Curriculum Policy

Date policy reviewed: June 2026

Curriculum intent

- Purpose: The curriculum is designed to secure domain-specific knowledge and progressively sequenced skills from EYFS to Year 6 so pupils leave prepared academically, morally and spiritually for the next stage of their education.
- Gospel values and character formation: All subject intent statements explicitly reference how learning supports the school's Christian values and develops pupils' character, resilience and cultural capital.
- Equity and ambition: The curriculum sets high expectations for every pupil and is inclusive by design; it identifies barriers and specifies adaptations to ensure access and challenge for disadvantaged pupils, pupils with SEND and pupils with EAL.
- Reading and vocabulary: Reading is central to curriculum intent. Each subject identifies core disciplinary vocabulary and routines to develop and deepen vocabulary knowledge across years.
- Measurable success criteria: For each subject leaders publish concise intent statements and expected end-of-year outcomes (knowledge and skills) used to evaluate impact.



Statutory alignment and references (June 2026)

- Academies Act 2010: https://www.legislation.gov.uk/ukpga/2010/32/contents

- National Curriculum (DfE): https://www.gov.uk/government/collections/national-curriculum
- SEND Code of Practice (0–25): https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Equality Act 2010: https://www.legislation.gov.uk/ukpga/2010/15/contents
- Early Years Foundation Stage statutory framework: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
- OFSTED framework and deep-dive guidance (applied as appropriate to monitoring): https://www.gov.uk/government/organisations/ofsted

Curriculum entitlement and coverage

All pupils in KS1 and KS2 will access the following curriculum areas:

- English: reading (including discrete, validated systematic synthetic phonics), writing, Oracy and vocabulary development
- Mathematics
- Science
- Computing
- Geography
- History
- Art
- Design & Technology
- PE
- Religious Education (RE)
- Modern Foreign Languages (French in KS2)
- Music
- PSHE

EYFS follows the statutory EYFS framework and Development Matters.

Curriculum implementation

Design principles

- Sequencing: Each subject has a learning journey which shows a clear progression of essential knowledge and skills from EYFS–Year 6.
- Knowledge and skills: Plans make explicit the knowledge pupils must acquire, how skills are practised and applied, and common misconceptions to address.
- Subject-specific pedagogy: Whole-school policies (feedback, marking, presentation, homework, CPD) are designed to allow subject-specific adaptations where pedagogically appropriate.
- Core routines: Retrieval practice, modelling, scaffolding, and deliberate practice are used consistently, with subject variations clearly recorded.

- Vocabulary and oracy: Each unit identifies tiered vocabulary and planned opportunities for oracy and disciplinary talk.



Reading and phonics

- A validated systematic synthetic phonics (SSP) programme will be implemented from Reception through KS1, with daily phonics sessions and structured catch-up for older pupils who require it. The chosen SSP is recorded centrally and evaluated regularly for fidelity.
- Reading provision includes guided reading, fluency practice, comprehension teaching, reading for pleasure strategies, and targeted interventions based on screening and assessment.
- Monitoring includes phonics screening check outcomes, reading fluency and comprehension measures, and analysis by subgroup (disadvantaged, SEND, EAL).

Adaptive curriculum (Inclusion, SEND, EAL)

- High expectations: Teachers set ambitious targets and use formative assessment to adapt planning and teaching.
- Reasonable adjustments: Curriculum plans note common barriers (e.g. communication needs) and specify scaffolded approaches, pre-teaching, multi-sensory methods, speech and language support and use of augmentative communication where needed.
- Access to the full curriculum: Lessons are planned so pupils with SEND can participate in National Curriculum subjects wherever possible; where necessary, individual plans and alternative strategies are recorded and reviewed.

- Monitoring of interventions: Impact of SEND interventions is reviewed termly and recorded in individual plans and central tracking systems.

Religious Education and collective worship

- RE is taught in line with the school's Church of England character and the agreed diocesan/Trust syllabus. Details of the agreed syllabus used are published by the school.
- Parental right to withdraw: Parents may request withdrawal from RE and collective worship in writing to the headteacher. The school records withdrawals and provides suitable alternative provision while monitoring impact on pupil entitlement.

Assessment and reporting

Assessment framework

- Formative and summative: The school uses a consistent approach to formative assessment (in-class checks, retrieval low-stakes quizzes, feedback) and termly summative assessment points linked to published subject milestones.
- Subject-specific assessment: Assessment approaches are contextualised to the demands of subjects (e.g. practical assessment for science, fluency checks for reading, SPAG for writing) while aligning to the overall assessment framework.
- Data use: Subject leaders analyse termly assessment data, including subgroup breakdowns (SEND, disadvantaged, EAL, more able), and use this to inform adaptive teaching and interventions.

