

Curriculum policy

Hatchell Wood
Primary Academy



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1. Curriculum aims

Our school vision of 'An inclusive community where all children enjoy their learning and achieve their full potential' means that it is important for us to deliver a broad and balanced curriculum that reflects children's intellectual and personal development, needs and capabilities, both now and in the future.

Our key curriculum drivers at Hatchell Wood are to:

- Aspiration and Achievement
- Communication and Language
- Diversity and Respect
- Lifeskills and Experiences
- Resilience and Well-being

Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (key stage 1, 2 and secondary ready), and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. Wherever possible we make meaningful connections across subjects. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

2. 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 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](#).

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
- 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

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
- 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 including The Assistant Headteacher with responsibility for curriculum, and KS1 Lead (Liz Davis), EYFS lead (Amy Hickey, Kim Durkin), LKS2 lead (Leanne Bellis) and UKS2 lead (Hollie Webster) as well as individual subject leaders who will monitor the intent, implementation and impact of their subjects.

4. Organisation and individual subjects

The bedrock of our curriculum is the national curriculum, which is delivered with the support of carefully chosen, appropriate schemes of work. These include Pathways to Write, Little Wondle (Phonics/early reading) Kapow (History, Geography, Art and Design, Design and Technology and Religion and World Views) and White Rose (Maths and Science). The schemes we have selected ensure that our curriculum is broad, deep and progressive, and is structured in a granular manner.

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

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in September 2021 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Literacy

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. In EYFS and Key Stage 1 the Little Wondle phonics and early reading programme is followed. This helps the development of reading by segmenting and blending sounds and is complemented with the introduction of Little Wondle Spelling in Year 2. Our Reading lessons follow the Pathways to Read scheme, from Spring term in Year 1. Lessons bring together fluency and comprehension skills. Our pupils are encouraged to read for pleasure and to read widely. A wide range of different reading strategies are taught to pupils including reading for fluency, using the 'Readers' theatre' materials, including echo reading, choral reading, text marking and performance along with whole class reading and reading VIPERS. Parents are given clear expectations about reading at home and a whole school reward system is in place to encourage all pupils to participate in this.

We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Fortnightly 'Let's think in English' lessons from Summer of Y1 through to Y6 enable our pupils to have structured and focused opportunities to develop their oracy skills. Oracy is a thread which runs through our curriculum and discussion and vocabulary acquisition are embedded across the curriculum.

Writing follows the Pathways to Write scheme. We begin to develop writing skills in EYFS so that pupils have the stamina and ability to write simple statements and sentences. Throughout EYFS, Key Stage 1 and 2, we use the Pathways to Write scheme to support our teaching of writing and provide various activities to aid the development of independent writing including the use of books, music, film clips and imagery, modelled, shared and guided writing, peer editing and discussion. Pupils are encouraged to express their opinions, exchange ideas and to develop more sophisticated vocabulary as they are given opportunities to write for audiences and we encourage pupils to see themselves as authors.

The Purple Mash Spelling programme is taught in Key Stage 2. This ensures the teaching of the national curriculum spelling objectives and provides the opportunity to apply through a range of activities.

Drama is also used as a key tool in developing oral skills, vocabulary development, building confidence and self- esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Mathematics

Our teachers ensure that mathematical skills are taught every day with a daily arithmetic lesson in addition to the weekly sequence of maths lessons in which we follow the White Rose Maths programme of study. In KS1 we use Primary Stars, which is based on White Rose but includes more practical, manipulative based activities to support the development of early maths skills. Teachers use every relevant subject to develop pupils' mathematical fluency and vocabulary. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. The activities taught cover a wide range of mathematical knowledge with an emphasis on acquiring, practising skills, applying them in different contexts and problem solving. In Reception pupils work on number, place and value, learn how to do basic addition and subtraction, take measurements and recognise basic shapes and their properties. As children move through school we build on these skills and understanding in a step by step way, continuing to develop place value, the four number operations and the understanding of fractions. Children are regularly tested on their arithmetic and reasoning skills at various points throughout the year.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

Science

Science is taught discretely through use of White Rose Science, with opportunities for investigation built in. We encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. When pupils enter school, they start to develop blocks of knowledge and concepts alongside the development of enquiry skills. Key scientific terminology is introduced in each lesson and there is opportunity for retrieval practice. As pupils progress through school, they will be able to carry out simple tests and experiments using equipment to gather and record data. Where appropriate, visits

by specialists will enhance the delivery of our science curriculum. Teachers are also encouraged to take learning outdoors whenever possible, e.g. to carry out experiments, go on nature hunts and study natural light sources.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

Embrace

Our Embrace curriculum includes aspects of our Thrive approach, PSHCE, (personal, social, health and citizenship education), RSE, (relationships and sex education), Growth Mindset, e-safety, Forest school and RE (religious education) curriculums. Embrace lessons will focus on developing self-esteem, confidence, problem solving skills and group work. Outside support from speakers and agencies such as CAMHS will also support this work. Embrace stands for:

Emotional literacy

Mindset

Being outdoors

Relationships

Achievement for all

Community

Everyone thrives

We use the EC Primary programme of study to teach PSHE in school which helps young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, EC Primary develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Our lessons include aspects of relationship and sex education, (please see our separate Relationships and Sex education policy), drug and alcohol education, cyber and homophobic bullying, body image and self-esteem, health education, financial capability, emotional literacy, social skills, spiritual development and mindfulness.

