



*‘Through
God’s Love We Learn and Flourish
Together’
Corinthians 16:14*

CURRICULUM POLICY

Policy Lead Committee: Local Academy Committee **In consultation with:** Senior Leadership Team

Approved by:

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1. Introduction

Our vision is **'Through God's love we learn and flourish together'**. We aim to create a kind, caring and nurturing learning environment that inspires all children and enables them to succeed. We support and encourage each other to do our very best in whatever we choose to do.

The foundation of our vision is based on Corinthian 16:14 – 'Let all that you do be done in love'. We embrace our six key Christian values of compassion, courage, perseverance, respect, thankfulness and trust. These Christian values are found in the daily life of our school community as well as forming the core of our programme for Collective Worship.

We are two schools with one shared vision, committed to our partnership, yet retaining our separate identities and individuality. Across both schools we have a culture where all members of the learning community work together and respect one another. We encourage all learners to explore their interests, find their talents and pursue them with ambition as they play their part in the life of the school. We encourage children to appreciate their environment and develop an understanding of their impact upon the local community and the wider world.

Our children are at the center of all that we do and we listen carefully to their opinions and perspectives to ensure that learning has purpose and meaning. We motivate and inspire children to reach their individual potential by offering a broad, exciting and highly creative experience. The staff are forward thinking, innovative and adaptable; keen to explore teaching approaches and projects that will stimulate the enquiring minds of our children.

We value the holistic well-being of our children, through fostering a caring attitude, with a positive commitment to the ethos and values of a Church of England school. Our open culture of communication throughout the school community ensures all views are valued. We provide a safe environment which develops confidence and independence within our children to prepare them for a life in an ever-changing world.

Our school curriculum is underpinned by Christian and British values that we hold dear. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Our curriculum is underpinned by the following drivers: Spirituality; Belonging; Possibilities; World Aware and Well-being.

2. Policy

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities

that the school organises in order to enrich the experience of our children including workshops, trips, visits, visitors, motivational speakers and overseas travel. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their very best.

3. Our Curriculum Intent

Our curriculum intends to be creative, inclusive, inspiring and nurturing providing an education where all children can achieve their best.

At Aylburton and English Bicknor C of E Primary Schools we want all children to be able to achieve the best possible educational outcomes as well as being prepared effectively for life outside of school.

As a school we follow the EYFS Framework and KS1 & KS2 National Curriculum 2014 to provide the skeleton for the knowledge, skills and milestones that are delivered within our schools. Our curriculum is underpinned by 5 key drivers that we believe provide our children with the knowledge skills and understanding they need to succeed.

3.1 World Aware

Our curriculum intends to be based on a range of experiential opportunities to help them understand the world they live in:

We recognise that many of our children do not have exposure to experiences that children in other areas would take for granted; as such our curriculum is planned to provide these experiences. We ensure children's learning, where possible, is based on hands-on experiences; meeting visitors that can inspire children's learning and visiting places of interest that ensure children have first-hand experience of the knowledge they are being taught. We make links to local, national and international places and events making links to equality of opportunity for all.

3.2 Belonging

Our curriculum intends to educate children about their place in the world:

developing an understanding of their place in society; within school, their local community, our country and the wider world. Through this, they will learn about inclusivity, diversity and equality of opportunity.

3.3 Well-Being

Our curriculum intends to raise self-esteem and self-confidence:

Throughout all aspects of the curriculum the school promotes a Growth Mindset attitude and celebrates the successes of children and the progress that is made. Children learn how to be fit and healthy individuals who can succeed in the world they grow up in.

3.4 Spirituality

Our curriculum provides children with opportunities to explore the big questions in the world:

to grow spiritually, morally, socially and emotionally during the time they spend at our schools; to explore the awe and wonder of life and the universe.

3.5 Possibilities

Our curriculum intends to raise children's aspirations and set high expectations for ALL pupils:

Our curriculum recognises that a large proportion of our children are from backgrounds where the long-term aspirations may be hindered by previous educational experience or understanding. As such our curriculum sets high expectations for all pupils and explicitly raises awareness and expectations for future aspirations.

3.6 Core Skills

Our curriculum focuses on the core skills of Reading, Writing and Maths:

We recognise that for our children to succeed beyond the classroom these skills are crucial. Many of our children arrive at school with levels of understanding far below those expected of their age group and the school works hard to provide the support needed by focusing on these core areas in order to close the gaps that exist.

3.7 Curriculum Progression

Our curriculum has a clearly mapped out progression of skills and knowledge:

We recognise that in order for children to learn effectively it is important that the taught curriculum is carefully mapped out to ensure that long term acquisition of skills and knowledge is acquired.

