



## Curriculum Policy

Approved by: Full Governing Body

Date: April 2026

Review: April 2027

Signed: Chair: Mr. C Harris

## Curriculum aims:

Our curriculum aims:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and their next stage of learning.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning, independent learning skills and resilience.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Have a high academic/vocational/technical ambition for all pupils.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.

## Legislation and guidance:

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice (0-25), originally published in 2014 and most recently updated in September 2024, and Equality Act 2010, and refers to curriculum-related expectations of the governing body set out in the Department for Education's Governance Handbook.

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, including the updated versions that came into force on 1 September 2025.

## Curriculum organisation:

The Key Stage 1 and 2 curriculums is structured into 'Core' and 'Foundation' subjects:

| Core subjects:              | Foundation subjects  |
|-----------------------------|--|
| English<br>Maths<br>Science | Religious Education (RE)<br>Art and design<br>Computing<br>Design and technology<br>Modern Foreign Languages (French in KS2 only)<br>Geography<br>History<br>Music |

## Roles and responsibilities:

### The Governing Body:

- The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
- The governing body will also ensure that:
  - A robust framework is in place for setting curriculum priorities and aspirational targets;
  - Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements;
  - Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disability (SEND);
  - The school implements the relevant statutory assessment arrangements;
  - It participates actively in decision-making about the breadth and balance of the curriculum; and
  - It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### Headteacher:

- The headteacher is responsible for ensuring that this policy is adhered to, and that:
  - All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
  - The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;
  - Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum;
  - They manage requests to withdraw children from curriculum subjects, where appropriate;
  - The school's procedures for assessment meet all legal requirements;
  - The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
  - The governing body is advised on whole-school targets in order to make informed decisions; and
  - Proper provision is in place for pupils with different abilities and needs, including children with SEND.

## **Curriculum Leader (AHT):**

- The Curriculum Leader is responsible for ensuring that this policy is adhered to, and that:
  - The curriculum intent is clear, implementation is effective and appropriate to the needs of the pupils;
  - They ensure continuous improvement in standards of achievements and in the quality of pupil's experiences;
  - Using National and Local sources of information to develop the curriculum;
  - Monitoring the progress made in achieving plans and targets;
  - Ensure curriculum coverage, continuity and progressions from Early Years and beyond; and.
  - Report to Governors, termly, by giving information regarding actions, impact and outcomes.

## **Subject Leaders:**

- The Subject Leaders are responsible for ensuring that this policy is adhered to, and that they:
  - Lead on continuous improvement of their subject;
  - Share and cascade their subject vision/intent;
  - Monitor the implementation and impact of the subject across the school;
  - Ensure curriculum coverage, continuity and progressions from Early Years and beyond;
  - Provide guidance on teaching and learning methods, objectives, assessment, recording and reporting of progress;
  - Using available INSET to support own and others' professional development; and
  - Monitor the progress that pupils make through termly planning and book reviews.

## **Teaching staff will:**

- Ensure that the school curriculum is implemented in accordance with this policy; and
- Ensure that subject specific resources are well maintained and accessible.

## **Organisation and planning:**

- The curriculum is organised into progressive subject-based units of work.
- Subjects are organised into detailed long-term overview plans outlining the weekly learning intentions. Short term planning is completed by teachers on an annual basis, reflective of pupils prior learning.
- Progression documents outline prior, current and future learning, skills and knowledge.
- Relationships and Health Education is delivered through the PSHE scheme of work (Jigsaw). See PSHE policy.
- Spiritual, moral, social and cultural development is integral within all aspects of the curriculum.

- British Values are interwoven within the curriculum. They are also reinforced through collective worship assemblies.
- See our EYFS policy for information on how our early years curriculum is delivered.
- In the event of our school being closed, please see our Remote Education Policy.

### **Inclusion:**

- Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:
  - More able pupils;
  - Pupils with low prior attainment
  - Pupils from disadvantaged backgrounds;
  - Pupils with SEND; and
  - 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 account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

### **Monitoring arrangements:**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Termly Governor Curriculum Review meetings;
- Termly leader and governor meetings;
- Subject Leaders monitor the way their subject is taught throughout the school by:
  - Completing termly subject reviews, to include planning and book scrutinies; and
  - Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

### **Links with other policies:**

This policy links to the following policies and procedures:

- EYFS policy
- English policy
- Calculation policy
- Science policy

- PSHE, including RSE Policy
- Assessment policy
- SEND policy
- Remote Education policy