RE

In RE, we follow the Kapow Religion and World Views scheme of work. Children will secure a deep understanding of concepts in order to be able to make connections, ask and respond to challenging questions, learn to respect and appreciate worldviews that are different to their own and consider their personal preconceptions, responses and views. The curriculum enables children to reflect and prepare for life in modern Britain, developing their own beliefs and values. We will not convert or steer pupils towards a particular religious belief. Children will also be aware that some people have no attachment to religious beliefs and follow secular philosophies. The scheme of work enables pupils to meet the government guidance, which states that RE must reflect that 'the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain. It fulfills the aims of 'A Curriculum framework for Religious Education in England'.

Humanities

We use Kapow for History and Geography. This creates a clear, focused, granular curriculum which is balanced and age appropriate. There is clear progression through the years, so prior learning is built upon. It is important to us to provide a broad and balanced curriculum, and as such, links are made between different areas of the curriculum and opportunities for retrieval and extension are built in.

In Geography, we have a strong focus on developing both geographical skills and knowledge children develop critical thinking, along with the ability to ask perceptive questions and explain and analyse evidence. We encourage a deep interest and knowledge of our locality and how it differs from other areas of the world.

Pupils develop an understanding of geographical concepts, terms and vocabulary, and opportunities for fieldwork are built in.

In History, we aim to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence. In KS2, using disciplinary knowledge, pupils learn about how historians study the past and is taught within the context of the accompanying substantive knowledge. Topics cover the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. We aim to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History.

Humanities Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Art and Design and Design and Technology

Art has a very important place in our curriculum. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs and digital media. They will be introduced to a wide variety of artists and their styles.

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

We teach Art and Design and Design and Technology through the Kapow combined scheme of work. This alternates between the two subjects and provides a broad and balanced curriculum which is progressive and builds up skills and knowledge through the key stages.

National Curriculum Art and Design and Design and Technology Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

<https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study>

Computing

We use Purple Mash to plan and deliver our computing curriculum. Purple Mash is an online computing system where children can access a wide range of applications and pre-prepared activities and lessons. We use Purple Mash both inside and outside school to promote engagement with computing - we firmly believe that making links between learning at home and in school is by far the best way to promote a subject.

Alongside using Purple Mash for computing, we use the 'Common Sense' scheme of learning to deliver our comprehensive E-safety curriculum. E-safety is an integral part of the teaching of computing at Hatchell Wood, we recognise the importance of building knowledge of E-safety and use a curriculum that builds on skills and knowledge throughout children's time at our school.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

Modern Foreign Language

Pupils across KS2 are taught French. We follow the Mr French scheme of work, which works alongside the objectives from the National Curriculum and is now embedded into weekly lessons. When young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. Repetition and practice are essential in learning a new language so songs and games such as found in the Mr French scheme will be regularly used. Curriculum sequencing is needed to acquire the basics of the languages. If teachers follow the MR FRENCH scheme it reviews the previous year's learning ready to absorb new knowledge.

National Curriculum Language Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-progammes-of-study>

Music

We use Charanga New Model Music curriculum to support the teaching of lessons in music. Pupils are taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes as well as experimenting with beat and rhythm. Pupils have the opportunity to learn to play a variety of instruments musically and are encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding. Focused singing lessons with professional singing teachers are provided. In Year 4, all children have lessons in ukulele and in Year 6, all children have lessons in guitar, both delivered by professionals from Doncaster Music Service. Their learning culminates in a concert for parents. Music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking. Music will be heard every day in our classrooms. Pupils also have extra-curricular opportunities to express their passion by being part of our school choir who regularly sing at Young Voices and other events in the local area. Children throughout school have the opportunity to learn piano and guitar in individual lessons and also, through 'Rocksteady', have the opportunity to play and perform in a band, learning to play drums, keyboard, guitar, bass or vocals. They apply their skills in an ensemble and perform in front of an audience.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

Physical Education (PE)

A specialist PE coach, will teach a range of sports to each class either outside or in the gym each week. Each class has one PE lesson with the specialist coach and a second PE lesson with their class teacher. We use 'Your PE' to support the development of quality PE. PE sessions begin in reception by focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. In Key Stage 1 and 2 pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Pupils are taught skills for a wide range of sports including dodgeball, basketball, netball, football, rounders, cricket, dance, gymnastics and athletics. Swimming is introduced to the timetable in Year 5. We ensure wider participation in the community by involvement in interschool sports and local authority based competitions.

PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

Trips, Visits and Enrichment Opportunities

We plan a series of trips or local area visits for each year group, (including a residential visit for pupils in Year 6) and these are communicated to parents during the academic year. The trips are directly linked to our topic work for example a Castle topic may include a trip to Conisborough Castle and our Stone Age topic may include a trip to Creswell Craggs. Our location gives us access to a variety of historic and educational institutions in Yorkshire and the Midlands but we also ensure that local facilities and sites are selected for visits and supported by the school, for example, the Doncaster Museum and The Yorkshire Wildlife Park which are both within a 15 minute drive. We feel it is really important to ensure Enrichment opportunities are

built into our curriculum as they enhance students' learning experiences, foster creativity, and help develop essential life skills beyond the core academic subjects.

5. Inclusion

At Hatchell Wood we have an inclusion gateway which is an adaptive, responsive and bespoke inclusion programme supporting us to meet the needs of all of our pupils and families. This includes a variety of approaches including quality first teaching, SEND support, Thrive support, parent partnerships and outreach partnerships. Teachers have high expectations for all pupils and 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, the Headteacher, SLT and subject leaders monitor the curriculum intent, implication and impact across school through regular:

- Lesson visits
- Work/planning scrutiny
- Pupil and staff voice
- Performance management
- Staff CPD

This policy will be reviewed every 2 years by Felicity Burton, Head of School.

At every review, the policy 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
- SEND policy and information report
- Equality information and objectives
- Learning outside the classroom policy
- Relationships and Sex Education policy

