Curriculum Policy 2026

Contents

Purpose and principles
Legal and statutory context
Vision, aims and intent for our curriculum
Curriculum structure and implementation

- Organisation and sequence
- Early Years Foundation Stage (EYFS)
- Key Stage 1 and Key Stage 2 (including mixed-year classes)
- Foundation subjects and cross-curricular provision
- Oracy, reading for pleasure and library provision
- Inclusion, SEND, EAL and Pupil Premium considerations
- Personal, Social, Health and Economic (PSHE) education and RSE
- Spiritual, Moral, Social and Cultural (SMSC) and British Values
- Enrichment, wider opportunities and extracurricular activities

Assessment, recording and reporting
Teaching, learning and pedagogy
Staff development, quality assurance and curriculum leadership
Roles and responsibilities
Resourcing and budget considerations
Monitoring, evaluation and review (including key questions)
Related procedures and documents
Stakeholder engagement and communication
Safety, safeguarding and child protection in curriculum delivery
Equality, diversity and inclusion statement
Appendices: curriculum map, long-term plans, assessment protocols, example intervention logic model

---

Purpose and principles of the policy

- Set a clear, coherent and inclusive approach to curriculum planning, delivery and evaluation across Highfield Community Primary School that enables all children to succeed and prepares them for the next stage of education and adulthood.
- Ensure the curriculum reflects the school's vision to create a safe, stimulating environment where all children are valued and to develop confident, independent learners who value diversity.

- Ambitious for all: a curriculum that sets high expectations for every child, regardless of background or additional needs.
- Breadth and balance: knowledge-rich and skills-rich curriculum across the national curriculum subjects and EYFS.
- Progression and sequencing: carefully sequenced learning so knowledge and skills build over time.
- Inclusion and reasonable adjustments: accessible and appropriately adapted for children with SEND, EAL and other barriers.
- Mixed-age flexibility: the curriculum is designed to work effectively in mixed-year classes (EYFS, Y1/2, Y3/4, Y5/6) without unnecessary repetition or gaps.
- Evidence-informed pedagogy: teaching approaches are based on best practice and current research (e.g. Oracy, Kagan cooperative learning strategies and LA guidance).
- Cultural competence and diversity: embedding diverse perspectives and preparing children for life in modern Britain.

Legal and statutory context

- This policy reflects current legislation and statutory guidance including:
- The Education Act and requirements relating to provision of a broad and balanced curriculum.
- Statutory National Curriculum (England) requirements for Key Stages 1 and 2.
- EYFS statutory framework for early years provision.
- Statutory guidance on Relationships, Sex and Health Education (RSE/RSHE).
- Special educational needs and disabilities code of practice (SEND Code of Practice).
- Equality Act 2010 duties and safeguarding statutory guidance (KCSIE).
- Assessment and reporting requirements for maintained schools.
- The policy will be reviewed and updated in line with any changes to statutory guidance.

Curriculum intent

- To provide a coherent, knowledge-rich and progressive curriculum that enables all children to develop the knowledge, skills and cultural capital required for lifelong learning.
- To foster curiosity, resilience and independence so children can achieve personal success and flourish in a diverse society.
- To ensure a curriculum that explicitly prepares children for adulthood through life skills, careers awareness, communication skills and independence.
- Aims
- Raise standards of attainment and progress for all children from their starting points.

- Deliver a sequenced curriculum with clear end points and assessment milestones.
- Embed inclusive practice so SEND, EAL and Pupil Premium children are fully supported.
- Promote reading for pleasure, oracy and vocabulary development across all subjects.
- Use mixed-age pedagogy effectively to meet individual needs.
- Provide extra-curricular and enrichment opportunities which enhance character, leadership and community engagement.

Organisation and sequencing

- Long-term plans: subject leaders produce long-term plans (3-4 year overview for mixed-age classes) that show progressive sequencing and cumulative knowledge coverage.
- Medium-term plans: for each mixed-year group combination (Y1/2, Y3/4, Y5/6), medium-term plans clarify unit objectives, vocabulary, assessment opportunities and differentiation strategies.
- Short-term plans: weekly plans linked to learning objectives, formative assessment strategies and feedback approaches.
- Curriculum maps: published on the school website summarising subject coverage across the school year.
- Mixed-age approaches: planned sequencing prevents repetition and ensures younger pupils in a mixed class do not miss content; tasks scaffold progression for older pupils without lowering expectations.

