

*Together we help every child to flourish, opening doors to fulfilling futures*



Bleasby Church of England Primary School

# Curriculum Policy

Reviewed Autumn 2025  
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## **Introduction**

Bleasby Church of England School is a small primary school serving a group of rural villages. Our school has 5 classes, grouped into 3 teams – Orchard (F1 and F2), Woodland (Y1, 2 and 3) and Forest (Y4, 5 and 6).

Our vision and values (Wisdom, Perseverance, Friendship, Respect, Compassion and Service) were put together carefully considering the context of our school and community.

This curriculum was constructed in order to work effectively with the class structure of the school and to support us in achieving our school vision of

***“Achieving, Belonging and Caring as unique children of God,  
in a diverse and changing world”***

## **Curriculum Aims**

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that’s coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils’ spiritual, moral, social and cultural development
- Support pupils’ physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have high ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote 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 for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of](#)

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[study](#) which we have chosen to follow.

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](#).

This policy complies with our funding agreement and articles of association.

## **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
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- 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

### **The 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 SEND

### **Subject leaders:**

- Maintain key documents: Knowledge Progression Maps (KPM), Intent and

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Implementation (I&I) and Termly Overviews, ensuring that they are up to date, reflect school policy and support planning.

- Complete an annual develop plan for their subject, reflecting school improvement priorities, national developments and the results of monitoring and assessment.
- Review each team's planning termly to ensure that coverage and pedagogy is in line with expectations for the subject.
- Set out areas of knowledge to be assessed, receive assessment data and respond to patterns and trends.
- Advise teaching staff in pedagogy and resourcing for their subject, sharing updates.
- Carry out work scrutiny and/or other forms of monitoring at least annually, feeding back to teachers with good practice and areas requiring improvement.
- Be an advocate for their subject, ensuring inclusive and engaging practice and that their subject is implemented in accordance with this policy.

### **Teachers:**

- Plan as a team, using the Knowledge Progression Maps, Intent and Implementation and Termly Overviews, to ensure coverage, pedagogy and purpose are in-line with the policy.
- Complete medium term planning in good time.
- Review at the end of each term, against planned coverage and the aims of the curriculum.
- Carry out assessment as guided in the KPO.
- Consult subject leaders in pedagogy and resourcing for their subject when needed. Raise any difficulties or barriers with them.
- Ensure that high expectations are held for all children in all lessons and adapt teaching to meet the needs of all.
- Communicate effectively with teaching assistants so that they have a good understanding of the planning for the term, week, day and lesson.
- Demonstrate enthusiasm for all subjects, teaching purposeful and engaging lessons with a clear learning outcome.
- Ensure the curriculum is implemented in accordance with this policy.

### **Organisation**

- The curriculum is spread over a 3-year cycle, to allow for mixed year group classes and to enable team planning.
- Our curriculum takes an enquiry approach. Each term begins with a whole school enquiry question – this is then further broken down into an enquiry question for each team – Orchard (F1 and F2), Woodland (Y1, 2 and 3) and Forest (Y5 and 6).
- Although lessons are taught as discrete subjects, children will be told when the lesson is supporting them in reaching an answer to their question so that the lessons are purposeful and links to prior learning are made.
- At the end of the term, children have a final outcome in which their learning is shared and the answer to their team's and the whole school question is agreed.
- As the whole school work on a whole school question and share their learning, over the 7 years in school, children are guided in thinking back to and making links to the learning they experienced themselves and heard from older children.
- Not all subject areas naturally link into enquiry questions, but many have skills that will naturally support. For example, IT skills can be used to research and present

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learning for the enquiry, but computing needs to be taught separately. Subjects usually planned separately are: Maths, Phonics, SPAG, Computing, RSHE, PE, MFL.

- Teachers are given time termly to work in their planning teams to share ideas and expertise. They work from the termly framework document, supported by the subject knowledge progression maps to ensure coverage and progression and subject Intent and Implementation documents to support pedagogy.
- This curriculum is evolving and needs to do so to keep pace with our changing world – where teachers have a new idea (for example a different text or artist to study) this is discussed and agreed with the subject leader.
- Our enquiries are literature-rich with teachers using high-quality texts to engage and enrich children’s learning and to instil a love of reading. The suggested texts are reviewed each cycle to keep them fresh.
- Our curriculum is enriched by visitors, visits and residential. This includes working with the local community.

## **Planning**

- Each planning team is given one planning day together per term in order to plan for the term ahead.

The following documents are provided in order to guide planning:

- Knowledge Progression Maps (KPM) for each subject: These documents detail the learning objectives to be covered by each team in each term. They also indicate when assessment should be carried out and the learning objective to be assessed.
- Termly Overviews for each team, each term: These documents summarise the learning across the curriculum for all subjects and highlight how the learning fits together to support the enquiry and outcome. It indicates how local links, spirituality, the school values and vision and British Values are woven into the enquiry.
- Intent and Implementation Documents (I&I) for each subject: These documents detail the pedagogy for the subject, including how teaching should be adapted to meet the needs of different children.
- Planning that links to the enquiry question is recorded on the Enquiry Planner for that team in that term. This details assessment, adaptation and vocabulary for the term. Learning objectives and activities for the linked subjects are then detailed week by week.
- Planning for Maths, IT, PE, RSHE and MFL are detailed separately.
- Planning is reviewed by subject leaders termly at the start of each term. At the end of each term, the planning team review how it worked in practice.

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

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## **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 SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

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 and information report.

The Intent and Implementation Plans give further detail on how each subject is adapted to ensure all children have full access to learning.

## **Monitoring Arrangements**

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

- Link Governor visits
- Learning walks with Subject leaders or Senior Leaders
- Discussions with teachers/head
- Planning and book scrutiny alongside subject leaders

Subject leaders monitor the way their subject is taught throughout the school by:

- Observation/Learning Walks
- Book scrutiny
- Planning scrutiny
- Moderation activities
- Discussions with teachers about planning, progression and delivery of lessons
- Analysis of data and tracking information
- Responsibility for monitoring the way in which resources are stored and managed

The Headteacher monitors the way the curriculum is taught in school through:

- Classroom observations
- Learning walks
- Book scrutiny
- Moderation activities
- Data analysis
- SIP and SEF priorities and review

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- Setting and reviewing teacher appraisal objectives relating to curriculum and outcomes
- Approving subject budget allowances for resources as required
- Ensuring that professional learning is reflective of requirements and up to date with current best practice

**For Further Information and Detail:**

Please see the:

Whole School Curriculum Intent, Organisation and Implementation

Knowledge Progression Maps

Intent and Implementation Documents

Termly Overviews

**Links with other Policies**

- EYFS Policy
- Assessment Policy
- SEN Policy and Information Report
- Equality Information and objectives
- RSHE Policy
- Teaching and Learning Policy
- Pupil Premium Strategy
- Sports Premium Strategy