Radford Academy
A L.E.A.D. Academy

Curriculum Policy

2026-2027

Radford Academy

Curriculum Policy

Curriculum Vision

At Radford Academy, our curriculum has been created based on the context of our school, taking into account the children's specific needs. All decisions related to our curriculum are rooted in the needs of our children and the community. This helps everyone to feel a true sense of belonging. Through a carefully planned and sequenced curriculum and enrichment opportunities, we help grow curious minds to aspire, be self-disciplined and develop character. Together, we equip our pupils to flourish academically and socially – empowering through positive interactions, broadening their horizons and preparing them to thrive in the modern world.

Our BASIC Academy Values:

- Belonging
- Aspiration
- Self-discipline
- Interaction
- Curiosity

Our core values underpin our vision and everything we do at Radford Academy. We want these values to be key characteristics of our school community.

Our Context

Radford Academy serves a community facing significant socio-economic challenges and complex safeguarding risks. Nottingham City experiences a high prevalence of child neglect, with 1 in 3 children affected locally compared to 1 in 10 nationally. The city ranks 6th out of 317 local authorities in England for income deprivation affecting children, with nearly 30% (17,600) of children living in income-deprived households.

Radford itself is among the most deprived areas nationally, positioned in the top 10%, and is the 3rd most deprived area within Nottingham City. It ranks 2nd for employment deprivation locally and 64th nationally among over 32,000 small areas, while income deprivation affecting children places Radford 3rd in the city and 176th nationally.

Reflecting this context, nearly 45% of pupils at the Academy are eligible for free school meals, and 80% speak English as an additional language, representing 16 different ethnic groups

(local average is 9). Due to this and other factors, children's starting points, particularly in communication and language, are well-below average.

The local community is also affected by high levels of crime and anti-social behaviour, with ongoing police reports highlighting significant issues including knife crime, drug crime, violent and sexual assaults (including domestic violence, and weapon-related incidents).

Although education is valued by families in the community, aspirations and knowledge of job/career opportunities are low. Knowledge and understanding of healthy living are low. The link between economic wellbeing and health concerns is evident through the high number of cases of obesity within the area.

The Academy is located within urban and heavily populated. Children in the community are limited to outside space and areas for children to play.

Our children are from a very diverse and vibrant community. Many have lived in other countries. However, due to poor economic wellbeing, many children do not travel beyond the local area and do not mix with other ethnic groups. The impact of this can link to stereotyping and prejudice. Therefore, children's cultural capital is limited.

Rationale

At Radford Academy, we celebrate our unique context while recognising and embracing its challenges. We understand the power our curriculum has on shaping our young children into successful citizens of the future while improving life chances for all.

Our Academy values are woven into our curriculum as they reflect our context and our children's needs. Our curriculum is both relevant and personal to our children.



Our curriculum rationale embedding our five core values:

Belonging

Belonging within the curriculum will be fostered through a strong emphasis on respect, inclusivity, and understanding of diverse perspectives. Learners will be encouraged to view the world with tolerance and develop the confidence to form their own opinions while valuing and respecting others. Through opportunities to explore different cultures, faiths, and countries, pupils will gain empathy and a deeper global awareness. The curriculum will embed British Values and provide experiences that help students understand life in modern Britain, promoting positive attitudes and acceptance of all. Assemblies and events across the year will teach children about belonging and celebrate diversity, while whole-school and community events will bring people together, strengthening connections and shared identity. By nurturing inclusivity and empowering learners to stand up for what is right, we aim to create a community where every individual feels a sense of belonging and is prepared to contribute positively to society

Aspiration

Aspiration within the curriculum is cultivated by encouraging learners to develop a growth mindset and approach challenges with confidence and resilience. Pupils will be supported to enjoy learning, ask questions, and nurture enquiring minds that seek to understand their place in the world. Through high-quality teaching of reading, children will gain the skills to access a broad and rich curriculum, enabling them to achieve well and aspire to reach their full potential. The curriculum will provide a wide range of experiences that build cultural capital and inspire curiosity, helping learners to make connections between knowledge, apply key information in different contexts, and develop a lifelong desire to gain new understanding. Links to universities and exposure to higher education opportunities will broaden horizons and raise aspirations, while celebrating previous successful pupils will show what is possible. To challenge potential misogyny and promote equality, the curriculum will highlight successful women in society and history, ensuring all learners see diverse role models who inspire ambition. By fostering ambition and offering opportunities that broaden horizons, we aim to create confident, motivated individuals who want to find out more and are prepared to succeed in an ever-changing world.

