

# Curriculum Policy



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<b>Statutory Policy:</b>	Yes
<b>Review Cycle:</b>	Every 2 years

## Statement of intent:



We pride ourselves on being a truly inclusive school. We aim to create a happy, secure and stimulating environment, where all members of our school community can flourish, thrive and grow in self-esteem and confidence.

We are committed to helping all children reach their full potential and become independent learners, who enjoy the wide curriculum offered to them.

We work hard to ensure we have high expectations for all and that they make good progress in reading, writing and maths.

We aim to promote each child's social and emotional growth, self-awareness and self-esteem and to celebrate the physical, spiritual and creative development of each child in our care.

We believe that a child's education is a partnership between home and school and are extremely proud of our unwavering desire to help our pupils and families. We have a team of highly-dedicated staff and governors who work closely together to ensure that each of our children feels valued, safe, happy and inspired to learn.

We secure strong foundations for all pupils, ensuring that they are ready for each stage of their education.

Our school Learning Behaviours weave through every element of our curriculum, these are:

Pride



Resilience



Teamwork



Courage



## **Aims:**

Our curriculum aims to:

- Enable our children to have a sense of pride in the work that they do
- Give our children a safe environment where they can take risks in their learning
- Give our children the courage to have a go, even when learning is challenging
- Give our children opportunities to work collaboratively with each other to develop their thoughts, ideas and knowledge
- Develop our children's oracy skills to enable them to be effective communicators
- Give our children the confidence and motivation to become independent learners
- Ensure our curriculum is accessible for all, with high expectations and appropriate levels of challenge and support
- Provide a broad and balanced education for all pupils, which is purposeful and structured
- Support our children's spiritual, moral, social and cultural development
- Support our children's physical development and responsibility for their own health, and enable them to be active
- Secure strong foundations for all pupils, ensuring that they are ready for each stage of their education

## **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 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's maintained schools governance guide.

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.

## **Curriculum**

Our curriculum is planned to ensure our children learn new skills and knowledge, as well as building on previous learning, with the opportunity to practise, revisit and overlearn.

Our curriculum has been created to ensure it is engaging, interesting and covers all required subjects.

Staff collaborate frequently to ensure our curriculum is reflective of our pupils needs, experiences and interests, as well as introducing them to new content and experiences.

Key Stage 1 builds on the child-initiated ethos of the Early Years Foundation Stage principles. At the beginning of the year, we include elements of Continuous Provision in Year 1 to allow for a smooth transition from Reception.

Throughout each phase, carefully planned teaching and learning approaches and styles are used to promote pupil engagement. Staff regularly utilise a range of high-quality resources to encourage independent learning and to inspire pupils. The use of the whole school environment, both inside and outside, is also used regularly to enrich the curriculum.

We create strong partnerships with the parent, local, national and global communities, when these will create real and meaningful contexts within the curriculum for the pupils.

We enhance our curriculum through experience days and school trips. We aim to give our children as many 'real' experiences as possible.

## **National Curriculum**

The curriculum provided for our pupils will cover the following National Curriculum subjects:

- English
- Maths
- Science
- Art
- Computing
- Design and Technology (DT)
- French (in KS2)
- Geography
- History
- Music
- PE
- PSHE
- Religious Education (RE) (for which we follow the Suffolk agreed syllabus)

Our vision for learning is based around our learning behaviours, that we recognise will develop the key values that promote learning for the future:

- Pride
- Courage
- Resilience
- Teamwork

We recognise and promote the key importance of the core subjects and of developing the pupils' expertise in reading, writing and maths. We aim to activate the pupils' learning in these subjects in innovative, creative and exciting ways. We firmly believe that this should be balanced within both the whole National Curriculum and the wider school curriculum.

The curriculum does not prioritise Core subject learning at the expense of a broad and balanced curriculum or pupils' holistic development. There is ongoing work to ensure as much cross-curricular activity as possible and continuous development of the curriculum overall.

Each year group has an overview of the areas for learning that can be accessed from the school website.

See our EYFS policy for information on how our early years curriculum is delivered.

## **Spiritual, Moral, Social and Cultural (SMSC)**

There are numerous opportunities for supporting the pupils' SMSC development through all areas of the curriculum.

Spiritual development is promoted through RE sessions and by our assemblies, some of which are led by local church representatives.

Moral development is promoted through class PSHE, discussions about class and school rules. These PSHE themes are also promoted and consolidated in our regular assemblies, both Key Stage and class assemblies.

Social development is promoted through a wide range of collaborative learning experiences and opportunities for play, PSHE, charity days and other community events such as Harvest, class share events etc.

