



Trinity St. Peter's

Church of England Primary School

where children shine

Curriculum Policy

Purpose of the Policy

This policy explains how Trinity St Peter's Church of England Primary School designs, teaches and evaluates an ambitious curriculum for every pupil from Nursery to Year 6. It sets out the principles that connect our Christian vision, statutory curriculum entitlement, subject-specific knowledge, evidence-informed teaching, inclusion, vocabulary development, assessment and wider experiences.

The policy should be read alongside the Teaching and Learning, Assessment, SEND, Equality, Behaviour, Safeguarding, Personal Development, PSHE and RSE, Mental Health and Wellbeing, Early Reading and Vocabulary policies, together with subject curriculum documentation.

Christian Vision and SHINE Values

Our curriculum is rooted in the belief that every child is a star. In partnership with our local and global community, we equip each pupil with the knowledge, skills, values and mindset to shine. We seek to secure equity and success for all, celebrate difference and enable pupils to flourish academically, socially, emotionally and spiritually.

The SHINE values shape both curriculum content and the way pupils experience learning:

- **Serve** - pupils use their learning responsibly, contribute to their community and understand service, stewardship and courageous advocacy.
- **Hope** - pupils develop aspiration, resilience and confidence, learning to persevere and seek support when it is needed.
- **Imagine** - pupils ask questions, explore possibilities, create, solve problems and consider different perspectives.
- **Nurture** - relationships, adaptive teaching and emotional safety enable pupils to feel known, valued and ready to learn.
- **Enjoy** - rich, purposeful experiences nurture curiosity, participation and a lasting enjoyment of learning.

Curriculum Entitlement and Design

The EYFS statutory framework and the National Curriculum provide the statutory foundation for our curriculum. Subject leaders translate these requirements into coherent, progressive curriculum plans that are ambitious for all pupils and responsive to the school's context. Subjects are taught discretely so that pupils learn the distinctive content, methods and language of each discipline; meaningful connections are made where they strengthen, rather than dilute, subject learning.

Our curriculum is knowledge-engaged. It identifies and sequences substantive knowledge - the content pupils learn - and disciplinary knowledge - how pupils work, reason and communicate within a subject. Vertical links build learning from year to year, while carefully chosen horizontal links help pupils connect ideas across subjects. Curriculum planning identifies essential prior knowledge, likely misconceptions, key vocabulary and the knowledge pupils need for their next stage.

Reading, writing, mathematics, communication and language are prioritised because they enable access to the wider curriculum. The curriculum also promotes pupils' spiritual, moral, social and cultural development, British Values, equality, safeguarding knowledge, physical and mental wellbeing, digital literacy, creativity and cultural understanding.

Curriculum Intent

We intend that pupils acquire secure, connected and increasingly sophisticated knowledge across the curriculum. They learn more, remember more and can explain, apply and transfer what they know. Curriculum choices reflect high expectations, the needs and starting points of pupils, the local context and the breadth of knowledge and experience needed to participate successfully in modern Britain.

Our curriculum develops confident, curious and reflective learners. Pupils are taught to comprehend ideas, connect new learning with what they already know, think creatively and evaluate critically. They learn to communicate precisely, cooperate with others, work with increasing independence and respond constructively when learning is difficult.

Curriculum Implementation

Curriculum Sequencing and Subject Teaching

Teachers use agreed curriculum plans and subject guidance to design purposeful sequences of lessons. New content is broken into manageable steps, linked explicitly to prior learning and revisited over time. Teachers make the structure and purpose of learning clear, model subject-specific thinking and provide sufficient practice before pupils work independently.

Knowledge organisers and other well-chosen resources help pupils identify essential content and vocabulary. Retrieval is used to strengthen memory and reveal gaps, not simply as a routine activity. Subject leaders and teachers adjust sequencing when assessment shows that important knowledge is insecure, while protecting the ambition and integrity of the planned curriculum.