Self-discipline

Self-discipline within the curriculum is promoted by helping pupils understand the positive effects of a healthy lifestyle and empowering them to make responsible choices. Learners will develop a positive relationship with exercise, supporting their journey to becoming healthy and active adults, and will gain knowledge about balanced diets and healthy habits, including the importance of choosing not to smoke or vape. Through the DAaRT program and wider

personal development opportunities, pupils will learn strategies to manage adversity, tackle challenges, and protect themselves in a variety of situations. A clear behaviour curriculum ensures routines are embedded to create a calm and purposeful environment, while a character curriculum and focus on executive function help pupils build resilience and self-regulation. By fostering these skills, we aim to equip learners with the confidence and independence needed to thrive both in school and beyond.

Interaction

Interaction within the curriculum is developed by nurturing well-rounded individuals who can communicate effectively and think independently. Pupils will build confidence to speak and listen with purpose, supported by structured opportunities for turn-taking and partner talk. Through explicit and implicit teaching of vocabulary, learners will choose language carefully and understand the importance of listening as well as speaking. The curriculum will prepare pupils to adapt their communication for a variety of audiences, equipping them for future life opportunities such as interviews.

Oracy will be embedded through consideration of all four aspects of the oracy framework—physical, linguistic, cognitive, and social/emotional—ensuring pupils become articulate and reflective communicators. Real-life experiences, such as asking questions to a museum curator or engaging with visitors in the classroom, will give pupils authentic opportunities to speak to unfamiliar people with confidence and purpose. By fostering these skills, we aim to create individuals who can interact thoughtfully and effectively in diverse contexts

Curiosity

Curiosity within the curriculum is nurtured by providing learning experiences that interest, motivate, and inspire pupils through a collaborative, whole-school approach. Learning is framed with a clear audience and real-life purpose, ensuring children see the relevance of what they study. Enquiry-based subjects such as Geography allow pupils to explore the world, while creative and investigative opportunities in Science/Maths promote discovery and problem-solving. All KS2 pupils learn Spanish, broadening their understanding of other countries and cultures.

Active learning experiences, including outdoor education and forest school, are embedded to spark curiosity and engagement. Our cultural capital experiences are carefully planned to enrich the curriculum and inspire children to learn beyond the classroom. Through our enquiry-based approach, where pupils answer the ‘Big Questions,’ we aim to develop inquisitive minds that seek knowledge and embrace the joy of learning.

Intent

At Radford Academy, we are committed to providing a curriculum which is broad and balanced and provides our pupils with opportunities to gain essential, Knowledge, Skills and understanding. Our Curriculum will create experiences to help the children be curious about the world around them and will provide a safe and inclusive environment where all children feel acknowledged and valued.

Curriculum aims:

- Provide a broad and balanced curriculum for all pupils that has been carefully planned and sequenced.
- Develop Character strengths through our core values to prepare each child for their future
- Support Spiritual, moral, social and cultural development. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments. *See 'SMSC' policy.*
- Through our enquiry approach Children are supported to become creative problem-solvers and deep thinkers and are curious about the world around them.
- Giving the children the confidence and skills to communicate effectively through the use of oracy and (Think pair share).
- For all pupils to make good progress and achieve the best possible level of attainment.
- Provide children with an enquiry based curriculum to help support curiosity across all subjects.
- Equip children with the knowledge and cultural capital to succeed in life.
- Providing reading opportunities across the curriculum,
- Having tired vocabulary and giving children time to use and apply this vocabulary.
- Inspire pupils to develop knowledge and acquire skills to enable them to choose and apply these in relevant situations, both now and in their future career.
- Promote the development of the pupils' personal and inter-personal skills in order for them to be responsible members of their own community.
- Support the children to acquire basic life skills so that they can lead mentally and physically healthy lifestyles as adults.

