

Curriculum Policy

Larkfield Primary School



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1. Curriculum Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that is 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 a high academic 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 make sure they are ready for Key Stage 1.

Our Motto: "We learn with passion, we lead with kindness, we grow with resilience."

These curriculum aims are underpinned by our core values:

- **Kindness:** We foster a supportive, caring community where pupils learn to lead with kindness and show empathy toward others.
- **Resilience:** We encourage pupils to take risks, learn from challenges, and grow into confident, adaptable learners.
- **Teamwork:** We provide structured opportunities for collaborative working and active co-operation.

- **Respect:** We promote co-operation, embrace diversity, and ensure diverse voices are represented across our curriculum.
- **Independence:** We cultivate self-directed habits and critical thinking skills so pupils take ownership of their learning journeys.
- **Pride:** We celebrate effort and achievement, inspiring pupils to take pride in their work, school, and wider community.

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 *Maintained schools governance guide*.

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 make sure 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 pupils 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.

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 pupils with SEN.

3.3 Subject Leaders and Teaching Staff

Subject leaders and teaching staff will make sure that the school curriculum is implemented in accordance with this policy.

Subject leaders will:

- Monitor the teaching and learning of their subject across the school.
- Maintain long- and medium-term planning maps to ensure progressive skill and knowledge coverage.
- Support colleagues in the delivery of the subject curriculum and manage subject resources effectively.

4. Organisation and Planning

At Larkfield Primary School, our curriculum is structured to deliver a broad, balanced, and ambitious education tailored to our pupils' needs.

4.1 Foundation Subjects, Science, and Music (Cornerstones)

- We use **Cornerstones Curriculum Maestro** to deliver Science, Music, and the majority of our foundation subjects (including History, Geography, Art and Design, and Design and Technology).

- Learning is organized through project-based units designed to ensure clear progression, cohesive sequencing, and cumulative development of knowledge and skills.
- Projects follow the Cornerstones four-stage pedagogy (**Engage, Develop, Innovate, and Express**), ensuring learning is active, memorable, and purposeful.

4.2 Computing

- Computing is delivered through **Purple Mash** (2Simple), providing a comprehensive scheme of work that covers computer science, information technology, and digital literacy (including online safety).

4.3 Early Years Foundation Stage (EYFS)

- Our EYFS curriculum focuses on the 7 areas of learning set out in the EYFS statutory framework, laying the foundation for Key Stage 1.
- Cornerstones projects are adapted to provide rich continuous provision and guided learning opportunities that promote learning through play and direct instruction.

4.4 Subject Design, RSHE, and Values

- **Core Subjects (English and Maths):** Taught in discrete, structured sessions to ensure rigorous coverage of National Curriculum expectations.
- **Relationships, Sex and Health Education (RSHE):** Delivered through the **myHappyMind** program alongside integrated PSHE provision to support pupils' mental health, wellbeing, and personal development.
- **Spiritual, Moral, Social, and Cultural (SMSC) & British Values:** Embedded across all Cornerstones projects, myHappyMind modules, assemblies, and wider school life.

4.5 Planning and Resources

- **Long- and Medium-Term Planning:** Managed directly through Curriculum Maestro and Purple Mash to maintain clear alignment with National Curriculum expectations and avoid unnecessary teacher workload.
- **Short-Term Planning:** Teachers adapt project resources to meet the specific needs, prior knowledge, and inclusion requirements of their classes.
- **Resources:** High-quality project packs, digital software, and practical resources are managed by subject leaders to ensure full support for curriculum delivery.

5. Inclusion

At Larkfield Primary School, we set high expectations for all pupils. We aim to provide an inclusive curriculum that meets the needs of every learner, ensuring there are no barriers to

achievement.

Teachers 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 special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)

5.1 Special Educational Needs and Disabilities (SEND)

Teachers plan lessons so that pupils with SEND can access every National Curriculum subject, making reasonable adjustments and using adaptive teaching strategies, specialized resources, and support to enable full participation.

5.2 English as an Additional Language (EAL)

Lessons are planned so that teaching opportunities help pupils with EAL develop their English language skills while accessing the full breadth of the curriculum.

Further information can be found in our **Statement of Equality Information and Objectives** and our **SEND Policy and Information Report**, available on the school website and from the school office.

6. Monitoring Arrangements

As a maintained primary school, the governing board monitors coverage of National Curriculum subjects and statutory requirements through regular meetings with governors and receiving termly curriculum reports from school leaders.

Subject leaders, curriculum leads, and senior leadership monitor the implementation, quality, and impact of the curriculum across the school through:

- **Lesson visits:** Observing teaching and learning in practice to ensure consistent delivery and high expectations.
- **Pupil voice:** Talking directly to children to assess their understanding, engagement, and retention of knowledge across subjects.
- **Adaptation checks:** Looking at how lessons, tasks, and environments are adapted to support and challenge all learners, including pupils with SEND.
- **Learning walks:** Conducting focused drop-in visits across year groups to evaluate specific curriculum priorities.

- **Environment walks:** Reviewing classroom and communal learning environments to ensure they support pupil learning, independence, and subject vocabulary.
- **Termly reporting:** Compiling findings into termly reports for the governing board to maintain strategic oversight and accountability.

This policy will be reviewed annually by the headteacher and curriculum leaders. At every review, the updated policy will be shared with and approved by the full governing board.

7. Links with Other Policies

This policy links to and should be read in conjunction with the following primary school policies and strategic documents:

7.1 Core Curriculum & Statutory Frameworks

- **EYFS Policy:** Outlining continuous provision, assessment, and curriculum delivery in early years.
- **Relationships, Sex and Health Education (RSHE) / PSHE Policy:** Detailing the implementation of the *myHappymind* program and parental engagement.
- **Assessment & Marking Policy:** Frameworks for baseline, formative, and summative assessments.
- **Online Safety & Acceptable Use Policy:** Supporting the computing curriculum and digital literacy delivered through *Purple Mash*.

7.2 Inclusion & Equality

- **Special Educational Needs and Disability (SEND) Policy & Information Report:** Setting out adaptive teaching and reasonable adjustments.
- **Equality Information and Objectives Statement:** Meeting the Public Sector Equality Duty.
- **Accessibility Plan:** Ensuring equal physical and curricular access for all pupils.

7.3 Safeguarding, Wellbeing & Behaviour

- **Child Protection and Safeguarding Policy:** Reflecting current *Keeping Children Safe in Education (KCSIE)* guidance.
- **Behaviour Policy & Anti-Bullying Strategy:** Supporting positive conduct, rewards, and clear expectations across the school.
- **School Attendance Policy:** Aligning with statutory guidance on working together to improve school attendance.