Curriculum policy

Approved by:	Laura Toor	**Date:**	October 2026
Last reviewed on:	January 2025		
Next review due by:	October 2027		

Curriculum aims

Our curriculum **intends** to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- 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 which reflect the values and skills needed to promote responsibility for learning and future success
- Build resilience and become creative and critical thinkers
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have high ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

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.

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.

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 children with special educational needs and disabilities (SEND)
- 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

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

The Deputy Headteacher holds responsibility for the intent and implementation of the new curriculum. The Early Years Leader hold responsibility for their department.

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

Organisation and planning

The Gisburn Road curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the children in our school.

Our EYFS is based on a thematic approach to ensure coverage and progression in a number of curriculum areas. This approach enables project based learning, fostering each child's curiosity and interest throughout each topic and also enabling the achievement of depth in knowledge and skills. Opportunities for child voice are planned at the beginning of each new topic and this is used to inform the learning for each topic to ensure relevance.

Our KS1 and KS2 curriculum is taught through discrete Subjects – this is to ensure knowledge is specific, connective and progressive. Children should know that the skills and knowledge are

specific to a subject area e.g. when learning about Viking longships, they should know they are learning about History.

Community involvement is an essential part of our curriculum which celebrates local traditions and provides children with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills, enabling them to take an active role in local events throughout the year.

Our school's focus on curriculum development is carefully designed to ensure coverage and progression. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. The children's own community is frequently used as a starting point for engaging interest.

A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning. As the school serves a community where there is a high percentage of disadvantaged pupils, we provide activities that children may not otherwise experience. We recognise that the children need both a sense of valuing themselves, and developing aspirations for their future and for their community.

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review. They each collate evidence in subject leaders' files and regularly hold pupil interviews in order to check on knowledge and skill acquisition.

Subjects are planned to ensure progression of knowledge and skills across school. Subject specific books give children a sense of pride in the presentation of their work. High quality visits and visitors enhance the curriculum and provide opportunities for writing for a purpose.

Our school makes a conscious effort to engage with drives that will enable further development and excellence in specific areas and has achieved the 'Primary Science Quality Mark'. The outdoor environment and the local community are considered an opportunity for active learning for all our children.

To further promote physical health, well-being and mental health, a varied timetable for extra-curricular activities is offered by the school, with clubs that support the core curriculum offer, as well as those which develop specialist skills, such as Martial Arts, Cheerleading, Farm school and Mindfulness whilst also extending the range of children's experiences.

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Our PSHE scheme (MyHappymind and PSHE Association) provides children with opportunities to discuss and learn about personal health, well-being, mental health, safety, relationships (including anti-bullying work), differences and aspirations.

Our diversity work helps children to realise that everyone is special and unique and we should celebrate differences and different kinds of families. In recognising the development of the whole child the pastoral support given to children so they can access the curriculum is very strong. Our skilled staff and family support worker ensure various programmes of support are provided for children where a need has been identified such as self-esteem, anger management and bereavement.

The school takes pride in providing a highly inclusive environment, where learners demonstrate high levels of enjoyment in their education and most make very good progress in most subjects and areas of learning.

Children at all levels are helped to achieve their potential. Those who are most able are challenged and supported through being offered tasks which provide opportunities for greater depth and those who struggle are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.

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

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. Learning will be adapted accordingly.

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.

Monitoring arrangements

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

- School visits,
- Curriculum and SEC meetings
- Subject Leader/Link Governor termly meetings
- Meetings with the school council
- Pupil interviews
- Link Governor subject visit reports to Full Governing Board

Subject Leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies
- Learning walks
- Book scrutinies

- Pupil Interviews
- Examples of quality work showing progression

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

This policy will be reviewed every year by the Deputy Headteacher – Curriculum Lead. 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
- SEND policy and information report
- Pupil Premium Policy
- RSE Policy