Implementation:

Areas of need for our school	How our curriculum addresses these areas of need
Limited vocabulary on entry	• The lesson design of English as part of the priority literacy consultant focusses on developing vocabulary through immersion into a text. • Foundation subject planning has tiered vocabulary which is constantly referred to as part of the lesson design. • Working walls within classrooms also have vocabulary • Introduction of Ready Steady read which is a whole class reading strategy that heavily focusses on
Children with EAL	• Celebrate children of different backgrounds by celebrating different events within school. • High focus on vocabulary across all subjects. • Pictures to help support including the use of widgits.
Children not having access to wider experiences and enrichment	• Use of visits and visitors to enhance all areas of the curriculum. • Access artefacts loan boxes to enhance the history curriculum. • The use of Virtual reality and AI to enhance learning experiences.
Limited communication and oracy skills on entry	• Explicitly teaching the children vocabulary across all subjects. • Providing stem sentences and support with answering questions • Think- prepare- discuss- share approach to group discussions
Learning behaviours	• Use of FANT- ready to learn positions • Hand signals • Academy rules • Metacognition • Raising aspirations
Mental health	• Introduction of my happy mind • Kindness ambassadors • Wellbeing warriors

Quality first teaching

At Radford Academy, this means high quality inclusive teaching together with rigorous processes for planning, assessing and reviewing.

- Staff set high expectations for themselves and for the children.
- Teachers will need to build on prior knowledge to create coherent and systematic lessons.
- Ensure children are actively listening through (FANT)
- Appropriate use of Assessment for learning and questioning such as diagnostic questions.
- A carefully thought about lesson design built on the principles of cognitive science.

Organisation and planning

Staff in all year groups with the support of middle leaders are responsible for creating medium term plans and presentation aids using our Radford Academy Lesson Design (See Appendix 1) The children will have a Big question at the start of each foundation subject and then smaller enquiry questions that will help them to answer the Big question. Adaptions are made for children who need it and include the use of widgits to help support learning. Teaching is carefully tailored to meet the needs of all children and builds on prior learning from EYFS to the end of KS2 ensuring consistency and progression across the whole school. Middle Leaders quality assure the sequence linking the disciplinary and substantive knowledge to ensure that prior knowledge is built upon and that there are opportunities for problem solving and oracy.

Inclusion

Teachers set high expectations that motivate learners to do well and achieve. They use appropriate and accurate assessment to set ambitious targets for all learners by providing the scaffolds to support learners.

Teachers plan lessons so that pupils with SEN and/ or other disabilities can access every National Curriculum subject and ensure that there are limited barriers to every child achieving.

Teachers acknowledge and support children who English is an additional language through the use of flash academy and widgits.

    - Teachers set high expectations for all pupils. They will use appropriate assessments to set ambitious targets and plan challenging work for pupils of all abilities, including:

        - More able pupils
        - Pupils with low prior attainment
        - Pupils from disadvantaged backgrounds
        - Pupils with SEN
        - Pupils with English as an additional language (EAL)

    - Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

    - Teachers will also take into account of the needs of EAL children. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

    - For further information see our 'SEN' policy.

Learning environment

Organisation of the classroom/ learning environment is adapted to the children's learning needs.

Below are the agreed strategies for an inclusive classroom environment

- Widgit visual timetable
- Widgit tray labels
- Accessible resources
- Stem sentences
- Oracy stem sentences for partner talk
- Simplify displays
- Use widgits to support their work in their books (e.g. widget mats)
- Resources ready before the lesson
- Expectations displayed – FANT, School Rules, Values
- Well thought out seating pairs / positions (consider attention, sensory needs, peer relationships and mobility)
- We will also use ICT (I-pads) to allow children to work successfully and independently through the use of apps such as Flash academy and allowing children, where appropriate to say their sentence.