The TSP Teaching and Learning Model

The school's bespoke model combines secure Foundations with 4C Thinking and gradual release. Foundations are selected according to the subject and may include retrieval of prior knowledge, number facts and arithmetic fluency, phonics, spelling, vocabulary or knowledge-organiser content. This prepares pupils to connect new learning with a secure base.

The 4C Thinking Model develops pupils' capacity to Comprehend, Connect, think Creatively and think Critically. Teachers use explicit explanation and modelling, guided practice and independent application through the sequence My Turn, Our Turn and Your Turn. Show-me boards, questioning, think-pair-share and purposeful discussion enable all pupils to participate and allow teachers to check understanding during learning.

Scaffolding is precise and temporary. Adults model, prompt and support pupils while maintaining cognitive challenge, then reduce assistance as understanding and independence grow. Feedback is timely and proportionate; pupils respond to feedback and correct or improve work, including through Purple Pen where this is the agreed approach.

Vocabulary and Oracy

Vocabulary is planned as curriculum content rather than left to incidental exposure. Staff distinguish between Tier 1 everyday and high-frequency language, Tier 2 high-utility academic vocabulary and Tier 3 subject-specific terminology. Subject leaders identify the language pupils need within progression documents and knowledge organisers, while the whole-school Tier 2 spine supports cumulative development from Reception to Year 6.

VITAL describes the school's whole-curriculum commitment: vocabulary is Valued, Identified, Taught, Applied and Learned. Within this, teachers use STAR to Select the words that matter most, Teach their meaning, pronunciation and use, Activate them through speaking, reading and writing, and Revisit them so that they become secure. The two approaches are complementary: VITAL establishes the expectation and STAR guides the teaching cycle.

Oracy supports vocabulary, reasoning and participation. Teachers model precise language and use structured partner talk, sentence stems, discussion, explanation and debate so that pupils can rehearse ideas, listen actively, justify thinking and apply new language confidently. Vocabulary and oracy are adapted carefully for pupils with speech, language and communication needs without narrowing the concepts they encounter.

Reading across the Curriculum

Systematic synthetic phonics and early reading establish the foundations for fluency and comprehension. Across the wider curriculum, pupils read appropriately challenging texts and sources that build subject knowledge, vocabulary and cultural understanding. Teachers explicitly support pupils to make meaning from subject-specific texts, diagrams, data and other forms of representation.

Early Years Foundation Stage

The EYFS curriculum is ambitious, inclusive and informed by children's starting points. It develops knowledge and skills across all seven areas of learning through purposeful play, direct teaching, high-quality interaction, stories, talk, singing, exploration and carefully designed indoor and outdoor provision. Communication and language, personal, social and emotional development, phonics and early mathematics receive sustained attention.

Adults use routines and interactions as opportunities to extend vocabulary, thinking, independence and self-regulation. Assessment is proportionate and rooted in what practitioners know about each child. Provision is adapted promptly so that children, including those with SEND and other barriers, build the knowledge, confidence and learning behaviours required for Year 1.

Inclusion and Equality

The curriculum is ambitious for every pupil, including disadvantaged pupils, pupils with SEND, pupils known or previously known to children's social care, pupils who are persistently absent and pupils facing other barriers to learning or wellbeing. Leaders consider access to the full curriculum and wider school life, not only attainment data.

Teachers identify barriers through transition information, assessment, observation, discussion with pupils and families, pupil passports and individual support plans. Adaptive teaching may include clear modelling, chunking, pre-teaching, visual or concrete resources, additional practice, targeted questioning, flexible grouping, assistive technology, adapted recording and reasonable adjustments. Specialist advice is used where appropriate. Support is reviewed for its effect on participation, independence and learning and does not become a substitute for high-quality classroom teaching.

Wider Curriculum and Enrichment

Educational visits, visitors, clubs, sport, performance, outdoor learning, pupil leadership, church partnerships and community action deepen curriculum knowledge and broaden pupils' experience. These opportunities are planned for a clear purpose and are connected to the school's Personal Development Policy and annual enrichment map.

