups of pupils.
- Responding to pupils’ diverse learning needs.

- **Reading, writing and aspects of maths are learnt across the whole curriculum.**

The Learning Quest provides an engaging context to practise and consolidate key knowledge and skills in reading, writing and maths.



### **How we know we are being successful**

Children are assessed against “key milestones” in each subject/year group. The main source of evidence for achievement is pupils’ work, in addition to outcomes from tests in reading and maths.

## Learning within the Enfield Learning Trust

### Key knowledge, understanding and skills

NC Core Subjects:	NC Foundation Subjects	Interdisciplinary themes:
<ul style="list-style-type: none"> <li>• Speaking/Listening</li> <li>• Reading/Writing</li> <li>• Maths</li> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Art and design</li> <li>• Computing</li> <li>• Design and technology</li> <li>• Geography</li> <li>• History</li> <li>• Music</li> <li>• Physical education</li> <li>• Personal, Social, Health education / Sex and Relationship education</li> <li>• RE</li> </ul>	<ul style="list-style-type: none"> <li>• Spiritual, Moral, Social, Cultural development</li> <li>• Financial / Entrepreneurial literacy</li> <li>• Local, National, Global awareness</li> <li>• Information Technology</li> <li>• Literacy</li> <li>• Numeracy</li> </ul>

*Modern Foreign Languages: Some schools within ELT have an additional offer of Language teaching*

### Thinking and Learning Skills

<ul style="list-style-type: none"> <li>▪ Metacognition (Learning to learn)</li> <li>▪ Questioning</li> <li>▪ Information skills</li> <li>▪ Critical thinking</li> <li>▪ Creative thinking</li> <li>▪ Decision Making</li> <li>▪ Memory skills</li> <li>▪ Communication</li> </ul>
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### Active thinking and learning dispositions

Courage Concentration Cooperation Collaboration Curiosity Enthusiasm Empathy Flexibility Humility Humour	Imagination Independence Initiative Open-minded Perseverance Reflectiveness Resilience Responsibility Risk taking Self-discipline Self belief Good judgement
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### Information, Media and Technology Skills

Information Create Manipulate Process	Collaborate Communicate Share Edit
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