(for more detail see appendix 1- Radford Academy Adaptive teaching checklist)

Interventions

Children that are not making sufficient progress are identified and a careful thought out plan is put in place. Children identified will have one or more of the following:

- Provision maps
- Alternative timetables
- Detailed intervention plans that are monitored regularly and adjustments made where necessary.

Pupil Progress meetings are held half termly with the Class Teacher, Headteacher, SEND lead and Pupil Premium Lead.

Legislation and guidance

- This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010. And the National Curriculum programmes of study which the school has chosen to follow.
- It also reflects the requirement for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act of 2010. And refers to curriculum-related expectations of governing bodies set out in the Department for Education's Governance Handbook.
- It complies with our funding agreement and articles of association.
- In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Subject leaders

For their curriculum area, will:

- Provide professional leadership and management
- Ensure the taught curriculum is engaging, age appropriate, challenges all pupils and meets the curriculum aims
- Secure high quality teaching- including the quality of the medium and long term plans
- Secure curriculum enhancing resources and their effective use
- Improve standards of learning and achievement for all pupils.
- Promote their area of the curriculum,
- Ensure that this policy is adhered to

Each subject area will have a subject leader. In the foundation subjects they will have the following documents available in the Subject in depth booklet:

- Whole school progression
- Class page progression
- Safeguarding statement
- Vocabulary progression
- Intent, implementation and Impact document
- Curriculum coverage document
- Assessment statements

They will also have planning across the school available for their subject.

Lesson design

See Appendix 2

British Values/ protected characteristics

We teach British values at Radford throughout the curriculum and the wider school, these include:

- The Rule of Law
- Democracy
- Individual Liberty
- Mutual Respect
- Tolerance for those of different faiths and beliefs

Our curriculum teaches children about protected characteristics by promoting equality, diversity, and respect for others through everyday learning and school values. Pupils are introduced to the idea that everyone is unique and should be treated fairly, regardless of characteristics such as age, disability, race, religion, sex, or family background. Through subjects such as PSHE, Religious Education and assemblies, children learn about different cultures, beliefs, and experiences, helping them to develop empathy and understanding. We also encourage positive behaviour, challenge stereotypes, and create inclusive environments where all children feel safe, valued, and respected.

Impact

Monitoring and evaluation

Outcomes

- Children's work in books will be to a high standard.
- High percentages of children will be at the expected standard across all subjects
- Children will complete end tasks to practise and apply the knowledge and skills learnt through the curriculum subject
- All children will show progress at their level across all subjects.

Learning behaviours

- Children will be able to work together
- Children will reflect together on a range of experiences that they have had
- Children will be able to articulate what they have learnt and how they have been supported.
- They will show a desire to learn.
- They will be problem solvers and show resilience.

Personal development

- Children are polite and use their manners
- They are well behaved and follow the school rules
- They are ready to learn.
- They know how to stay safe
- They know about how their brain works and know how to regulate their emotions

Evaluation and Monitoring

Governors monitor whether the school is complying with its funding agreement and teaching a 'broad and balanced curriculum' which includes the required subjects, through:

- School monitoring visits
- Engagement and full governors meetings
- Subject leaders report
- Newsletters that contain curriculum information

Leaders at all levels will monitor the way their subject is taught throughout the school by:

- Evaluating long, medium and short term plans
- Learning walks
- Book scrutinies
- Data analysis
- Pupil interviews

Leaders at all levels also have responsibility for monitoring the way in which resources are stored and managed.

