



Together we Develop, Inspire, Succeed

Curriculum Policy

UPDATED: May 2025

REVIEWED BY: Curriculum Committee

NEXT REVIEW DUE: May 2026

This policy is rooted in our school vision to 'Together we Develop, Inspire, Succeed' and it is from this that our aims come.

- To **develop** a broad, balanced, inclusive and relevant curriculum to meet the needs of all of our children whatever their ability.
- To **inspire** our pupils with a creative curriculum and a range of opportunities that captures their interest and imagination which in turn gives them a love of learning.
- To ensure that all pupils **succeed** so that each of our children have the potential to achieve and be the best they can be.

Our school curriculum 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.

The curriculum can be broadly defined as:

- a) the subjects of the Early Years Foundation Stage and Key Stage 1 curriculum including personal, social, health education (including Citizenship, British Values and Relationship & Sex Education
- b) Religious Education
- c) the 'hidden' curriculum taught through the ethos of the school and the way relationships are conducted within it

Aims

We believe that every young person in our school has an entitlement to a curriculum designed according to a set of principles.

These are:

Breadth, balance, coherence/relevance, adaptive, with effective monitoring and evaluation.

In preparing a curriculum for our pupils we aim to:

- Challenge every child to succeed to the highest level they possibly can.
- Create a happy and secure environment with a carefully planned curriculum.
- Foster good relationships between children, staff and parents in order to support the academic and social aims of the school.
- Foster an enjoyment of all aspects of learning and to develop the child's enquiring mind to enable her/him to question and discuss rationally with others.
- Promote a climate in which creativity can flourish.
- Develop children's growth mind-set and ability to embrace a challenge.

- Develop in pupils a sense of self-discipline, and responsibility to the community.
- Enable pupils to acquire the skills, knowledge and understanding necessary to allow them to become valued members of society in a rapidly changing world.
- To help pupils develop a sense of religious and moral values linked to our school values, with a tolerance and a will to understand the ways of other people, religions and races.
- Allow pupils the fullest opportunity to understand the world in which they live and the interdependence of themselves with other individuals, communities and nations.
- Develop children's use of language and speech, writing skills and reading fluency.
- Give the children a basis of mathematical, scientific and technical knowledge.
- Develop creativity through music, drama, art, dance and cultural capital.
- Cater for the children's physical and emotional needs through the teaching of PE, games, hygiene and health education.

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#) (2013), which all maintained schools in England must teach (at DIS we follow Year 1 and Year 2).

This policy also reflects the requirements of [The Early Years Foundation Stage Statutory Framework](#) 2014 (updated 2024)

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) (updated 2024) and [Equality Act 2010](#) (updated 2015), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Roles and responsibilities

The Governing Board

The governors will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governors 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 dis-apply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

The Headteacher

The Head teacher 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 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 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 SEND

Other Staff

- The Head and Deputy Headteacher have the responsibility for the leadership of the curriculum and delegate further responsibility to staff. They work on a range of strategic planning, monitoring and evaluation tasks, from a range of evidence provided by other staff and governors.
- Curriculum Subject Leaders are responsible for providing a strategic lead and direction for the subject, supporting and offering advice to colleagues on issues related to the subject, writing and reviewing policies, formulating action plans, auditing resources, purchasing resources and monitoring standards of teaching and learning in their subject across the whole school. They monitor long-term and medium-term planning, and ensure that appropriate teaching strategies are used. This is achieved through observations and review of progress made over time, monitoring planning, book looks, learning walks and pupil voice.
- Year group leaders have the responsibility to produce medium term plans, with class teachers having the final responsibility for the short-term planning for their pupils, the progress they make and the evidence for this learning.

- The Year Group teams ensure that the progress of each pupil is tracked. Pupil progress meetings focus on progress in reading, writing and maths and that there is appropriate challenge, support and intervention.
- The SENDCo ensures that pupils with specific learning needs have access to the curriculum.
- The SENDCo ensures that pupils with a particular talent in any curriculum area are suitably challenged and that work is at an appropriate level for their needs (through Quality First Teaching).

Children's Learning

Children learn best when opportunities are provided for them to meet a variety of learning situations that are within their experience and range of ability and understanding. From these the child is then stimulated to make links in her/his understanding from the familiar to the unfamiliar area of learning.

Teaching/Planning Strategies

New knowledge and skills build on what has been taught before and are planned and sequenced towards clearly defined end points.

