



Name of policy:	Curriculum
Lead member of staff with responsibility for this policy:	James Grimsby
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Changes	
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Vision – Lighting the Way, Leading the Future

At North Wootton Academy, we believe that every child is a light, full of potential, ready to shine. Our mission is to ignite that light, ensuring that each pupil grows into a Leader for Lynn—a beacon of knowledge, character, and teamwork, illuminating not just their own future, but the future of West Norfolk and beyond.

Just as a single candle can brighten a dark room, a constellation of lights working together can transform the world. Education is our spark, teamwork is our fuel, and character is the glow that endures. Through academic excellence and a deep-rooted sense of responsibility, we empower our pupils to be the guiding lights of tomorrow—highly motivated, well-educated, and socially responsible members of society.

Mission:

Our mission is to foster an inclusive learning environment that prioritises academic achievement, encourages personal development, and promotes holistic wellbeing.:

- Committing to all pupils achieving the skills and knowledge needed for success in their next steps in education, even those who may need to take a different pathway that meets their individual needs.
- Inspiring all pupils to be able to demonstrate how they actively contribute to their school and community, fostering a culture of kindness, responsibility, and engagement, with the majority continuing to show this within their next stage of education.
- Equipping and supporting every school member with the resilience and strength to navigate school challenges, to ensure they continue to report a positive balance between academic success and personal happiness within annual surveys

Curriculum Intent - *“Intelligence plus character—that is the goal of true education.” Martin Luther king Jr.*

Our children are the future citizens of West Norfolk and we believe that we have a key role to play in developing the future leaders of Lynn responsible for contributing towards its future **transformation**.

Our vision at North Wootton Academy is to **empower** our children to **achieve** as independent, confident and successful learners with have high academic aspirations but with the understanding that **T.E.A.M.W.O.R.K.** achieves more than the individual; therefore, asking how they can use their ability to make a positive contribution to their group, their community and the wider society.

We aim to provide a highly-inclusive environment wherein all learners enjoy success in their education through the result of their efforts as we know that **motivation** is the key to success in all areas of life. Pupils are encouraged to achieve their potential and enjoy the intrinsic success that academic achievement brings. All pupils are supported to expand their skills and knowledge through varied curriculum opportunities and excellent teaching practices.

North Wootton has developed a curriculum that is carefully designed to ensure coverage and progression as we expect our pupils to be successful in their learning within the school and beyond. It aims to build a solid academic foundation of key skills and understanding that promotes confidence when applying or extending this knowledge across a diverse and rich range of learning opportunities.

Our ‘Knowledge’ curriculum has a strong focus on the UK and its history as we look to further develop a sense of pride in our pupils; however, this is only the springboard from which we encourage them to **wonder** about the wider world and be **open-minded** towards the differences that exist between this and their own lives.

Beyond the academic, our speaking and listening curriculum is designed to **empower** each child with the skills and personal qualities to work collaboratively with others. We aim to develop pupils who can confidently articulate their opinions and thoughts through discussion and debate but also equip them with the inter-personal skills to relate to others and recognize themselves as dependable, responsible team members where **respect** and **kindness** are core values and should form the basis of solving disagreements.

At North Wootton, we believe we have established a broad and balanced curriculum that extends beyond the classroom through the extra-curricular activities that we provide. The school places a focus on **T.E.A.M.W.O.R.K.** and leadership within this, believing that opportunities in sport, music and voluntary service, will help develop a sense of personal pride in achievement and service to others whilst also enabling every pupil to find an area of strength and interest. In this sense, we hope to ensure that children are prepared physically, mentally, intellectually and morally for life in modern Norfolk, Britain and the world as a whole.

Curriculum Implementation

North Wootton Academy has a unique intake of 45 pupils per year and as such the intended curriculum is delivered to both single aged and mixed-aged year groups. Currently this is organised as follows:

- Reception A and Reception B
- Year 1 , Year 1 /2 and Year 2
- Year 3, Year 3/4 and Year 4
- Year 5, Year 5/6 and Year 6

Whilst these classes are decided mainly upon academic needs, as a school we see great value in the mixing of year groups with older children tasked with supporting those younger than them. As such, both the academic and the pastoral care of our pupils is structured into four distinct teams: EYFS, KS1, Lower KS2 and Upper KS2.