Provision includes, for example, the Reading Festival, museum and theatre visits, music tuition and performance, Bikeability and swimming, environmental learning at Mere Sands, work with St Peter's and Holy Trinity churches, sporting events, rotating extracurricular clubs and the Year 6 residential at Robinwood. Examples change over time; leaders monitor participation and take action where pupils or groups are at risk of missing out.

Class blogs, performances, displays, worship and communication with families celebrate pupils' learning and help the wider community understand the curriculum. Celebration focuses on knowledge, effort, improvement, creativity, contribution and achievement.

Assessment

Assessment identifies what pupils know, understand and can do, informs teaching and tests whether the intended curriculum is being learned. Formative assessment is embedded through retrieval, questioning, discussion, observation, show-me boards, pupil explanations and review of work. Teachers respond to misconceptions and gaps during lessons and in subsequent planning.

Summative and statutory assessments provide additional information at appropriate points. Leaders use standardised assessment where agreed, moderate judgements and consider patterns over time. Assessment is proportionate to the subject and does not distort curriculum breadth. A task completed successfully is not assumed to demonstrate durable learning; teachers check whether pupils can recall, explain and apply knowledge later and in different contexts.

Pupils are taught to reflect on their learning and use feedback. Self-assessment supports metacognition when it is grounded in clear curriculum expectations and does not replace teacher assessment.

Monitoring Evaluation and Improvement

Leaders evaluate whether the planned curriculum is taught with sufficient consistency and whether pupils, including vulnerable groups, learn what was intended. Evidence is triangulated rather than relying on a single lesson, book or data point. Monitoring includes:

- subject-leader review of curriculum plans, sequencing and resources;
- lesson visits and learning walks, including agreed TSP teaching practices;
- work scrutiny and review of pupils' responses to feedback;
- pupil discussion, including pupils who participate or communicate less readily;
- assessment information, curriculum tasks and checks of later recall and application;
- planning and knowledge-organiser review;
- professional dialogue, moderation and evaluation of staff development;
- analysis of access, participation and outcomes for relevant pupil groups.

Monitoring distinguishes between intent, implementation and impact and considers typical practice over time. Leaders identify strengths, variation and barriers, agree precise actions and return to the evidence to establish whether those actions improved pupils' learning. Findings inform professional development, subject action planning and the School Development Plan.

Intended Impact

As a result of the curriculum, pupils should:

- acquire secure and increasingly complex substantive and disciplinary knowledge;
- remember and connect important learning and apply it with increasing independence;
- read, write, speak and reason with growing fluency, precision and confidence;
- use ambitious Tier 2 and subject-specific Tier 3 vocabulary accurately;
- think through the 4Cs and explain, justify, create and evaluate their responses;
- achieve well from their starting points and be prepared for the next stage of education;
- develop curiosity, cultural knowledge, wellbeing, character and a sense of belonging;
- live out the SHINE values and contribute positively to their community.

Roles and Responsibilities

- **Governing Body** - assures itself that statutory duties are met, the curriculum reflects the school's vision and context, resources are used appropriately and leaders evaluate quality and impact.
- **Headteacher** - provides strategic leadership, secures curriculum ambition and inclusion, allocates responsibility and resources, and reports strengths and priorities to governors.
- **Curriculum and Subject Leaders** - define curriculum intent, support staff expertise, quality-assure planning and teaching, monitor and evaluate what pupils learn and lead sustained improvement.
- **Teachers** - plan and teach the agreed curriculum, assess understanding, adapt responsively, maintain high expectations and ensure pupils build secure knowledge and vocabulary.
- **Support Staff** - understand curriculum intentions, provide skilful and proportionate support, promote independence and communicate relevant information to teachers.
- **Pupils and Families** - pupils engage positively and reflect on learning; families support attendance, reading and learning and share information that helps the school remove barriers.

Review

The Headteacher and Governing Body review this policy annually, or sooner when statutory requirements or significant school practice changes. Subject documentation and curriculum implementation are reviewed throughout the year through the school's monitoring and improvement cycle.

Policy reviewed: September 2026

Next review: September 2027