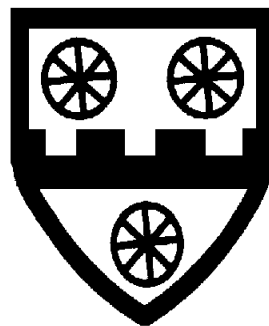


Curriculum policy

Ash, Cartwright & Kelsey Church of England Primary
School (Aided)



Through God's love and strength all flourish

Mission Statement

Our Christian vision guides our journey to provide a rich, well-rounded education enabling all to become the very best that God intended. We treat adults and pupils with love and dignity in a space where Christian values are developed and everyone can flourish.

Friendship Joy Community Forgiveness
Perseverance Creation

Date approved: September 2025

Review date: September 2026

Contents

1. Curriculum aims.....	2
2. Legislation and guidance	2
3. Roles and responsibilities	3
4. Organisation and planning	4
5. Inclusion	5
6. Monitoring arrangements	5
7. Links with other policies	6

1. Curriculum aims

Our curriculum aims/intends to:

- Provide an inclusive broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Ensure experiences, pedagogies and curriculum content are selected to build pupils' characters within our six values of; Friendship, Joy, Community, Forgiveness, Perseverance and Creation
- Provide a wealth of creative opportunities where the children are able to articulate links in their learning
- Ensure pupils get off to the best possible start in life and receive the very best education – beginning in our school nursery
- 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 through our Church School ethos
- Utilise our outdoor spaces (including bushcraft/forest school) to promote a love of learning outdoors
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning that will enable all learners to flourish
- 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 and provide a wealth of memorable trips and visits to enhance learning

2. 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 [Governance Handbook](#).

3. Roles and responsibilities

3.1 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 children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 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

3.3 Other staff

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

Subject leaders will be responsible for the policy, monitoring, action plans, pupil voice and tracking of their individual subjects. They will present to governors on the progress of their individual areas of responsibility. They will be responsible for organising themed days and events and will monitor inclusion in their subject areas. They will include relevant evidence in their subject leader folders and will produce annual subject action plans that will link in with our SIP. They will be responsible for managing their subject specific budgets. Staff will liaise with the Headteacher to process any funding requests to the PTFA.

4. Organisation and planning

- We offer a creative enquiry based curriculum. Firstly, as a school, we consider the experiences that we want all children to have during their time with us ie get dirty in the mud, wonder what is at the end of a rainbow (reviewed July 2024).
 - All topics will start with a big question that will be addressed through the term. The children will be asked what they want to learn about during the topic and this will be incorporated into medium and weekly planning.
 - History timelines displayed throughout the school and in each classroom will cover every topic taught within the whole school curriculum. The whole school curriculum is also displayed through the main school corridor to enable the children to walk through the chronology of their curriculum (January 2025)
 - We use the year group national curriculum 'jigsaws' statutory guidance alongside the experiences that we want all children to have during their time in school with us
 - We will take into account the unique context of our school and the local resources that we have – we will consider cultural capital and will ensure that topic learning is enriched by area knowledge and external trips and visitors
 - We will use the EYFS, KS1 and KS2 national curriculum to ensure that knowledge and skills are developed and our termly tracking will be used for all subjects
 - Our curriculum will have these golden threads:
 - Relationships and health education (PSHE curriculum)
 - Spiritual, moral, social and cultural development – character education
 - British Values
 - A focus on mental health and well-being (including the daily mile)
 - To further ensure that learning is developmental and progressive within each subject, the NC programmes of study (and any further material taught) are broken down into designated “Learning Intentions”
 - While unnecessary repetition is avoided, where appropriate, provision is made for learning to be consolidated to ensure that knowledge “sticks”
 - Teachers are encouraged to think creatively in order to address learning intentions across multiple subjects within phases of linked teaching. The opportunity to make cross-curricular links is evident within the MTP. Notwithstanding this, teachers should think carefully about the specific skills and knowledge that learners need to accrue within each subject in isolation and ensure that these are delivered.
 - MTPs should be fully completed in a timely manner before the majority of the learning in the unit takes place (usually by the end of the first week of a new half term) – these will include sticky knowledge. At the end of each topic, children will answer questions relating to sticky knowledge and these will be recorded in learning journals
 - We value teacher creativity and autonomy. Accordingly, teachers should be led by their pupils' starting points and are encouraged to harness their own skills and interests. However, the results (in terms of pupil outcomes) must be comparable across a year group team.
 - At the end of each academic year we will review our curriculum design and content and take into account the unique context of current year groups. Enquiry based questions will be reviewed
-

- Subject budgets will be allocated to support curriculum delivery. We will also allocate budget funds for external trips and visits. We will utilise funds from the PTFA and local charities to enhance curriculum provision
- A daily act of Collective Worship is delivered across the school, focusing on either Diocese collective worship planning, the religious calendar or current school-wide themes and priorities.
- In addition to the comprehensive core curriculum delivered to all learners, an extensive extra-curricular programme of clubs, interventions and participatory opportunities is also available for pupils. Extra-curricular activities are selected for their contribution to pupils' development and well-being

EYFS – We believe that children learn best through practical, hands-on experiences and interactions with their environment. The best outcomes for children's learning occur when adults provide opportunities for both:

Ø Child-initiated play, actively supported by adults and

Ø Focused learning, with adults guiding the learning through playful, rich and experiential activities.

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

5. 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 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.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

The quality of teaching and learning within the school curriculum is routinely monitored by the Senior Leadership Team. Subject Leaders systematically review the quality of the outcomes produced by pupils, in relation to expected national standards and the knowledge outcomes intended. Where required, learning intentions will be added to or removed from topics to ensure that outcomes are achieved.

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

- School visits – both formal and informal – including monitoring pairs
- Subject leaders to present to governors at FGB meetings.

- Pupil voice and learning walks during formal visits
- School weekly newsletter
- Headteacher reports
- Termly SIP updates
- Attendance at INSET days ie curriculum review
- IA visit reports
- Attending relevant governor CPD

This policy will be reviewed every year by the Headteacher. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- SEN policy and information report
- EYFS policy
- Equality information and objectives
- PSHE policy