In line with the school's values of T.E.A.M.W.O.R.K., each phase of the school collaborates closely to ensure the curriculum is implemented as intended, led by Phase Leaders, who collectively form the Senior Leadership Team. Within each of these teams, there are clear roles and expectations:

Senior/Phase Leaders

- Coordinate the implementation of the long and medium-term planning that makes clear the progression of skills and knowledge needed to cover the content effectively.
- Ensure that all staff are planning and delivering engaging learning opportunities to drive this learning in line with this policy.
- Create a balance of learning opportunities such that collaborative, creative and enquiry-based learning opportunities compliment balances the use extended writing and mathematical opportunities across the curriculum.
- Coordinate the extension of the learning beyond the classroom through homework, home learning projects and educational experiences.
- Organise and evaluate the set assessments of this learning, making adjustments through the sequence of teaching and intervention maps to ensure the optimal progression of all pupils.
- Support all staff in achieving purposeful learning behaviours and high standards of conduct within the phase.
- Act as the communication lynchpin between the Senior Leadership Team and the wider staff ensuring that policy, procedures and processes are enacted, feeding back when there are barriers to achieving

this.

Class Teachers

- Develop short-term sequences of learning that delivers the content of the curriculum in a differentiated and bespoke manner to meet the needs of all the children in their class.
- Deliver consistently good or better learning opportunities through demonstrating a secure understanding of the subject being taught and the barriers to learning that may be present through the thoughtful preparation of resources, activities and support structures that enable successful learning for all.
- Ensure pupils are fully engaged in all aspects of their learning; play an active role within their lessons and be held accountable for their own learning.
- Be responsible for the individual achievement of the pupils in their care reflected in the overall progress that they achieve.
- Ensure pupils and their parents are supporting the additional learning opportunities provided through home learning.
- Create a learning environment based upon respect in which pupils feel confident in expressing their opinion, listening attentively to that of others and questioning aspects that are unclear.
- Manage additional staff within the class environment to enable all pupils to be successful in their learning without removing the need for independence and self-sufficiency.
- Create defined areas of learning that support pupils in their learning through working walls, develop pride through the celebration of their work and instil a sense of respect through the tidiness of the learning environment.
- Be proactive in engaging parents with the learning and progress of their children ensuring they have an accurate understanding of their progress.
- Model and instil the values of T.E.A.M.W.O.R.K. within those who they are responsible.

Teaching Assistants

- Enable all learners, particularly those as seen as vulnerable, to access and be successful within the education provided at North Wootton.
- Ensure that all learners retain their independence and understand that they must be responsible for their own success.
- Look to use technology to act a bridge for learners to ensure they have greater access to their learning.
- Communicate effectively with the class teacher barriers to this success be they academic, behavioural or pastoral.
- Support the pupils during lunchtime to ensure their behaviour matches the expectations seen during other learning periods.
- Model and instil the values of T.E.A.M.W.O.R.K. within all children within the school.

We believe that each phase provides a microcosm of pastoral and academic support that enables us to maximise the potential of all of our pupils through the close attention this allows. However, each phase is also part of the wider school team in which additional roles are needed to ensure the consistent implementation of the curriculum:

Subject Leaders

- Subject leaders will ensure that they have a high level of subject knowledge both in terms of content and current approaches to teaching the subject matter.
- Understand their role within the Academy Development Plan and contribute towards its success.
- Track the achievement of pupils across the school within their subject; monitor the quality of

provision and dictate the further improvements needed to maximise learning in their subject.

- Collate evidence or progression across the school through overseeing work samples are provided and displaying this progression through their allocated display board.
- Triangulate the teacher judgements in regard to the level of work being achieved within each year group and provide additional feedback where necessary to ensure the accuracy of this.
- Ensure all staff are clear upon agreed policies and teaching approaches, providing support and guidance for those who are not clear on the expectations.
- Monitor resources and their use across the school, using their allocated budget to ensure sufficient resources are in place for the intended curriculum.
- Promote their subject through displaying work from across the school.
- Promoting their subject across the school through the use of committees and competitions.
- Collate evidence of their role within a subject leader's floor book.