3.8 Speech & Language

Our curriculum has a focus on developing Speech and Language:

A large proportion of our children enter school with Speech and Language development below the expected level. As such we tailor the curriculum to prioritise this aspect of learning and utilise opportunities both within the taught lessons and outside of these to develop these skills.

The school have promoted the modelling of speech and language skills across the curriculum. Opportunities to discuss in various situations are promoted and children are encouraged to talk about their learning. All writing opportunities are preceded by a talk phase and children are encouraged regularly to talk in full sentences. Teachers/TAs model good speech at all times and this is closely monitored. Regular talk time sessions are built into the curriculum provision, with a particularly high focus in EYFS. Children are exposed to a range of new language through these sessions and opportunities in writing where new vocabulary is given and expected to be utilised in KS2.

3.9 Effective Citizenship

Our curriculum intends to equip children with the life skills/social skills needed to be an effective citizen:

Our curriculum prioritises the acquisition of key life skills/social skills so that all children are able to live as an effective citizen with a positive outlook on their own self-esteem, ability and capability to make a positive contribution to society. It focuses on creating resilient learners who are willing to take calculated risks in order to be the best that they can be.

3.10 Inclusion

Our curriculum intends to meet the needs of all learners through quality first teaching and a combination of same day interventions and catch up programs. Staff adapt their practice to meet learners needs with particular focus on Communication and Interaction; Cognition and Learning and Social, Emotional and Mental Health needs.

3.11 Structure of the Curriculum

Wherever possible, links between curriculum subjects are made to develop the children's understanding, adding new knowledge to their current understanding. This method also builds enthusiasm across areas of learning and presents numerous opportunities for cross-curricular links. However, the staff also recognise that skills/knowledge need to be

carefully mapped out to ensure progression. Children are made aware of the subject being taught and can recognise the skills needed to be a historian, scientist etc.

3.12 Experiential Opportunities

Our curriculum intends to be based on a range of experiential opportunities:

The curriculum provides a wide range of experiential opportunities for children to draw upon in their work. These involve a range of visitors/trips and experiences in the classroom. In addition to this, whole school opportunities exist such as Young Voices and designated curriculum events. Furthermore, the teachers teach units of work that inspire and enthuse children.

3.13 Raising Self-Esteem & Self-Confidence

Our curriculum intends to raise self-esteem and self-confidence:

Our drivers – Belonging, Well-being, Spirituality, World Aware, Possibilities underpin all actions within the school. These are promoted regularly in all areas of the school and referenced regularly throughout teaching. The children talk confidently about these and how they impact on their learning. Central to our curriculum is the growth mindset attitude that directly impact on children's self-esteem and confidence. The school has a culture of celebrating success and effort and has regular opportunities to publicly celebrate all children's learning with each other, within classes and with the local community.

4. Curriculum Implementation

We plan our curriculum using a rolling programme which is appropriate for our mixed group classes, based on the requirements of the National Curriculum 2014.

These can be found on the National Curriculum website:

www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4

The long-term plans indicate what topics and which National Curriculum objectives are taught in each term. Our curriculum has a cross-curricular approach where possible to enable 'joined up/purposeful' learning to take place. Our long-term plans ensure coverage across the Key Stages. Our 'Curriculum Offer' can be found on the school website.

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curricula, and there is planned progression in all curriculum areas.

5. The Early Years Foundation Stage

The curriculum that we teach our Reception children meets the requirements set out in the Early Years Foundation Stage Framework supported by Development Matters. Our curriculum planning focuses on the Early Years Development criteria and on developing children's skills and experiences, as set out in these documents. We use Little Wandle Letters and Sounds Revised as a phonic scheme and a wide range of reading materials to support children in their development.

Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching Reception children builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the pre-school providers in the area.

During the children's first term in Reception, their teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

6. The Role of the Subject Coordinator

The role of the subject coordinator is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- identify training needs for staff and support them to access suitable professional development;
- provide efficient resource management for the subject.

The school gives subject coordinators non-contact time when necessary, so that they can carry out the necessary duties involved with their role. It is the role of each subject coordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject coordinator reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned.

7. Monitoring and Review

The Local Academy Committee is responsible for monitoring the way the school curriculum is implemented. Governors review each subject area through annual subject reviews, development plans, discussions with key coordinators and by visiting the school. The headteacher is responsible for the day to day organisation of the curriculum.

8. Links to Other Policies & Legislation

This policy supports and is supported by:

- Teaching and Learning
- Feedback and Marking
- Early Years Foundation Stage

8.1 Relevant Legislation

[Department for Education – Schools Statutory Guidance - Curriculum](#)

[National curriculum in England: primary curriculum - GOV.UK](#)

This policy is available on the school's websites:

[English Bicknor C.E. Primary School - School Policies \(englishbicknorcofeprimaryschool.co.uk\)](#)
www.aylburtoncofe.co.uk/policies.

Paper copies are available on request from the School Office