The planning process is central to the effective delivery of the curriculum. Our teachers start from the point of finding out what the children know and what they want to find out and use this information, together with the key skills required in each subject by the National Curriculum, to inform their planning. Assessment for Learning (AfL) is a key aspect and forms a large part of our daily teaching and we use this to inform next steps.

The main emphasis of planning in the school is to make the curriculum relevant to the child's learning by making explicit cross-curricular links where appropriate. Through teaching and planning of the curriculum, children are offered breadth and balance in their learning; planning provides plenty of opportunities for 'mastery' of skills in order that once pupils have achieved their year group expectations, they are applying what they have learnt independently, across the curriculum. Teaching staff encourage the children and broaden their experiences through the 'WOW' factor e.g. off-site visits, visitors into school and shared experiences of the wider school community. Children's achievements are celebrated regularly in the school through displays in classrooms and shared areas, as well as during Celebration Assembly.

Planning structure:

- A whole school overview of each curriculum area is carefully crafted, creating a long-term plan for each year group. This indicates which topics are to be taught during the year and is a guide for delivery of Foundation Subjects. This is based on the requirements of the Early Years Foundation Stage Statutory Framework (2021) and National Curriculum (2014). We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum, and there is planned progression in all curriculum areas. Details can be found on the National Curriculum website: www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4.

- Units of work are planned, usually over half a term's duration. These form our medium-term plans and contain details of the work to be covered with a progression of learning objectives/success criteria.
- Short term planning is carried out in detail for English and Mathematics using an agreed format.
- Spiritual, Moral, Social and Cultural aspects of learning underpin all aspects of school life and the values of our school. The school takes account of the non-statutory guidance material on Personal, Social, Health and Economic education (PSHE) when planning the curriculum.
- Religious Education is planned from the Locally Agreed Syllabus linked with the thematic units wherever possible.
- The curriculum for Computing allows for the use of computing as an integral part of the thematic units. E-safety and responsible online behaviours will permeate all aspects of school life.
- Our chosen scheme to teach phonics is Essential Letters and Sounds. We teach reading using the Essential Letters and Sounds books and these are supplemented with Word Sparks, Explore and Floppy Phonics books which are carefully matched to the children's phonic knowledge. Children are also able to choose books independently from our well-loved and well-stocked library to take home with them. 'Essential Letters and Sounds' is used to teach phonics throughout the school.
- In Key Stage 1, Can Do Maths is used plan and deliver the requirements of the maths national curriculum. We have adopted a Mastery approach to promote focus on a key learning point and develop depth of learning. Our teaching of maths in Reception is based on the NCETM's Mastering Number programme.
- In the Early Years Foundation Stage, all areas of learning will be delivered through a thematic approach. We fully support the principle that young children learn through play and by engaging in well-planned structured activities. Teaching across the Foundation Stage builds on the experiences of the children in their pre-school learning. See our EYFS policy for information on how our Early Years curriculum is delivered.
- Staff regularly utilise a range of high-quality resources to encourage independent learning and inspire pupils. The use of the whole school environment, both inside and out, is also used regularly to enrich the curriculum.

Parental/Carers Involvement

Parents/carers are kept informed of the content of the school curriculum in a variety of ways including on our school website, information meetings, curriculum overviews, school visits and letters.

A year group information meeting is held at the start of each school year. Termly topic 'overviews' are available for parents/carers to access on the website so that they are always available as a reference.

Parents/carers are invited to 'Drop-Ins' when they are welcome to visit classes at the end of each term/topic to talk to their children about what they have been learning. Both parents/carers and pupils are asked to comment on the learning that has taken place.

Children are invited to complete a topic-based project at home to share with their peers at school.

Pupil post, school website, a regular newsletter and classroom windows/display boards are regularly used to update parents/carers on topics or aspects of the curriculum under discussion in school.

A written school report is made available to parents annually in the summer term. Parents/carers are invited to Parent Consultation meetings in the autumn and spring terms.

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 SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can study all National Curriculum subjects, wherever possible, and understand their barriers to learning to ensure every pupil achieves to their full potential.

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 SEND policy.

Teachers set high expectations for every pupil at our school. This includes those children whose attainment is significantly above the expected standard and for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Teachers use appropriate assessment to set targets which are deliberately ambitious. The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents.

If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice [2015]. In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation.

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy
- Equality policy
- Individual subject policies