



The Milford Academy

Curriculum Policy

- M** - **Motivated**
- I** - **Independent**
- L** - **Learning**
- F** - **Forward Thinking**
- O** - **Outstanding**
- R** - **Respect**
- D** - **Determined**

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Intent

Aims, Objectives and Values

At The Milford Academy, our vision is to deliver an ambitious, broad and balanced curriculum that provides rich learning experiences for all students. We are committed to developing each child holistically, ensuring they grow into well-rounded citizens of the world. Our focus is on the substance of education, preparing every student for the next stage in their learning journey while fostering an inclusive environment that supports all learners.

Through carefully planned and sequenced knowledge, we aim to inspire and engage our students, enabling them to achieve their full potential. Our curriculum is designed to be dynamic and responsive, offering diverse opportunities for growth and discovery. By emphasising both academic excellence and personal development, we ensure that each child is equipped with the skills, confidence, and resilience needed to thrive in a global society.

This Wider Curriculum Policy outlines the school's commitment to delivering a broad, balanced, and relevant curriculum which promotes the holistic development of every pupil in accordance with the 2014 National Curriculum and the expectations set forth by Ofsted.

We aim to:

- Provide ambitious learning opportunities by delivering high expectations and challenges for all students to achieve their potential.
- Foster inclusivity by catering to the diverse needs of our learners, ensuring barriers to learning are identified and addressed.
- Promote holistic development in order to support students in becoming responsible, resilient citizens who contribute positively to their communities.
- Prepare our children for the next stage of their learning journey by equipping our pupils with the knowledge, skills and confidence they need.
- Inspire curiosity and engagement by offering dynamic, exciting lessons that encourage students to explore, share and discover.
- Take learning beyond the classroom, utilising our outdoor environment, local area and opportunities further afield.
- Weave spiritual, moral, social, cultural, mental and physical development throughout our curriculum provision so that young people in our community are well-equipped to become active, respectful and responsible citizens
- Provide children with opportunities to develop their knowledge and understanding of British Values and to celebrate the diversity of communities within the UK
- Provide learning experiences with meaningful links to English and high-quality texts where suitable with the aim of revisiting and embedding key knowledge from the curriculum to support a deeper understanding of the class text. Each topic has a linked set of vocabulary so pupils rich and varied lexicon.
- To regularly review our curriculum provision in order to ensure that it responds to the circumstances of the world around us and continues to promote excellence.

Implementation

School Curriculum

Our curriculum is broad, balanced, and ambitious, equipping pupils with the knowledge, skills, and experiences needed to achieve their full potential. Central to our approach are 'Lead Topics', primarily drawn from History or Geography, which integrate wider curriculum areas such as English (reading, writing, vocabulary development and oracy), Art, Music, and Design Technology. Lead Topics (or themes) are thoughtfully designed to align with our English units for the term, and the high-quality class texts that underpin them. This approach fosters thematic learning while ensuring that all links are purposeful and coherent. This thematic approach allows key knowledge and skills to be revisited multiple times and in a range of contexts in order for it to be embedded in the long-term memories of our pupils. Furthermore, this approach enhances reading comprehension by developing a strong understanding of historical and geographical contexts, supporting pupils' grasp of 'time and place.'

Subjects such as Mathematics, Science, Religious Education, Physical Education, Modern Foreign Languages, and Computing are taught discretely to ensure full curriculum coverage but are linked to Lead Topics where appropriate. Themes for Lead Topics are rooted in the National Curriculum and are determined collaboratively by phase teams, with oversight from the Senior Leadership Team (SLT).

The content within each subject area is ambitious and rigorously sequenced to ensure that knowledge and skills build progressively towards clearly defined end-of-key-stage outcomes. Subject Leaders, in partnership with the Curriculum Lead, ensure that planning is robust and adapted to provide appropriate levels of challenge and support for all learners.

The curriculum is further enriched through the integration of Spiritual, Moral, Social, and Cultural (SMSC) development, which is woven throughout our curriculum and daily school life, as outlined in our SMSC policy. The Religious Education curriculum adheres to the requirements of the locally agreed syllabus and is detailed within the RE policy. Personal, Social, Health, and Economic (PSHE) education is delivered through the SCARF programme, adapted to meet the specific needs and priorities of our school community.

Through this carefully structured and interconnected approach, our curriculum ensures that pupils benefit from a rich, engaging, and coherent educational experience that supports both their academic achievement and personal growth.

Planning for the Curriculum

- Long Term Planning: in partnership with Phase Leads, the Curriculum Lead maps out the whole school curriculum. For each year group, an overview of leading topics and supporting units for each subject, is devised for each half term. Each unit has key vocabulary assigned to it. This is reviewed regularly.