Early Years Foundation Stage (EYFS)

- Curriculum intent for EYFS: build strong foundations in prime areas (communication and language, physical development, personal, social and emotional development) and progressively introduce specific areas (literacy, mathematics, understanding the world, expressive arts and design).
- Provision: balance of adult-led and child-initiated activities, continuous provision including outdoor learning and forest school.
- Baseline and assessment: statutory or school baseline within the first few weeks, ongoing formative assessment, use of Early Years outcomes and evidence for transition to Yr1.
- Parental partnership: strong home-school communication, induction processes and transition plans.

Key Stage 1 and Key Stage 2 (including mixed-year classes)

- Curriculum delivery: follow National Curriculum programmes of study with clear progression in knowledge and skills.

- Mixed-year planning: units planned to allow stretch and depth for older pupils while ensuring appropriate challenge for younger pupils in same room.

Core subjects:

  - English: systematic phonics approach in early years and KS1; reading fluency and comprehension progression; writing composition and SPaG progression; oracy embedded across curriculum.
  - Mathematics: curriculum aligned to local authority recommendations; explicit teaching of calculation strategies and problem solving; consistent approach to calculation and presentation across school.
  - Science: progressive substantive knowledge and enquiry skills.

Vocabulary and knowledge organisers: used for each unit to make knowledge explicit and support retrieval practice.

Foundation subjects and cross-curricular provision

- Subject progression documents: each subject has a progressive skills and knowledge map showing clear milestones.
- Cross-curricular themes: where suitable, subjects are linked to deepen learning (e.g., history/geography linked to reading texts).
- Cultural capital: planned experiences (trips, visitors, the library bus, forest school) to broaden horizons and knowledge.

Oracy, reading for pleasure and library provision

- Oracy: explicit teaching of speaking and listening, drama and structured discussion (Kagan strategies), integrated with curriculum units and formative assessment.
- Reading for pleasure: class reading areas, reading aloud, book club, library bus, author events and clear strategies to develop positive reading identities.
- Library bus: timetabled access, librarian roles for pupils and reading challenges that connect to curriculum topics.

Inclusion, SEND, EAL and Pupil Premium considerations

- Universal provision: high-quality first teaching and differentiation strategies that meet the needs of most pupils.
- Targeted provision: bespoke interventions and programmes for SEND, EAL and Pupil Premium pupils linked to clear objectives and tracked via individual plans and progress monitoring.
- EHCP and multi-agency: liaison with external agencies, regular reviews, person-centred planning and transition planning to support adulthood skills.

- Accessibility: curriculum resources and displays adapted to support communication needs; use of alternative formats, scaffolds and technology as appropriate.

Personal, Social, Health and Economic (PSHE) education and RSE

- PSHE provision: sequenced PSHE curriculum to teach children about health, wellbeing, relationships, and economic understanding.
- Relationships and Sex Education (RSE): statutory teaching appropriate to age and development, with clear parental communication and opt-out processes where relevant.
- SMSC and British Values embedded: promoting respect, tolerance and cultural awareness.

Enrichment, wider opportunities and extracurricular activities

- Clubs and enrichment: choir, book club, sports, board games, leadership roles (school council, librarians) and forest school sessions to enhance character development.
- Transitions: robust transition arrangements for incoming EYFS children, mixed-age class transitions and Year 6 to secondary transfer.

Assessment, recording and reporting

  - Use assessment to inform planning and teaching decisions, not to overburden staff.
  - Use valid formative and summative assessment approaches suited to subject and age.
  - Assessment systems
  - Baseline assessments in EYFS and termly school assessments in reading, writing, mathematics and foundation subjects as appropriate.
  - National statutory assessments: Phonics Screening Check (Year 1), KS1 and KS2 SATs compliance, and statutory EYFS profile.
  - Ongoing formative assessment: daily retrieval practice, exit tasks, mini-quizzes and feedback that drives pupil improvement.
  - Recording and reporting
  - Pupil records: maintained through the school's MIS and assessment tracking systems.
  - Reporting to parents: termly updates, annual written reports and parent consultation evenings.
  - Use of data: termly pupil progress meetings to identify pupils requiring additional support or higher challenge.

Teaching, learning and pedagogy

  - Clear learning objectives and success criteria are shared for every lesson.