Cultural development is promoted through the PSHE curriculum, assemblies, Country of the Month, termly music performances.

All of these are also incorporated through whole school theme days/weeks such Anti Bullying Week, Deaf Awareness Week, Mental Health Week, Black History Month etc.

## **British Values**

As part of the teaching of SMSC, British Values are taught holistically and across the curriculum. However, some subjects lend themselves to developing the themes of British citizenship further, for example:

English: Many books will have themes covering tolerance, mutual respect and democracy. Poetry, songs and languages from other cultures help explore the meaning of concepts such as liberty, democracy and tolerance.

PSHE: Taught within our PSHE curriculum, pupils learn to understand their personal rights and freedoms, and advised on how to lead a healthy lifestyle. Our children experience the opportunity to vote as part of the selection of the school council and are encouraged to use their voice as part of our wider safeguarding; they have the opportunity to take part in votes and pupil voice questionnaires. Topics such as anti-homophobia, equal rights, relationships and e-safety are taught in age-appropriate ways.

Religious Education (RE): Lessons reinforce messages of tolerance and respect for others and we actively promote diversity through celebrations of different faiths and cultures.

History and Geography: Children are given the opportunity to analyse events in UK and world history where British values have been tested e.g., Y6 World War 2 topic. In geography, there are opportunities to look at how different cultures live and work throughout the world.

Music: Listening to and celebrating British artists.

## **Implementation of the curriculum**

Each phase has a long-term plan to ensure consistency, continuity and progression. Teams create half termly overviews which are shared with families. Cross curricular links are made whenever there is the opportunity, for example the texts used in English are often linked to our topic work in Geography and History. When learning about World War 2, the older children will also learn about World War 2 songs in music.

### **Writing**

We use the 'I am a Clever Writer' (IAACW), which is a structured writing approach that breaks writing into clear, progressive skills, helping children understand exactly what good writing looks like. It uses model texts, checklists, and visible success criteria so pupils can see and apply key features in their own work. The approach emphasises live feedback, regular extended writing, and consistent progression from year to year, to build confident, independent writers.

### **Reading and Phonics**

In the Early Years and KS1, we follow the FFT Success for All phonics scheme which incorporates a reading scheme. Jungle Club is used to support spelling and is introduced in Year 2, and continues through Key Stage 2. Those children in Key Stage 2, who have not passed the phonics screening check, receive interventions to support their learning.

Whole Class Reading across Key Stage 2 is an inclusive approach, where all pupils study the same high-quality text together. It focuses on explicitly teaching key reading skills - such as retrieval, inference and deduction, vocabulary, prediction, and summarising - while also developing a deep, holistic understanding and enjoyment of the text. Through shared discussion, modelling, and targeted questioning, children learn to think like readers, exploring meaning, language, and author choices collectively.

## **Maths**

In Maths, the Early Years uses elements of Mastering Number alongside NCETM resources. Key Stage 1 and Key Stage 2 use elements of White Rose, which have been adapted to best meet the needs of our pupils. Pupils are introduced to, and develop, an understanding of new concepts using the concrete, pictorial and abstract approach.

From Year 2, pupils learn multiplication tables facts through our Whole School Times Tables approach which allows them to build fluency in recall whilst also providing an opportunity to develop conceptual understanding.

In Art we use elements of Access Art, and in all other Foundation subjects we use Kapow.

In RE, we follow the Emmanuel Project scheme of work.

## **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 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 they will make sure 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.

Further information can be found in our Statement of Equality Information and Objectives, and in our SEN Policy and Information Report, which can be found on our school website.

## **Monitoring arrangements**

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

- School visits
- Gather pupil voice
- Subject reports to governors

Subject leaders monitor the way their subject is taught throughout the school through learning walks, planning/book looks, lesson drop ins and gathering pupil voice.

Subject leaders/phase leaders also have responsibility for monitoring the way in which resources are stored and managed.

## **Roles and Responsibilities**

### **The governing board**

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board 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 pupils with special educational needs (SEN)
- 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 board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

#### **Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

- Subject leads have a responsibility to monitor planning and assessment for their subject, to support staff in the implementation of the subject, as well as identify where training or support is needed and report on this to the wider SLT and governors.
- Phase leaders have a responsibility to support the role of the subject leads as well as develop a programme of monitoring and assessing foundation subjects, including identifying training needs.

This policy will be reviewed every 2 years by the Deputy Headteacher and Headteacher. At every review, the policy will be shared with the full governing board.

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

This policy links to the following policies and procedures:

- EYFS Policy
- Assessment Policy
- SEN Policy
- Equality Information and Objectives
- Feedback and Marking Policy
- RHE Policy
- SMSC Policy