Key Senior Leaders

- **SENDCO** – responsible for working with parents, teaching staff and other professionals to ensure the quality of provision, progress, pastoral care and access to additional learning opportunities all pupils classed as having a Special Educational Need Disability or medical condition.
- **Deputy Principal** – responsible for working with parents and teaching staff to ensure the quality of provision, progress, pastoral care and access to additional learning opportunities for all pupils identified as Pupil Premium. Actively monitor the general behaviour of the pupils within the school and take steps to address potential areas of declining standards.
- **Designated Safeguarding Leads** - maintain an overview of safeguarding within the academy as detailed in "Keeping Children Safe in Education", maintaining open channels of communication with local statutory agencies and parents whilst monitoring the effectiveness of policies, procedures and the pastoral curriculum in place within the school.
- **Senior Mental Health Lead** - a strategic leadership role, with oversight of the whole school approach to mental health and wellbeing in their setting, coordinating the actions of the Emotional Support Literacy Assistants, the teacher's implementation of the pastoral curriculum, the Behaviour lead and the Mental Health Support Teams in Schools. The Senior Mental Health Lead tracks all these actions to assess impact for our pupils and regularly seeks input from all school staff to ensure a proactive approach rather than reactive.
- **Principal** – responsible for overseeing all members of the school team and their actions and principally responsible for the quality of teaching and learning and the personal development of the pupils. Information regarding the overall quality of teaching and learning will be shared with governors at least termly and will be based upon a triangulation of information: Lesson observations, drop-ins, learning walks, book scrutinies, pupil interviews and assessment data. In addition, the Principal is responsible for planning strategically for the school's future in conjunction with all key stakeholders.

Learning Environment

The environment in which pupils learn helps to set the standard that we expect and further develop the idea of T.E.A.M.W.O.R.K. in which they must work with the staff to ensure it remains a place of pride and purpose. Towards this aim, the following elements should be key features of a North Wootton Classroom:

- Working walls that display vocabulary, work examples and key illustrations that support the current week's learning in Mathematics, English, Science and Topic.
- Pastoral displays: feeling charts and Star of the Day.

- Class rules linked to the school values of T.E.A.M.W.O.R.K. and the monitors who will support actions related to organising the classroom.
- Support walls that highlight the properties of number, GPS, phonics, handwriting style, editing code and key spellings appropriate for the age range.
- A British Value display capturing the discussion and debate that occurs in each class.
- A designated reading area that promotes the enjoyment of reading, authors and the process.
- A general degree of tidiness and organisation that supports the pride that we take in our school.

Structure of Lessons and Quality of Work

Whilst all lessons and structure will vary dependent upon the content and the teacher's approach, a 'good' lesson at North Wootton would still be built around core features:

- Pupils always enter and exit the class in a respectful and orderly manner, with issues relating to a lack of active learning addressed promptly and continuously until elements of the school's stepped behaviour approach is used if required.
- Clear articulation of learning outcomes at the start of a lesson that links to previous learning, providing a clear and differentiated success-criteria linked to the key learning points.
- Visual representation of new concepts and knowledge with modelling of key processes or skills.
- Systematic assessment within through questioning and live marking, as well at the end of lessons to ensure that misconceptions are identified and addressed promptly.
- Time given for the pupils to reflect upon their learning and that previously completed with evidence of feedback given frequently to enable pupils to progress their learning, normally evident through red-response marking.
- Planned opportunities for discussion through talk partners, shared work and collaborative group tasks.
- Evidence of T.E.A.M.W.O.R.K. in such group tasks wherein the mix of pupils is chosen by the teacher with clear guidance as to the roles and expectations of each member, with opportunity for evaluation used at times.
- An equal spread of learning across all pupils regardless of abilities and barriers normally evident within the pupil's output within the lesson and their graduated use of the Pictorial to Abstract approach used at North Wootton.
- The learning objectives and date of this work clearly evident within the pupil's books with any issues relating to presentation addressed within the lesson or through follow-up marking in-line with the school's marking policy.

Home Learning (See Homework Policy)

Home learning is considered to be a valuable element of the learning process providing an opportunity to consolidate and extend learning; enabling parents to engage with their child's current learning and perhaps most importantly, teach our pupils that they must take responsibility for their own success.

At NWA, we provide a range of learning opportunities for children to take part in at home which can be organised into three main groups:

- Reading in which teachers set books or a number of pages within a larger book that is read during the week.
- Weekly tasks linked to spelling, maths and grammar that consolidate the learning within the school.

- Termly projects in which pupils are asked to choose to a project (several smaller tasks in the lower school) and present these within school to their classes.