- Explicit teaching of knowledge followed by practice, application and retrieval.
- Effective questioning, modelling and scaffolding to support all learners.
- High expectations of behaviour and presentation in books; consistent routines for calculation and presentation as per school approach.
- Differentiation and challenge
- Adaptive teaching strategies in mixed-age classes to provide stretch and support.
- Opportunities for depth and mastery rather than reliance on acceleration only.
- Feedback and marking
- Feedback policy aligned to subject-specific needs (e.g., spoken language feedback vs written feedback) and manageable for staff.
- Pupil response time built into lessons.

Staff development, quality assurance and curriculum leadership

- Curriculum-focused CPD time in staff meetings
- Subject leaders given time and budget for research-informed development (e.g Oracy training, Kagan approaches).
- Peer observation and coaching cycles will be used to share best practice and refine pedagogy.
- Subject leaders hold responsibility for subject intent, implementation and impact, including planning, assessment and CPD.
- Senior leaders provide line management support and ensure subject-specific needs are represented at SLT and governor levels.
- Triangulation approach: lesson visits, book (or evidence) scrutiny and pupil voice/learning conversations.
- Curriculum review cycle: subject review annually, whole-curriculum review on a rolling cycle.

Governing Body

- Ensure statutory curriculum requirements are met and review curriculum intent and implementation.
- Monitor impact via data and reporting from the Headteacher and Curriculum Lead.

Headteacher

- Overall responsibility for curriculum implementation, staffing and resourcing.
- Ensure policy compliance, training, and communication to stakeholders.

Curriculum Lead / Subject Leaders

- Design, review and update subject plans, progress maps and assessments.
- Lead CPD, monitor teaching and learning and report to SLT and governors.

Teachers and Teaching Assistants

- Plan and deliver high-quality lessons, adapt for mixed-age groups and implement inclusive practises and interventions.

- Complete assessment and communicate progress to parents and leaders.
- SENDCo
- Oversee identification, provision and review for pupils with SEND; ensure curriculum access and reasonable adjustments.
- Parents and carers
- Support children's learning at home, engage with school reporting and support transitions.
- Pupils
- Engage with learning, adhere to behaviour expectations, take part in leadership and enrichment opportunities.

Resourcing and budget considerations

- Ensure adequate resources and budget for core curriculum, interventions, subject development and CPD.
- Prioritise resourcing to support disadvantaged and SEND pupils
- Digital resources and IT are safely integrated into teaching to enhance learning; equipment and licences budgeted for and managed by the school.
- External partnerships
- Use of external consultants and subject networks for curriculum development and moderation.

Monitoring cycle

- SLT and subject leaders operate an annual monitoring calendar including lesson visits, book scrutiny, pupil voice and data reviews.
- Termly pupil progress meetings and intervention review meetings.
- Progress and attainment data, attendance, engagement in enrichment, quality of work examples, and parent/pupil feedback.
- Annual policy review, curriculum review meetings and governor curriculum committee reporting.
- Use monitoring outcomes to identify CPD, resourcing or curriculum
- Maintain records of monitoring activities, action plans and follow-up reviews.

Related procedures and documents

- Assessment policy and assessment protocols
- EYFS policy
- SEND/Inclusion policy and SEND Information Report
- RSHE policy
- Behaviour policy
- Marking and feedback policy
- Equality information and objectives
- Safeguarding/Child Protection policy
- Remote learning / blended learning plan

- Subject-specific progression documents and unit plans

Stakeholder engagement and communication

- Clear communication about curriculum intent, termly topics, long-term plans and ways to support learning at home.
- Regular opportunities for engagement: termly parents' evenings, curriculum workshops and information sessions (e.g., phonics, SATs).
- Pupil voice used to inform curriculum design, enrichment offers and improvement priorities.
- Local community, employers and visitors are engaged to enrich the curriculum and support cultural capital.
- Regular reporting and curriculum presentations to governors, including subject leader reports.

Safety, safeguarding and child protection in curriculum delivery

- All curriculum activities, trips and visitors are risk-assessed and comply with safeguarding procedures.
- Staff are trained in safeguarding and follow reporting procedures for any concerns arising during curriculum activities.
- E-safety taught as part of computing and PSHE; acceptable use agreements in place.

Equality, diversity and inclusion statement

Highfield Community Primary School is committed to equality of opportunity, cultural diversity and inclusion. The curriculum will:

- Represent diverse perspectives and identities.
- Challenge stereotypes and support children to develop respect for others.
- Be accessible to all through appropriate reasonable adjustments, scaffolded learning and targeted support.

Approval and review

- This policy will be reviewed annually or sooner if statutory guidance changes. The Headteacher and Curriculum Lead will present updates to the governing body for approval.