- Topic Web: each half term, year group teams outline any cross curricular links between curriculum areas. English planning is at the heart of our curriculum so the connections between this and the theme for the half term is essential. High quality class texts, linked with each theme where suitable, are assigned to underpin the learning. These are shared with SLT and made available to parents and carers on our website.
- Medium Term Planning: Each class teacher will produce a medium-term plan for English and Maths each term. This follows the activities planned on the topic web, wherever possible. The medium-term plan lists national curriculum objectives to be covered, key vocabulary, teaching and learning activities, key questions and assessment opportunities. In some cases, suggested plans for each curriculum unit are shared by Subject Leads. Class teachers ensure that any planning matches with the knowledge/skills progression documents for each subject area and this is monitored by Subject Leads and SLT.

Enrichment Opportunities

We offer a range of enriching opportunities during curriculum time to bring learning to life. These include visits from external speakers, immersive experiences such as themed days (e.g., Stone Age Day), and educational trips further afield. We specialise in sports provision, led by expert sports coaches, which promotes physical health, well-being, and confidence. This approach has significantly improved our children's fitness levels and self-esteem, with every child encouraged to participate in at least one sports competition or experience each year.

To enhance the National Curriculum, we have developed the Milford Memories programme, which provides all pupils with a variety of cultural and educational experiences to build their cultural capital. This includes funded residential trips once per phase, ensuring that every child has the opportunity to camp, visit the Peak District, and experience an outdoor activities centre before leaving our school. Additionally, all pupils will attend at least one Christmas pantomime, with each year group taking part in unique experiences to create lasting memories and broaden their horizons.

Displays

We believe in celebrating the achievements of our pupils and having high expectations of pupils and their outcomes. Displays around school are carefully planned to share this expectation, offer an insight into the range of activities, skills and key vocabulary covered within a topic and celebrate outstanding outcomes. Written work on displays is written up in neatest handwriting as best copy work, backed and displayed in a creative way alongside outcomes from other subject areas. Displays are accompanied by a surface of resources, artefacts and topic books to engage children and encourage curiosity.

Foundation Stage

Our EYFS curriculum is based on the Learning and Development Requirements, which include the Early Years Outcomes, Characteristics of Effective Learning and the Early Learning Goals. The Early Learning Goals set out what most children should achieve by the end of reception

year. The curriculum in our Early Start Unit for 2-year-olds is based around the Prime Areas of Learning. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Please see our EYFS policy for more detail.

Special Educational Needs

Our curriculum is inclusive and designed to ensure all pupils, including those with Special Educational Needs and Disabilities (SEND), can access and engage with their learning. The wider curriculum is carefully adapted to meet the needs of all learners, with clear guidance on how potential barriers and how they can be addressed outlined by Subject Leads to support curriculum planning. This approach ensures every pupil is supported to achieve their full potential within a fully inclusive learning environment.

Differentiation

Differentiation is central to our planning process, ensuring all children are supported to achieve lesson objectives through a variety of scaffolding and support strategies when needed. Every lesson provides opportunities for all learners, regardless of ability, to be challenged and to deepen their understanding by applying their knowledge in contexts that require higher-level thinking and problem-solving.

Assessment Opportunities

Assessment is an integral part of our curriculum, ensuring that key knowledge and skills are effectively taught and retained. Within each subject, the essential knowledge outlined in our progression documents is included on Knowledge Organisers, where appropriate, to support learning across the wider curriculum. Key knowledge is assessed at the beginning and end of each unit to demonstrate progress, with assessments tailored to be age- and subject-appropriate. Formative assessment (AfL) takes place in every lesson to identify pupils who have grasped key knowledge and skills, as well as those who require further challenge or support. These lesson and unit assessments contribute to overall attainment judgments at the end of the year, which are shared with parents and passed on to subsequent teachers to ensure continuity in learning. For further details, please refer to the Assessment Policy.

Impact

Monitoring and Evaluation

SLT Responsibilities

The Senior Leadership Team (SLT) holds overall responsibility for ensuring high expectations and for promoting the school's vision and ethos through effective planning. At the beginning of each term, the SLT collates class timetables to ensure all pupils have equal access to the curriculum. Planning is reviewed and analysed by the SLT regularly, with feedback provided to phase leaders. Phase leaders then communicate this feedback to class teachers and monitor the implementation of any required next steps.

Subject Leader Responsibilities

Subject leaders regularly monitor and evaluate their curriculum areas outlined in our Monitoring and Evaluation Programme. They are responsible for overseeing coverage and progression of skills through work and planning scrutiny, learning walks, and classroom displays. To enhance their expertise, subject leaders participate in NST subject leader networks, where they engage in professional development and cross-school moderation. After attending network meetings, they provide feedback to SLT and teachers. Subject leaders also attend specialist CPD events, explore new resources, and share best practices with staff. Additionally, subject leaders collaborate with lead Governors to report on the progress of their curriculum areas. For further information, please refer to subject policies.

Associated Documents

- Whole School Curriculum Overview
- Milford Memories Overview
- Learning Environment Overview
- Individual subject policies (updated annually)
- Subject vision, unit, progression and key vocabulary outlines
- Medium Term Plans (English/Maths)