Lesson Structure Phase and Explanation	Principles of the phase	Strategies ideas and consideration
REVISIT		
Link it- • Retrieving previously learned information relevant to this lesson's learning. 	• This part of the PowerPoint/ plan will link learning to previous years / units focussing on recapping knowledge based on the concept that you are trying to teach. • At this stage it is important to identify the key prior knowledge that children need to retrieve from their long term memory in order to access the learning within this lesson.	• E.g. History could be looking at chronology placing times on a timeline and recalling substantive knowledge from previous sessions focussing on the golden threads. • What is the key prior knowledge that the children need to access to progress in the lesson? • How will I check that all people have the knowledge? (e.g short quizzes knowledge organisers multiple choices, questions) • What scaffolding for prior knowledge will I include? • Examples of children's work could be shared.

EDUCATE		
Discover • This is where the children will get hooked into the lesson and prompt early thinking and questioning around the learning objective for that lesson. Learning objective will be shared 	This part of the lesson will enable children to explore the concept that will be taught in that lesson through an entry point. Through the vocabulary and stem sentences supplied the children will have opportunities to talk and then give feedback.	• Entry points can include pictures/ writing, artefacts, diagrams videos, news clips etc • Are there any early misconceptions? (make a list of children who may need support later) after listening to the conversations
Vocabulary This is where new vocabulary is introduced to the children and definitions are given at an age appropriate level	This part of the lesson will enable children to access the vocabulary that they will be using within the lesson. Teachers should be aware of children who are struggling to say/ access Widgits/ pictures should be used for reference	Choral response will be used Teacher says the word The children repeat the word back The children then say the word to their partner With both the new vocabulary and the definition Vocabulary should then be referred back to throughout the lesson.

Think together • During this stage the children will attain the knowledge that they need to achieve the learning objective. You will teach the children the knowledge 	Teachers expose children to new learning (knowledge and skill) through explicit teaching. Vocabulary will need to be constantly used and referred to and should be on the power point. Understanding of new learning is checked throughout	• Teachers share the learning objective with the children and this is referred back to and pointed out on the working wall/ learning journey.
Practice it • Modelling of task/ using new knowledge. • Paired/ grp work 2 assessment questions at the end of this part to check for understanding. 	To model the tasks and using the vocabulary to the children.	• Teacher use different ways to model to the children the task that they will complete using the knowledge that they have been taught. Referring back to the vocabulary and stem sentences for structure.

APPLY		
• Apply it: This is where the children will apply their new learning to complete a task. • Teachers need to have planned not just what they want the children to do but how they want them to learn. 	Children will have a task to practise their modelled learning. Activities need to be appropriate for leaners and different needs need to be carefully planned for. Children will need activities that allow them to apply their thinking and not just replicate what has been modelled. Think about guidance and additional support children may need.	• Use of widgits for lower attaining children. • Children provided with stem sentences etc to be successful. • Make sure there is adequate time for the children to complete the task. • Tasks need to be carefully planned to answer the enquiry questions.
LEARN		
Review it- • This is the part of the lesson which will be the exit task • Questions to check for Assessment 	Cement the sticky knowledge. Revisit the main learning enquiry	• This will link back to the enquiry question/learning objectives for the lesson and could be a question/ mini quiz • Peer and self-assessment opportunities • Assessment – which children may need IMPACTS if they have not secured the knowledge

Adaptive Teaching checklist Radford Academy

Explicit instructions

- Clear explanations- in small manageable chunks.
- Modelling- I do- We do- You do
- Regular checks for understanding
- Visuals (widgits to aid with instructions)

Cognitive and metacognitive strategies

- Chunked instructions
- Chunked information
- Dual coding (information verbally and visually)
- Movement breaks
- Pictures and diagrams
- Checklists
- Personalised time tables (now and next)
- No overcrowded displays

Flexible grouping

- Collaborative learning
- Partner talk
- Peer support

Using Technology

- Showbie voice note
- AI reading (Teams)
- Communication apps
- VR

Scaffolding

Visual

- Word banks
- Writing frames
- Now/next
- Visual time table (consistent)
- Widgit
- Numcon
- Multilink
- Numberlines
- Whiteboards
- Sequencing cards

Verbal

- Self-scaffolding
- Prompting
- Modelling
- Correcting
- Voice note
- Stem sentences

Written

- Widgit
- Dictation
- Writing frames
- Stem sentence