North Wootton understands that learning completed outside of school is at the choice of the parents but does expected that which is set to be completed at some point, particularly in Key Stage 2. In ensuring that the school is always prepared for future lockdowns, the school has deliberately tried to ensure a blended appropriate is in place, maximising the use of online provision see as age appropriate (mainly upper KS2)

Access for All through a Differentiated Approach (See SEN Policy)

In designing a 'knowledge rich' curriculum, there has been a deliberate attempt towards a progression of learning that is ambitious and challenging for all. However, as an inclusive school that educates a wide range of abilities, there has also needed to be deliberate and considerable thought as to how this can be accessible to all and enable every pupil to maximise their learning. The school has aimed to achieved this is several ways:

- Consistent Core Approaches

As school, we understand that pupils develop at different rates and therefore, it is vital to look at development as a seven-year process. In order to support the progress of all, the school tries to ensure consistent approaches are used in the core subjects:

- Phonics is taught through a consistent structure and language from Reception to Year 2 (Year 3 intervention where needed)
- The teaching of the mathematics curriculum that centres around a consistent calculation policy and the White Rose Mathematics Scheme.
- The teaching of writing centring around a shared grammar fluency structure and taught within a fixed cycle of lessons.
- Reading is taught through a consistent cycle of lessons that aims to build skills year-on-year.
- General lessons based around knowledge organisers issued to pupils at the start of each term.
- **Behaviour routines consistently used across the school**

Our core curriculum should aim to build progressively each year on familiar and known structures.

- Adaptations and the Concrete, Pictorial, Abstract Approach

All class teachers are asked to review an adaptation map annually to capture the adjustments that are made within every lesson to best support the individual needs of each pupil. This is reviewed through class observations within the spring term.

Within a knowledge driven curriculum, a platform of concrete, pictorial and abstract work to enable all pupils to both access and demonstrate their learning at a differentiated level through the removal of literacy as a barrier.

Our aim is the create a spectrum in which all pupils can show their level of understanding building through pictorial representation up to a point where a pupil can use extended writing to explain their knowledge. It is thought that this continuum can be applied to every year group and every subject and would be organised as follows:

	Differentiated Approach to Sharing Knowledge and Understanding	Level of Abstraction
1	Oral discussion of provided objects/diagrams, showing connections through sequencing (including given pictures), line drawing or gestures.	Concrete

2	Recording understanding through diagrams or organisation of given images with key labelling if possible	Concrete to Pictorial
3	Recording understanding through labelled diagrams using key vocabulary provided by the adult	Pictorial to Abstract
4	Recording understanding through brief sketched diagrams before using key vocabulary (provided by the adult) within sentences to add captions	Balance of Pictorial and Abstract
5	Recording understanding through brief sketched diagrams to structure a paragraphed explanation using key vocabulary in the correct context	Abstract
6	Showing a connection between this knowledge prior learning or personal experience, demonstrated in a written form building up to an extended written piece or essay using given structures	Abstract

- **NWA Pathways (See SEND Policy)**

Whilst it is our genuine aim to offer a broad and balanced curriculum for all pupils, it is important that a breadth of learning does not come at the expense of a depth of understanding and ability. This is most important for those who find the acquisition of core skills a challenge and those who require significant repetition of these tasks in order to secure a mastery.

Therefore, the school has developed an alternative set of pathways that reduces the core curriculum in to a narrower range of learning objectives. These objectives are seen as the building blocks of future success in mathematics and English and therefore additional learning opportunities will be found within the school day to ensure that pupils who are working significantly below the expected level of learning, secure these as they pass through the school.

- **Use of Technology**

The school computing lead regularly provides training linked to the use of technology to support learning within the classroom ranging from IPADs to capture and re-present learning ideas for those with challenges in the working memory to using voice-to-text on laptops to ensure that all pupils can produced extended pieces of work that they can be proud of.

- **Alternative Communication Strategies**

It is important that communication barriers do not hinder engagement or understanding, particularly for those who rely on visual supports or who are non-verbal in their communication. Therefore, the school has developed a total communication approach that aims to 'dual code' information when possible, through the use of PEC boards and Makaton signing when teaching.

Curriculum Impact

The planned intent of our curriculum can only be measured as successful as the impact that it has and therefore assessments are integral to ensuring the quality of the teaching, learning and pupil progression: it is key that we identify the position of each pupil's learning, where they have come from and where they are going next.

It is expected that teachers and support staff will carry out regular assessments both on a formative (day-to-day) level and summative assessments to inform them of pupil progress towards the following aims:

- To enable our children to demonstrate what they know, understand and can do in their work.

- To ensure an enduring recall of these areas.
- To address misconceptions within the lesson through ongoing marking and feedback.
- To help our children understand what they need to do next to improve their work.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To provide regular information for parents that enables them to support their child's learning.
- To provide the Principal and governors with information that allows them to make judgments about the effectiveness of the school.

