

**Community Academies Trust**  
**Birchwood Primary School Policy**



## Curriculum Policy

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### **1. Introduction**

This Curriculum Policy sets out the principles, statutory requirements, and practical arrangements for delivering a broad, balanced, and ambitious curriculum at [School Name] Primary. It is designed to ensure compliance with the 2014 National Curriculum for England and the expectations of the national inspectorate, including Ofsted's Education Inspection Framework. The policy aims to guarantee high-quality education for all pupils, fostering essential knowledge, skills, and cultural capital, and preparing children for life in modern Britain. It applies to all staff, governors, pupils, and parents, and underpins the school's commitment to inclusion, progression, and excellence.

### **2. Aims**

- Provide all pupils with a broad, balanced, and ambitious curriculum that fosters curiosity, creativity, and a love of learning.
- Ensure clear progression in knowledge and skills across all subjects, enabling pupils to know more and remember more.
- Promote the spiritual, moral, social, and cultural development of all pupils.
- Prepare pupils for life in modern Britain, developing cultural capital and essential life skills.
- Ensure the curriculum is accessible to all, including pupils with SEND, EAL, and those from disadvantaged backgrounds.
- Support high standards of attainment and progress through effective teaching, assessment, and feedback.
- Encourage active learning, collaboration, and independent thinking.

### 3. Statutory Requirements

- Deliver the statutory programmes of study for all subjects as outlined in the 2014 National Curriculum for England.
- Provide a broad and balanced curriculum in accordance with the Education Act 2002, including English, mathematics, science, art and design, computing, design and technology, geography, history, languages (Key Stage 2), music, and physical education.
- Promote spiritual, moral, social, and cultural development, and prepare pupils for life in modern Britain.
- Comply with the Equality Act 2010 by ensuring the curriculum does not discriminate and is accessible to all pupils, with reasonable adjustments for those with disabilities.
- Adhere to the SEND Code of Practice (2015) by identifying and supporting pupils with special educational needs and disabilities.
- Ensure health, safety, and safeguarding in all curriculum activities, in line with the Health and Safety at Work Act 1974 and Keeping Children Safe in Education (2023).
- Meet statutory requirements for specific subjects, including Relationships Education, Health Education, and Computing.
- Uphold the Teachers' Standards (DfE, 2011) in all curriculum planning, teaching, and assessment.

### 4. Curriculum Coverage

- The curriculum at Birchwood encompasses the full range of subjects required by the National Curriculum, ensuring breadth, balance, and depth. Key areas include:  
**Core Subjects:** English, mathematics, science  
**Foundation Subjects:** Art and design, computing, design and technology, geography, history, languages (Key Stage 2), music, physical education  
**Personal Development:** Relationships Education, Health Education, Forest School and opportunities for spiritual, moral, social, and cultural development  
**Cross-Curricular Themes:** British values, cultural capital, global citizenship, and the use of technology to enhance learning
- The curriculum is sequenced to build on prior learning, connect concepts, and deepen understanding, with clear progression from Key Stage 1 to Key Stage 2.

### 5. Curriculum Implementation

- Curriculum planning is led by subject leaders, ensuring coherence, sequencing, and progression across all year groups.
- Teachers use research-based approaches, including retrieval practice, spaced repetition, modelling, and clear explanation, to support long-term retention and understanding.
- Lessons are structured to build on prior knowledge, address misconceptions, and connect learning across subjects.
- Active learning strategies, practical activities, collaborative tasks, and real-world contexts are embedded to enhance engagement and understanding.
- Technology is integrated where appropriate to support learning, assessment, and inclusion.
- Adaptations and scaffolding are provided to ensure all pupils can access the curriculum, with targeted support for those with SEND, EAL, or additional needs.
- Curriculum resources are regularly reviewed to ensure they are high-quality, inclusive, and reflective of diverse cultures and experiences.

### 6. Assessment

- Assessment is integral to curriculum delivery, supporting pupil progress and informing teaching.

- Formative assessment strategies include questioning, feedback, self-assessment, and peer assessment to identify misconceptions and guide next steps.
- Summative assessments are used to evaluate attainment and progress against the programmes of study, including statutory end of Key Stage assessments.
- Assessment data is analysed to identify trends, inform planning, and provide targeted support where needed.
- Assessment practices are designed to be purposeful and manageable, avoiding unnecessary workload for staff.
- Pupils are involved in self-assessment and reflection to develop ownership of their learning.

## 7. Roles and Responsibilities

Role	Responsibilities
Governors	- Oversee curriculum policy, ensure statutory compliance, monitor impact, and support school leadership.
Headteacher	- Lead curriculum vision and strategy, ensure effective implementation, monitor standards and outcomes.
Associate Headteacher	- Support curriculum leadership, oversee specific areas, and contribute to monitoring and evaluation.
Subject Leaders	- Develop curriculum plans, lead subject CPD, monitor teaching and assessment, support staff expertise.
Teachers	- Plan and deliver high-quality lessons, assess pupil progress, adapt teaching for all learners.
Support staff	- Plan and deliver high-quality lessons, assess pupil progress, adapt teaching for all learners.
Pupils	- Engage actively in learning, contribute to curriculum development through pupil voice.

## 8. Inclusion

- The curriculum is designed to be accessible to all pupils, with adaptations and reasonable adjustments for those with SEND, EAL, or additional needs.
- Adaptive teaching, scaffolding, and targeted interventions are used to support individual learning needs.
- Diversity is celebrated through curriculum content, resources, and enrichment activities.
- Staff work in partnership with families and external agencies to ensure all pupils can succeed.
- Monitoring systems are in place to track the progress and engagement of vulnerable groups.

## 9. Professional Development

- Ongoing subject-specific CPD is provided for all staff to enhance curriculum knowledge, pedagogy, and assessment practice.
- Training is informed by national priorities, inspectorate feedback, and school self-evaluation.
- Opportunities for collaborative planning, peer observation, and sharing best practice are embedded in school routines.
- Staff are supported to develop expertise in adaptive teaching, inclusion, and the effective use of technology.
- Professional Networks provide training and updates from Network Leads and opportunities to share good practice across the Trust.

## 10. Inspectorate Expectations

- The policy ensures clear curriculum intent, implementation, and impact, in line with Ofsted's Education Inspection Framework.
- Curriculum rationale is well-articulated and ambitious for all pupils.
- Sequencing and progression are mapped across all subjects, supporting deep understanding and retention.
- Assessment is used effectively to support learning and evidence progress.
- Inclusion is prioritised, with adaptations for SEND, EAL, and disadvantaged pupils.
- Cultural capital and SMSC development are embedded throughout the curriculum.
- Monitoring and evaluation systems are robust, enabling continuous improvement.
- Pupil voice and engagement are actively promoted and evidenced.

## **11. Monitoring and Review**

- The curriculum policy and its implementation are monitored by senior leaders and governors through regular reviews, data analysis, and learning walks.
- Subject leaders conduct ongoing evaluation of curriculum plans, teaching quality, and pupil outcomes.
- Feedback from staff, pupils, and parents informs curriculum development and improvement.
- The policy is formally reviewed bi-annually, or in response to national changes, inspectorate feedback, or school priorities.

## **12. Links to Other Policies**

- Assessment Policy
- SEND Policy
- Equality and Diversity Policy
- Safeguarding and Child Protection Policy
- Relationships and Health Education Policy

### **Policy Review Sheet**

Please note any comments or suggested amendments on this sheet. You may also choose to complete your comments in confidence on a separate piece of paper. Please add your initial to any comments.

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