



Trinity Academy St Peter's

Policy:	Curriculum Policy
Date of review:	January 2026
Date of next review:	January 2027
Lead professional:	Principal
Status:	Non-Statutory

1. Curriculum Intent

The intent of the curriculum at Trinity Academy St Peter's is to provide a high-quality, cohesive, and ambitious education for all pupils, with the following priorities:

- **Opportunities for all:** Offering a curriculum that ensures all children achieve academic success, develop life-long skills, and expand their cultural capital inside and outside the classroom.
- **Ambitious and structured design:** Ensuring that the curriculum is carefully sequenced, building on prior learning to enable pupils to recall knowledge, make connections, deepen their understanding, and achieve fluency across all subjects.
- **Values-driven education:** Embedding the academy's core values of Empathy, Honesty, Respect, and Responsibility in all aspects of learning and personal development.
- **Holistic development:** Preparing children to become well-rounded, confident individuals ready for the next stage of their education and for their roles as active, responsible citizens.

Key Features

1. Aspirational and inclusive, reflecting the academy's values.
2. A wealth of academic and co-curricular opportunities to develop the whole child.
3. Focused on developing in-depth knowledge and fundamental skills across a broad set of subjects.
4. Enhances cultural capital by exposing pupils to diverse experiences.
5. Prepares pupils for future learning and life beyond Trinity Academy St Peter's.

1.1 Aims

The curriculum aims to:

- Provide a varied and challenging programme ensuring deep understanding of individual subjects and a rich body of knowledge.
- Adapt and personalise the curriculum to meet individual pupils' needs, ensuring flexibility to respond to change.
- Promote spiritual, moral, and social understanding through a well-designed and responsive programme of personal development.

2. Objectives

2.1 For pupils

- To be fully engaged in their learning, taking responsibility for their education by completing tasks set in lessons and as homework.
- To strive to meet their full potential, demonstrating resilience and perseverance.

2.2 For parents and carers

- To actively support their child's academic progress through regular communication with the academy.
- To engage with the academy via parents' evenings, workshops, and targeted achievement programmes.

2.3 For teachers

- To deliver quality first teaching for all pupils, catering for diverse learning needs.
- To ensure teaching provides a deep body of knowledge, enabling pupils to make progress that meets or exceeds expected standards.

2.4 For the Senior Leadership Team

- To ensure the curriculum is broad, balanced, inclusive, and meets statutory requirements.
- To monitor and act on national curriculum changes in a timely manner.
- To lead effective quality assurance measures that drive sustained improvements in teaching quality and pupil outcomes.
- To provide professional development opportunities that ensure high-quality teaching and learning.

2.6 For the CEO

- To review the Curriculum Policy and present it to the Board of Directors for approval.

3. Curriculum Delivery

3.1 Classroom policy

- All pupils will access a broad and balanced curriculum that prepares them for statutory assessments, deepens their knowledge, and builds vital skills.
- Teachers ensure personalised learning through adaptive planning and high expectations for every pupil.
- Pupils will be provided with resources to catch up on missed work due to absence.

3.2 The 'St Peter's Experience'

- Enriches academic learning through assemblies, external workshops, cultural trips, and reflective activities.
- Encourages engagement with local, national, and global events to build social awareness.
- Embeds the values of Empathy, Honesty, Respect, and Responsibility across all activities.

3.3 Religious Education policy

- Pupils follow a core Religious Education (RE) programme that includes learning about a variety of religions, world faiths and ethical issues.
- The RE curriculum is integral to broadening pupils' spiritual, moral, and cultural understanding.

3.4 Extra-Curricular and Achieve

- Education outside of the classroom is integral to the 'St Peter's Experience', and all pupils are encouraged and supported to take part in extra-curricular clubs.
- Targeted small-group sessions for Year 2 and Year 6 ('Achieve') aim to provide personalised support for pupils not yet making expected progress.

3.5 Literacy

- Literacy skills are integrated across all subjects, ensuring pupils communicate effectively both in writing and orally.
- Vocabulary development is emphasised through knowledge organisers and high-quality reading materials.
- Bespoke interventions are provided for pupils requiring additional literacy support, as outlined in the SEN and Literacy Policies.

4. Curriculum Organisation

4.1 Pupils receive 25 hours of weekly learning, aligned with the statutory primary National Curriculum.

4.2 Key Stages 1 and 2 include core subjects (Maths, English, Science), foundation subjects (Geography, History, RE, Art, Design & Technology, Computing, Music, PE, and Spanish at KS2) and PSHE/RSE.

4.3 Reception classes follow the statutory Early Years Foundation Stage framework.

5. Grouping of pupils

Pupils are taught in mixed-ability classes as follows:

EYFS and KS1: Reception, Y1 and Y2

KS2: Y3 and Y4, Y5 and Y6

Due to current pupil numbers in school, there are three mixed-age classes, Y1/2, Y3/4 and Y5/6.

6. Monitoring and review of the curriculum

6.1 Regular monitoring of teaching and learning across the academy is conducted by Trust executives, senior leaders, link governors and external reviewers

6.2 Quality Assurance (QA) activities, including learning walks, lesson observations, work scrutinies, and pupil voice exercises, ensure high standards.

6.3 The curriculum is formally reviewed annually by the SLT in line with DfE requirements and Ofsted expectations under the EIF, particularly focusing on curriculum coherence, implementation, and impact.