



Curriculum Policy

Reviewed by the Governing Board September 2026 - Due to be reviewed June 2030



Mosaic Federation Curriculum Policy

1. Curriculum Rationale

The Mosaic Federation curriculum ensures that every pupil receives an ambitious, coherent, inclusive and values-driven education. It is shaped by:

- DfE statutory requirements
- Ofsted's Education Inspection Framework (EIF)
- EEF evidence on effective teaching and learning
- SEND Code of Practice statutory duties
- Subject Passports
- Federation values of kindness, curiosity, aspiration and community

1.1 Why Our Curriculum Exists

Our curriculum exists to:

- Provide equitable access to high-quality learning for all pupils
- Build secure knowledge, strong vocabulary, and disciplinary understanding
- Develop pupils' character, confidence, resilience and personal development
- Prepare pupils for secondary education and life in modern Britain
- Ensure SEND pupils access the full curriculum through adaptive teaching
- Promote kindness, respect, responsibility and community engagement
- Ensure consistency and coherence through Subject Passports

1.2 What Each Subject Passport Contains

Each Subject Passport includes:

- Individual Subject Rationale
 - Why the subject matters
 - How it contributes to pupils' wider development
 - How it reflects federation values
 - How it supports inclusion and equity
- Key Vocabulary

- Tier 2 and Tier 3 vocabulary mapped across year groups
- Subject-specific terminology taught explicitly
- Vocabulary linked to disciplinary thinking
- SEND vocabulary scaffolds
- Subject Objectives
 - Core knowledge pupils will learn
 - Disciplinary skills pupils will develop
 - Conceptual understanding built over time
 - Links to wider curriculum aims
- Curriculum Enhancements
 - Trips, visitors, workshops
 - Outdoor learning opportunities
 - Community links
 - Leadership roles
 - Cultural capital experiences
- Key Text Links
 - High-quality texts that support subject knowledge
 - Cross-curricular reading links
 - Non-fiction texts to deepen understanding
 - SEND-friendly text alternatives

1.3 Progression Documents

Each subject has a Progression Document, which sets out:

- End Points
- Challenge for More-Able Pupils
- Adaptations for SEND
- Vocabulary Progression
- Knowledge Sequencing

These documents ensure clarity, ambition and coherence across the federation.

1.4 How Subject Passports Support Quality Assurance

Subject Passports are used to:

- Ensure consistency across classes and phases
- Support deep dives and subject monitoring
- Provide clarity for teachers, leaders and governors
- Strengthen Ofsted EIF alignment
- Embed EEF evidence-informed practice
- Ensure SEND inclusion
- Provide a clear reference point for curriculum development

1.5 How We Meet DfE Requirements

The curriculum fully meets DfE statutory expectations by:

- Delivering the full National Curriculum
- Providing statutory RSHE
- Embedding safeguarding, online safety, British Values and protected characteristics
- Ensuring equality of access and reasonable adjustments for SEND pupils
- Providing clear progression maps, sequencing, and assessment systems
- Using Subject Passports to ensure:
 - Vocabulary progression
 - Knowledge sequencing
 - SEND adaptations
 - Pedagogical expectations
 - Assessment expectations
- Reviewing curriculum annually in line with DfE updates

1.6 Informed by Ofsted subject and curriculum guidance

Intent

- Ambitious for all pupils
- Knowledge-rich and vocabulary-led
- Coherently sequenced from EYFS to Year 6
- Builds cultural capital and personal development
- Uses Subject Passports to define:
 - Key knowledge
 - Key vocabulary
 - Disciplinary skills
 - SEND adaptations

Implementation

- Teaching grounded in EEF evidence
- Adaptive teaching ensures access for all
- Strong subject leadership ensures fidelity to curriculum design
- Assessment is meaningful, proportionate and diagnostic
- Subject Passports guide:
 - Lesson design
 - Vocabulary instruction
 - Retrieval practice
 - SEND scaffolds

- Assessment expectations

Impact

- Pupils know more, remember more and can do more
- SEND pupils make strong progress
- Pupils demonstrate secure vocabulary and disciplinary understanding
- Behaviour, attitudes and personal development are strong
- Subject Passports ensure:
 - Consistent expectations
 - Clear progression
 - Strong evidence for deep dives

1.7 Informed by EEF Evidence

Teaching is underpinned by:

- Explicit instruction
- Modelling and scaffolding
- Retrieval practice
- Spaced repetition
- Metacognition and self-regulation
- High-quality feedback
- Cognitive load management

Subject Passports embed these principles into each subject's pedagogy.

1.8 How We Meet the SEND Code of Practice

Provision includes:

- Adaptive teaching as the first step
- Graduated approach (Assess–Plan–Do–Review)
- Full access to the curriculum
- Reasonable adjustments
- Multi-agency collaboration
- Holistic support
- SEND-specific vocabulary teaching, pre-teaching and over-learning

Subject Passports include SEND adaptations for each subject.

2. Curriculum Vision

Our vision is that every child:

- Thrives academically, socially, emotionally and spiritually
- Experiences a curriculum that is ambitious, inclusive and inspiring
- Develops secure knowledge, strong vocabulary, and disciplinary thinking
- Gains cultural capital through rich experiences
- Learns to be kind, respectful, resilient and community-minded
- Is prepared for secondary education and life beyond school

Subject Passports ensure this vision is realised consistently across subjects.

