



Curriculum Policy

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“Learning together, to be the best we can be”

1. Aims, vision and values

- 1.1. The aim of this policy is ensure that there are defined principles for the conception, development and delivery of high quality curricula across all Nexus MAT schools and settings, which are then subject to oversight and scrutiny from the Trust and school leaders, as per the Trust's Assessment Policy and its Quality Assurance & Improvement Policy.
- 1.2. Our 'Big 3' improvement priorities are identified within the Trust's Collaborative School Improvement Framework and these form the basis of this policy. These priorities are:
 - 1.3.
 - All our children and young people enjoy their learning and make at least good progress.
 - All our children are responsible citizens who make an active contribution to society
 - All our Academies are continually improving our quality of provision.
 - 1.4. Underpinning the ethos at Nexus MAT is the belief that there is no 'one-size fits all' model regarding curriculum design and delivery. School leaders are the agents of their curricula design as the Trust believes they are best placed to create an innovative curriculum which best meets the needs of their school community.
 - 1.5. Teachers and leaders must therefore be given the professional trust and agency to shape a curriculum for the pupils they serve. The Nexus MAT approach is less about tightly defined central control and more about facilitating, enabling and challenging school leaders and teachers to evidence that there are, high quality and well considered curriculum choices across all subject areas.
 - 1.6. All Nexus MAT schools are expected to follow the National Curriculum framework. However, the intent and implementation of this will be structured differently in each school, dependent on its designation. Each school has the flexibility to select content and sequencing to reflect the needs of their children and their context.
 - 1.7. Oak National Academy resources have been used to develop a model curriculum based on the requirements of the National Curriculum for those

schools that need it. This has been mapped onto long term plans for all curriculum areas from Year 1 to Year 11 and can be accessed via the Nexus Curriculum Hub - [Curriculum Hub - Home](#)

2. Definition of a high-quality curriculum

2.1. This policy measures a high-quality curriculum by how well learners:

- 2.1.1. have deepened their understanding in the subject area;
- 2.1.2. are building on prior learning; and
- 2.1.3. have the skills to access increasingly complex information and are able to use these developed skills with increasing competence.

2.2. Ofsted's 2025 toolkit places curriculum design and teaching at the heart of inspection. Inspectors will systematically evaluate:

- Intent: Is the curriculum ambitious, coherent, inclusive?
- Implementation: Is it well-taught and sequenced?
- Impact: Are pupils learning, remembering, and progressing?

This shift reflects a deeper recognition that a well-structured curriculum, delivered effectively, is foundational to pupil achievement and school quality.

2.3. In order to measure quality, the Trust and senior school leaders will gather and analyse evidence regarding the excellence of teaching, the depth and breadth of curriculum, and the ability of pupils to know more and remember more as part of our quality assurance work programme.

2.4. School leaders are expected to ensure that there is an approach to the delivery of the curriculum that is evidence informed and makes the best of what is known about how learning takes place. Schools are expected to have an agreed pedagogical approach to the delivery of the curriculum that is understood by all staff. Often, this is achieved by adopting the use of a Learning Cycle.

3. Guiding Principles

3.1. Within Nexus MAT, we expect all schools to:

- 3.1.1. Produce an evidence-informed curriculum vision and curriculum statement. This should provide a clear rationale for how the curriculum is

structured, what the 'big ideas' are and why particular content has been selected as being the most important.

- 3.1.2. Utilise research to ensure that curriculum decisions are rooted in evidence and inform curriculum construction, pedagogy and practice.
- 3.1.3. Have due regard to the personal development and wellbeing of children through building resilience, character, value and attributes and equipping them with the life skills to prepare them for their next step.
- 3.1.4. Base their curriculum model upon a clear, logical progression of how knowledge in a particular area develops and builds.
- 3.1.5. Provide appropriate levels of challenge whilst also taking into account cognition and metacognition.
- 3.1.6. Provide an inclusive, broad and balanced curriculum which is meaningful, engaging and relevant to pupils.
- 3.1.7. Develop and implement schemes of work which detail coverage, breadth, concepts to be learnt and sequencing of learning to ensure that pupils build upon what has been learnt before.
- 3.1.8. Implement resources and procedures for evidencing and assessing learning.
- 3.1.9. Create enabling learning environments and promote the use of digital technologies.

4. Curriculum leadership

- 4.1. Headteachers (including Executive Heads) are the named professionals responsible for leadership of curriculum conception, development, implementation and evaluation in Nexus MAT schools. All Headteachers must have systems and processes in place to:
 - 4.1.1. Ensure early and clear identification of pupils' starting points so that teaching builds from what pupils already know and can do.

- 4.1.2. Prioritise foundational knowledge and skills (e.g., early reading, early mathematics, and core subject vocabulary) so pupils gain the building blocks needed for later learning.
- 4.1.3. Sequence curriculum content logically and cumulatively, enabling pupils to make secure connections between concepts over time.
- 4.1.4. Establish consistent, evidence-informed approaches to pedagogy, ensuring pupils have repeated, structured practice that secures fluency and automaticity in key skills.
- 4.1.5. Embed systematic and rigorous assessment for learning, enabling teachers to check understanding, address misconceptions promptly, and prevent knowledge gaps from widening.
- 4.1.6. Provide targeted support and timely intervention for pupils at risk of falling behind, including disadvantaged pupils and those with SEND.
- 4.1.7. Promote high expectations of behaviour for learning, ensuring classrooms are calm, routines are consistent, and pupils can focus on securing core knowledge.
- 4.1.8. Ensure staff have regular professional development focused on teaching foundational concepts effectively and understanding subject progression.
- 4.1.9. Strengthen early reading provision, including consistent phonics instruction, daily reading practice, and ongoing development of language comprehension.
- 4.1.10. Monitor curriculum implementation and impact to ensure pupils achieve strong early outcomes and are well-prepared for the next stage of learning.
- 4.1.11. Foster parental engagement in foundational learning, providing guidance and resources that support reading, numeracy, and language development at home.
- 4.1.12. Ensure effective use is made of formative assessment, as per the Trust Assessment Policy.
- 4.1.13. Ensure websites are promptly updated to reflect curriculum expectations including statements on the impact of the pupil premium, EYFS funding, sports' premium and other ring-fenced grants.
- 4.1.14. Share statutory curriculum information with parents.

5. Quality Assurance

- 5.1. Each school in the Trust must have an annual Quality Assurance (QA) calendar, which outlines the schedule of activity school leaders will undertake

to interrogate knowledge sequencing, breadth of coverage and implementation of intended learning and high quality pedagogy.

5.2. Details of the Trust's model of quality assurance for and with its schools is outlined the Quality Assurance & Improvement Calendar.