To meet these aims teachers and support staff will:

- Regularly complete Pupil Asset, Markbooks and internal tracking to ensure all teaching staff including subject leaders and SMT have a clear understanding of the progression of each pupil.
- Devise in-class quizzes and applied tasks that assess the level of ongoing knowledge, skills and understanding gained through a particular unit of study and the level to which this is being retained.
- Provide application tasks linked to each half term of study in which pupils can demonstrate their understanding in an applied and cross-curricular way.
- Use non-core rubrics to provide their level of applied knowledge with their tasks, ensure that the standard of work shows sufficient expectation and progression as the pupils move through these subjects and know how to improve their work through next steps.
- Ensure that known data is the basis from which assessments, teaching and intervention is planned to ensure that pupils receive differentiated and targeted provision that will progress them to their next step.
- **Aim to link each aspect of the wider curriculum back to a core foundation of subjects such as Geography and Science to ensure connections are built across the knowledge that we teach.**
- Support pupils with the own learning through providing a learning environment that enhances learning and supports their progress.
- Provide instant feedback within the lesson through live marking as well as between, ensuring that where possible pupils are red-penning their work within the lesson also, thus addressing misconceptions before the end of the session (in line with the Marking policy).
- Ensure that a range of strategies are in place to ensure both effective assessment and pupil self-assessment such as: talk partners, peer assessment, checklists.
- Participate in formal rounds of assessment including the moderation of pupils work and formal testing such as PiXL and National Testing.
- Ensure that work samples are kept to enable subject leaders to quality assure the teaching of subjects throughout the school.

To meet these aims subject and senior leader will:

- Formally review any test data using this to identify pupils and areas in which further teaching or intervention support is needed.
- Set the criteria by which the expected level is judged within non-statutorily assessed year groups to ensure that there is a high level of expectation throughout the school.
- Monitor the curriculum coverage and ensure that the agreed teaching structures are evident within each class.

Target Setting

There are three forms of target setting within the school:

- Attainment Targets – Those used by teaching staff to track the progress of pupils throughout their time at the school
- Progress Measures – How much pupils have progressed from their varied starting positions
- Individual Education Plans – Bespoke SMART target sets for the most vulnerable pupils in the school: disadvantaged and SEND

Attainment Targets

The Government has a set of National Expectations that are used to categorise the attainment for a pupil at the end of the year indicating whether it is felt they will be **working towards**, **working at** or working at a **greater depth** than the National Standard. These targets will form the basis of termly pupil progress meetings and performance management reviews. The aim will be to ensure all children are on-course to make expected or accelerated progress each year.

Due to the differences in each year groups, the overall percentage of pupils achieving each category of assessment can vary. However, in order to understand the strengths and weaknesses of particular cohorts and share this performance more clearly with governors, North Wootton has set an expected target level of achievement for each stage of the school for English and Mathematic Skills:

Year Group	Reception	1	2	3	4	5	6
% Working at National	75	70	75	70	75	80	85
% Working above	10	15	20	20	20	25	25

Progress Targets

Progress targets are currently set by the Trust annually for Year 6 pupils.

Internally, progress is measured through 'step increase or decreases' within pupil asset and through the tracking of PiXL assessments. Those not making positive progress are highlighted within pupil progress meetings and intervention strategies are agreed.

Individual Education Plans

All pupils who are identified as Pupil Premium or SEND have individual education plans with bespoke SMART learning targets specified within. The progress of these pupils are tracked separately with Pupil Progress Meetings held within November and March by the Pupil Premium lead and the SENDCO reviewing the progress of pupils with a SEND on an ongoing basis with their designated support teacher.

Recording of SEND learning

For some of our pupils, the nature of their learning and their starting points is significantly different to that of the majority of the children. These are recorded in separate records with ongoing qualitative assessments recorded by those delivering bespoke support.

Reporting to parents/carers

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem. In addition, in the EYFS, learning journeys are frequently shared with parents open mornings.

As a school we will:

- Provide opportunities for two parent consultation evenings so that parents can discuss how their child has settled and be involved in the target setting process.
- Provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment. An additional optional parent consultation meeting is scheduled after the issuing of this report.
- Separate sessions for those with additional needs to ensure IEPs are consulted upon
- Discuss pupil progress at the request of parent by appointment.
- Open-morning with the EYFS classroom to share learning and engage parents with the process.

Policies that support Teaching and Learning:

Marking Policy
Assessment Policy
Presentation Policy
Behaviour Policy
Handwriting Policy
Homework Policy
Teacher Handbook

Written: December 2025

Reviewed Annually