3. Curriculum Principles

Our curriculum is built on:

- Ambition for all
- Coherence and sequencing
- Breadth and balance
- Community and character
- Inclusion and equity
- Evidence-informed teaching
- Strong subject leadership
- Subject Passport consistency

These principles ensure that the curriculum is both academically rigorous and deeply rooted in personal development.

4. Curriculum Intent

We intend to:

- Provide a knowledge-rich, vocabulary-led curriculum
- Build progressive disciplinary understanding
- Develop pupils' character, confidence and resilience
- Ensure equity of access to enrichment and leadership
- Promote British Values, protected characteristics, and community responsibility
- Ensure SEND pupils access the full curriculum
- Use Subject Passports to define:
 - Key knowledge
 - Vocabulary progression
 - Pedagogical expectations
 - SEND scaffolds

This ensures clarity, ambition and coherence across the federation.

5. Curriculum Implementation

5.1 Evidence-Informed Pedagogy

Teachers use:

- Explicit instruction
- Modelling and guided practice
- Scaffolding
- Retrieval practice
- Spaced repetition
- Metacognitive strategies
- High-quality feedback
- Cognitive load management

These approaches ensure pupils build secure knowledge and retain it long-term.

5.2 Adaptive Teaching & SEND

SEND pupils receive:

- Pre-teaching
- Over-learning
- Visual scaffolds
- Chunked tasks
- Multi-sensory approaches
- Explicit vocabulary instruction
- Assistive technology
- Carefully planned adult support

Subject Progress documents include SEND adaptations for each subject.

5.3 Subject Leadership

Subject leaders:

- Map progression
- Ensure coherence
- Provide professional development
- Monitor implementation
- Evaluate impact
- Maintain Subject Passports, progression documents and coordinator reports termly

They ensure fidelity to curriculum design and high-quality teaching.

5.4 Assessment

Assessment is:

- Diagnostic
- Proportionate
- Meaningful
- Aligned with curriculum goals
- Used to identify gaps and inform teaching

6. Curriculum Impact

Impact is evaluated through:

- Pupil voice
- Work scrutiny
- Lesson visits
- Assessment information
- SEND progress reviews
- Engagement in enrichment
- Behaviour and attitudes
- Personal development indicators
- Subject Passport evidence

This ensures leaders have a clear understanding of how well pupils are learning.

7. RSHE Curriculum

RSHE is:

- Fully compliant with DfE statutory guidance
- Delivered through PSHE/RSHE and science
- Inclusive, age-appropriate and values-based
- Built around relationships, consent, safety, diversity and protected characteristics
- Reviewed annually with parent consultation
- Contextualised to reflect community needs

RSHE/PSHCE Passports define RSHE vocabulary and knowledge progression.

8. Personal Development Awards

Pupils access:

- Leadership roles
- Community projects
- Enrichment clubs
- Outdoor learning
- Arts, sports and cultural experiences

- Careers and aspirations education

Tracking ensures equitable access and all pupils are tracked for wider development including clubs, trips and achievements.

Personal development award charts define personal development vocabulary and knowledge progression across each phase with a personal development graduation at the end of Years 2, 4 and 6.

9. Monitoring & Evaluation

Leaders use:

- Curriculum reviews termly
- Subject deep dives annually
- Work sampling termly
- Lesson visits twice a year
- Pupil discussions
- Data analysis
- SEND provision mapping
- Subject Passport audits

Subject Leaders play a key role in ensuring the curriculum is implemented effectively and consistently across the Mosaic Federation. Their responsibilities include termly monitoring, annual in-depth reviews, and ongoing evaluation of the quality of education, all of which feed directly into senior leadership oversight. Subject Leaders carry out termly monitoring of their subject through lesson visits, pupil voice, planning checks and work scrutiny, ensuring teaching aligns with Subject Passports, progression documents, vocabulary expectations and SEND adaptations. They complete an annual in-depth subject review, evaluating curriculum coverage, pedagogy, assessment, inclusion and enrichment, and reflecting on how well pupils know more, remember more and can do more. Findings from all monitoring activities are formally shared with SLT, ensuring clear communication, strategic alignment and rapid response to emerging needs.

Alongside Subject Leader monitoring, SLT conduct termly curriculum book reviews to triangulate evidence, checking consistency, challenge, vocabulary use, SEND scaffolds and progression across classes and year groups. Subject Leaders also undertake regular reviews of pupil tracking data, analysing progress for individuals and key groups (SEND, PP, EAL, more-able) to identify gaps, plan interventions and ensure equity of access and achievement. Together, these processes create a robust, coherent and continuous cycle of curriculum quality assurance across the federation.

10. Roles & Responsibilities

- Governing Board: Approves and monitors
- Executive Headteacher: Oversees strategy
- Senior Leaders: Lead development and monitoring
- Subject Leaders: Develop and evaluate subjects
- Teachers: Deliver high-quality teaching

- Support Staff: Provide targeted support

11. Review Cycle

Reviewed annually by the Executive Headteacher and approved by the Governing Board.

Appendix A

[Curriculum Teaching and Learning expectations](#)

[Display and learning environment](#)

[Assessment Policy](#)