



Be the best you can be, every day.

CURRICULUM POLICY

Introduction

THIS DOCUMENT IS a statement of the aims, delivery and effectiveness of the curriculum at North Downs Primary School.

IT WAS DEVELOPED through a process of consultation with teaching and non-teaching staff and Governors.

IT WAS APPROVED by the Governors in the Spring Term 2024.

THIS POLICY WILL BE REVIEWED in the Spring Term 2026.

1. Curriculum aims

The curriculum is the vehicle through which we ensure that all our children receive a broad, balanced and exciting curriculum. It is the planned activities that we organise in order to promote learning, personal growth and development intended to promote an interest in learning that will carry on throughout the child's life.

WHAT DO WE WANT OUR CURRICULUM TO DELIVER FOR OUR PUPILS?

- Learning which is interesting and purposeful to them
- Teaching which shows them what good looks like
- Demonstrate that there are different ways learning can be acquired
- An engagement with learning
- Skills/Attitudes/Knowledge, built on each year.

HOW DO WE WANT TO DO THIS?

- By probing their understanding through effective questioning
- By creating a culture which celebrates success
- By assessing, evaluating and observing
- By consistently demonstrating high expectations for all
- By encouraging positive relationships
- By ensuring we are always ahead of the problem

WHY DO WE WANT THIS FOR OUR PUPILS?

- To empower the children to take control over their learning
- To enable them to make effective and right choices
- To encourage their independence
- To enable the children to move themselves forward
- To motivate them to succeed
- To help them understand the way knowledge is acquired and the affect it has on us

2. 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](#).

3. Roles and responsibilities

3.1 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
- 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

3.2 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

3.3 Other staff

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

All leaders play a role in the planning, delivery and evaluation of the curriculum. The:

- Headteacher,
- Deputy Head
- Assistant Headteachers
- Inclusion Lead
- Subject Leaders

work collaboratively to ensure the curriculum is planned, delivered and evaluated effectively, strategically focused on one vision, to 'Be the best you can be, everyday'.

All class teachers, leaders and classroom support staff meet regularly throughout each term to focus on the delivery of whole school development priorities, undertake monitoring to ensure teaching is in line with our expectations, and to develop further the curriculum and learning opportunities for our pupils.

4. Organisation and planning

North Downs School is situated across three sites in three different villages. As a result we have a strong emphasis on parity across sites and year groups. In order to achieve this our curriculum is delivered through a thematic approach across all key stages.

- It is important that our curriculum for Key Stage 1 builds on the child-initiated ethos of the Early Years Foundation Stage principles. Pupils should be active partners in developing the curriculum. Their questions, interests and ideas are therefore utilised to develop and enhance planned learning experiences. Throughout Key Stage 1 and Key Stage 2 a wide variety of teaching and learning approaches and styles are used to promote pupil engagement with the curriculum. Staff regularly utilise a range of high-quality resources to encourage independent learning and inspire pupils.

- We are very fortunate to have extensive school grounds situated in the three beautiful villages. An emphasis is placed on learning outside the classroom (LOtC), our curriculum has been designed, and grounds developed, in order to utilise them creatively. Areas have been developed into outdoor learning spaces for classes to use, enabling children to have the outside environment as a context for learning. LOtC is linked to each of the themes and topics covered across the school, with the children completing an Outdoor Learning passport during their time at North Downs.
- As part of the process of designing the curriculum for each half-term, staff will consider how our school values of Responsibility, Kindness, Collaboration, Determination, Creativity and Trust are incorporated into and lived out through the teaching and learning.

The curriculum provided for our pupils will cover the following National Curriculum subjects:

English
 Maths
 Science
 Art and Design
 Computing
 Design Technology
 Geography
 History
 Music
 PE
 RE (for which we follow the Surrey agreed syllabus)
 Languages (French) (in Key Stage 2)
 PSHE, including Relationships and Health Education (for which we use Jigsaw)

We aim to activate the pupils' learning in these subjects in innovative, creative and exciting ways. We firmly believe that this should be balanced within both the whole National Curriculum and the wider school curriculum.

Spiritual, Moral, Social and Cultural

- There are numerous opportunities for supporting the pupils' SMSC development through all areas of the curriculum. Spiritual development is promoted through RE sessions, a range of Collective Worships
- Social development is promoted through a wide range of collaborative learning experiences and opportunities for play, PSHE, Pupil Voice Groups and community events.
- See our EYFS policy for information on how our early years curriculum is delivered.

5. 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 SEN
- 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 SEN policy and information report.

6. Monitoring arrangements

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

- School visits, across all three sites
- Learning walks with Team Leaders
- Meetings with School Council and Pupil Conferencing activities
- Meetings with staff, including Leadership Team, Subject Leaders and Support Staff.

Team and Subject Leaders will monitor the way their subject is taught throughout the school by undertaking:

- Planning scrutinies
- Learning walks
- Book scrutinies
- Pupil Conferencing and surveys.

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

EYFS policy

Assessment policy

SEN policy and information report

RSE Policy

LOtC Policy