Statutory assessment

- The school ensures compliance with statutory assessments including the Phonics Screening Check, KS1 and KS2 assessments and EYFS profile, and manages moderation processes as required by DfE guidance.

Reporting

- Parents receive termly updates and an end-of-year report referencing progress against subject success criteria and targets where appropriate.

Curriculum quality assurance, deep dives and evidence

- Subject evidence portfolios: Each subject leader maintains a portfolio containing intent statements, curriculum maps (long/medium/short-term), sample lesson sequences, assessment frameworks, exemplar pupil work, analysis of outcomes, CPD records and monitoring reports.
- Monitoring cycle: Subject leaders carry out termly monitoring (book trawls, learning walks, planning scrutiny, pupil voice) and compile termly subject reports summarising strengths, priorities and evidence of impact.
- SLT and governors: SLT collates termly summaries and conducts at least one formal deep-dive per subject each academic year using the subject portfolio. Governors receive termly curriculum summaries and an annual deep-dive report.

Roles and responsibilities

Governing board

- Monitor effectiveness of the Curriculum Policy and hold the headteacher to account.
- Ensure a robust framework for curriculum priorities and aspirational targets.
- Ensure compliance with the funding agreement and statutory curriculum requirements.
- Review provision for pupils with different abilities and needs and participate in decisions about breadth and balance.

Principal

- Ensure policy implementation and statutory compliance, allocate sufficient curriculum time, manage parental withdrawal requests, and advise governors on whole-school curriculum targets.
- Oversee the QA cycle, CPD provision and resource allocation for curriculum delivery.

Curriculum lead / SLT

- Retain overall accountability for curriculum design and implementation.
- Provide line management for subject leaders, coordinate termly monitoring, collate deep-dive evidence and present curriculum reports to governors.

Subject leaders

- Provide strategic leadership: publish intent statements, design sequences, identify assessment milestones, plan subject-specific CPD, monitor pupil progress and manage resources.
- Receive non-contact time to fulfil duties and access targeted CPD and external networks.
- Maintain the subject evidence portfolio and lead termly monitoring and improvement cycles.

Teachers and support staff

- Implement the curriculum in classrooms, adapt teaching to meet diverse needs, use assessment information to plan and provide feedback, and participate in relevant CPD.

CPD and professional development

- Focus: curriculum design, evidence-informed pedagogy, subject-specific knowledge, assessment for learning and adaptive teaching for SEND/EAL.
- Subject leaders receive targeted development time, coaching and access to external subject-specific training and Trust/cluster networks.
- Records of CPD activities and impact are maintained in subject portfolios.

Resourcing and practical arrangements

- Budget and resources: Leaders ensure adequate funding for subject resources (reading texts, science equipment, SEND resources, IT).
- Resource management: Subject leaders maintain inventories and plans for renewal aligned to curriculum priorities, and ensure appropriate storage and access for practical subjects.

Remote learning, continuity and recovery

- Remote learning plans: Each subject has a contingency plan that maps remote learning to the taught sequence so learning continuity is maintained during disruption.
- Catch-up strategy: Targeted recovery plans address learning gaps for disadvantaged pupils and pupils with SEND/EAL; impact is evaluated and recorded.

Careers and enrichment

- Intentional sequencing: Careers and enrichment are planned and sequenced across subjects through visits, visitors, wider reading, local community links and age-appropriate aspiration activities. There is also a whole school overview of this offer.

- Access and equality: Barriers to participation are identified and mitigated (funding support, timetable adjustments), and equality impact is considered when planning enrichment.

Monitoring frequency, data use and reporting lines

- Subject leaders: termly monitoring activities and a termly subject report including analysis of pupil progress and attainment, adaptive strategy effectiveness and priorities.
- SLT: collate termly summaries, lead deep-dive activity and provide termly reports to governors.
- Governors: curriculum committee receives termly summaries; full governing board reviews this policy annually and receives the annual deep-dive report.

Policy review

- This policy is reviewed at least annually by the senior leader accountable for the curriculum and updated sooner if statutory guidance changes. At every review the policy will be shared with the full governing board.

Useful links

- National Curriculum: https://www.gov.uk/government/collections/national-curriculum
- SEND Code of Practice (0–25): https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- EYFS statutory framework: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
- Equality Act 2010: https://www.legislation.gov.uk/ukpga/2010/15/contents
- Academies Act 2010: https://www.legislation.gov.uk/ukpga/2010/32/contents

- Ofsted (guidance and framework): https://www.gov.uk/government/organisations/ofsted