

Maidensbridge Primary School



Curriculum Policy

Policy Date	Review	Reviewed By	Date Approved By Governors
January 2026	January 2027	Mrs Gaynor Morgan	

Version 3

Vision

We are a school with heart, that has high expectations and adds colour to our children's lives in the pursuit of excellence for all.

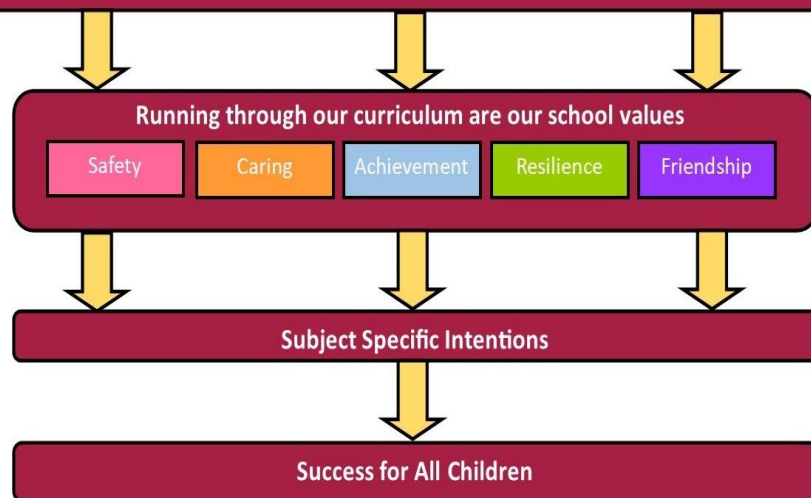
Curriculum Intent

For our children, the curriculum at Maidensbridge is the first phase of a life-long journey in learning that will see them fully realise their potential in the future. They will be rounded individuals who can confidently apply knowledge and skills in meeting the demands of an increasing technological and changing world. They will be confident, compassionate, and respectful individuals who want to make a positive contribution to society and the wider-global community, as well as seek opportunities to lead.

We will achieve this for our children by embedding our school values throughout everything that we do, as well as teach them a range of learning skills that will enable them to become effective learners throughout their lives.

Each learning opportunity and experience at Maidensbridge will provide hooks of learning; enabling the children to make links between previous and future learning. Our curriculum enables children to cumulatively build up blocks of learning as they progress on their journey through the school and this provides the foundations for the highest possible outcomes for each individual child and ensures long-term learning.

We believe in subject-specific learning in all subjects to help children find the subject that they excel at, as well as enriching, enjoyable experiences and opportunities that develop the whole child. We build our curriculum using best practice relating to how children learn and how their knowledge is retained in long-term memory. This research also underpins our practice in securing high quality, aspirational outcomes for all our children.



Curriculum aims

To make our vision and intent a reality for our learners, we will provide a curriculum which:

- Promotes our SCARF school values.
- Is subject specific but broad and balanced. Children will receive the highest of standards, regardless of which subject they are learning.
- Is well thought out to enable the children to get the highest standards of teaching and experiences with every subject that they learn.
- Is ambitious and challenging.
- Enables pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these across a range of subjects.
- Is coherently planned and sequenced towards cumulating sufficient knowledge and skills to aid future learning and employment.
- Prepares children for subject specific learning that they will encounter in their secondary education and beyond, as well as opening their eyes to the jobs that these subjects may link to.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support to enable all learners to achieve their full potential;
- Supports our learners' health and well-being, including their mental health.
- Supports pupils' physical development by enabling them to be active.
- Support pupils' spiritual, moral, social and cultural development.
- Develops pupils' culinary skills through our cooking curriculum.
- Provide opportunities for outdoor learning in our Forest School lessons.
- Promotes a positive attitude towards learning and equips pupils with the knowledge and cultural capital they need to succeed in life.
- Promotes 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 (SEN)
- 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

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

Staff with specific subject responsibility will be responsible for the implementation and monitoring of their subject in the school. The Curriculum Lead will be responsible for overseeing this.

Subject Leaders

Subject	Curriculum Subject Lead
English	Mrs Hallett
Maths	Mrs Morgan
Science	Mrs Pryde
History/Geography	Mr Pearson
MFL	Mr Pearson
RE	Mr Brookes
Computing	Mr Anderson
Music	Mr Anderson
PE	Mrs Nicholls
Art/DT	Mrs Whitehouse
PSHE	Miss Vickery

Organisation and Planning

The curriculum in years 1-6 is taught through discrete subjects with cross-curricular links made where relevant. We have high expectations for our curriculum and we have sourced and written a curriculum for our children that has utilized the knowledge of experts in each specialist area of the curriculum. The resources and planning we use, support the teachers with ensuring we teach subject specific content at a high level of understanding, in order to keep challenging our children at whichever level they are working at.

Each subject is planned out based on progression and a well thought out sequence to ensure that children can build each year on previous knowledge, thus helping them to learn more and remember more.

Whole-school subject plans are followed which cover component knowledge and skills for each year group. Component knowledge and skills are highlighted termly and passed on to the next teacher at the end of the school year. This allows for gaps to be addressed promptly. It is the class teacher's responsibility to produce termly plans including learning questions and success criteria for each subject. In addition to this, termly plans also identify opportunities within each lesson to model, engage, facilitate and challenge pupils.

Marking identifies the success criteria and learning questions achieved and what is good about the piece of work using a green highlighter. A pink highlighter is used to identify areas children need to improve or change. Pink to think comments are used to challenge, improve a task or give a modelled example.

In addition to the formal subjects, the curriculum covers the following,

- Relationships and health education
- Spiritual, moral, social and cultural development
- Understanding of British values and diversity
- A career's programme. Information about careers related learning is integrated into lessons across the curriculum so that children develop an awareness of current jobs and some of the skills required and jobs of the future.
- Enrichment activities to develop children in areas such as arts, sport and citizenship.
- Forest Schools for every year group for essential outdoor learning.
- A cooking curriculum. Our children learn each year how to create a three-course meal, by creating starters in the autumn term, main meals in the spring and puddings in the summer.

We have links with local secondary schools so that our pupils are supported in their curriculum continuity to KS3 so that pupils are not vulnerable to poor academic progression or disengagement.

This is supported by:

- Conversations between curriculum leaders about subject specific content.
- Curriculum leader support from specialist teachers.
- Linked curriculum projects and enrichment activities.
- A language teacher teaching a French session weekly in upper Key Stage 2.
- Opportunities to watch teaching across the key stages.
- Visits from secondary school staff to year 6 pupils in the Summer term and professional conversations about individual pupils needs are undertaken so that transition is as positive and smooth as possible.

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

Inclusion

Teachers have high expectations for all pupils. At Maidensbridge we believe that having an accurate picture of both the attainment that children are making year on year, and the progress that children are making within each academic year is of paramount importance. There are a number of ways in which the attainment and progress of each child is

measured and represented. These include Assessment for Learning strategies, NTS tests, Accelerated Reader ZPD scores, AAT trackers (for some pupils with SEN), Writing Assessment grids, and termly progress tracking.

We have ambitious expectations of every child 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 and adopt adaptive teaching strategies 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. Strategies used may include flexible grouping, 1:1 work, adapting language, re-teaching content, pre-teaching of key vocabulary or content, reading instructions aloud, changing pitch or pace or giving longer processing time. Strategies may also include using Chat GPT or Talking Tins as well as the use of recommended aids such as a laptop, coloured overlays or larger fonts.

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 Assessment Policy, Equality and Diversity policy and SEND policy.

Monitoring arrangements

The Headteacher and the Curriculum Lead have the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. Monitoring and evaluating tasks will link into a programme of monitoring, Strategic Improvement Plan priorities and actions, as well as performance management of teaching staff.

Subject leaders have one hour a week directed time. In addition to this, subject leaders may be given additional release time, in line with school improvement priorities.

Senior leaders and subject leaders monitor the way subjects are taught by:

- Planning scrutiny
- Book scrutiny
- Observations
- Learning Walks
- Pupil interviews

- Data analysis

Subject leaders will complete LEAPS (Leadership, Evaluation and Action Plan) to identify strengths, developments and actions for improvement. These will be reviewed and updated twice during the academic year. Subject leaders will provide feedback to the Curriculum Lead termly in leadership interviews and to staff to celebrate strengths and highlight areas for development.

Subject leaders also have responsibility for regularly reviewing the curriculum content, monitoring the way in which resources are stored and managed and providing updates and training for staff. In addition to this, subject leaders also have responsibility for promoting and monitoring careers and diversity within their subject.

In their second year, if appropriate, ECT teachers will shadow a subject in preparation for becoming a subject leader in subsequent years.

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

- School visits (Observing lessons, scrutinising books and pupil interviews)
- Subject link governors' meetings with subject co-ordinators
- Headteacher report to governors

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Teaching and Learning policy
- Marking and Feedback policy
- Equality and Diversity policy
- SEND policy
- Maths policy
- English policy
- PE policy
- RSE policy
- RE policy

This policy will be reviewed every year by Deputy Head Teacher. At every review, the policy will be shared with the full governing board.