Curriculum Policy
Brierley CE (VC) Primary School

Approved by Governing Body:	Autumn 2026
Last reviewed:	September 2026
Next review:	September 2027

Contents

1. Curriculum aims……4
2. Legislation and guidance ……5
3. Roles and responsibilities 5
4. Organisation and planning..... 6
5. Inclusion..... 7
6. Monitoring arrangements..... 9
7. Links with other policies 11

Our Vision

At Brierley, God guides us as one **family**.
We **learn, grow**, and **shine together** in our **community**,
Nurturing hope, resilience, **aspiration** and **forgiveness.**
Everyone is **loved, celebrated**, and supported to **flourish**,
Living God's love through our **words, actions**,
And journey beyond our school,
Following the example of Jesus.
Though we are many, we are one body,
Together we learn and grow.

Curriculum Statement

At Brierley CE Primary School we offer a wide and varied curriculum which inspires children'scuriosity and enthusiasm to learn.

We are determined that our curriculum will enable every child to succeed and have expectationswhich are aspirational.

At the heart of our curriculum lies our Christian values which underpin all of our teaching and learning. We aim to teach our children that we are valued equally as part of God's loving family.

We use the Read Write Inc Phonics programme to develop the early stages of reading in our Foundation and Key Stage One classes. We continue with a structured approach in all year groupsin order for children to develop a life long love of reading.

We aim to provide stimulating opportunities which allow children to discover and learn in a supportive, nurturing environment in order for them to feel confident and prepared to take on newchallenges.

We care about what our children think and say and we encourage all pupils to have a voice andknow that they are valued as individuals.

We create a sense of respect, tolerance and understanding of difference and diversity.

We are continuously developing our curriculum to ensure children benefit from a variety of opportunities to enrich their learning.

We want our children to continue their journey as well-prepared, courageous and determined individuals who are proud to belong to our Brierley family.

If you would like to find out more about our curriculum please contact us.

Aims and Principles

The policy is underpinned by the central aims of Brierley CE (VC) Primary and values held bythe school community:

1. Aims

Brierley is committed to promoting high standards of academic achievement for all learners in all subjects.

Our aim is always to involve all our children and stakeholders in all areas of the curriculum andschool life.

To ensure a quality curriculum we aim to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequencedtowards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able tochoose 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 beactive
- 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 KeyStage 1

Our Values

Education influences and reflects the values of society, and the kind of society we want to be. It is important, therefore, to recognise a broad set of common values and purposes that underpin the school curriculum and the work of our schools.

Foremost is a belief in education, at home at school, as a route to the spiritual, moral, social, cultural, physical and mental development of the individual. Education is also a route to equality of opportunityfor all, a healthy and just democracy, a productive economy, and sustainable development. Educationshould reflect the enduring values that contribute to these ends. These include valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live. Education should also reaffirm our commitment to the virtues of truth, justice, honesty, trust and a sense of duty.

At the same time, education must enable us to respond positively to the opportunities and challengesof the rapidly changing world in which we live and work. In particular, we need to be prepared to engage as individuals, parents, workers and citizens with economic, social and cultural change, including the continued globalisation of the economy and society, new work and leisure patterns and with the rapid expansion of information and communication technologies.

Through the effective delivery of our values we look to work in partnership with home and the community to achieve the aims of our curriculum. These are broadly encompassed as:

- Providing opportunities for all pupils to learn and achieve, so reaching their full potential
- Promoting pupils' spiritual, moral and social and cultural development

In accordance with our **Disability Equality Scheme** we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

These aims are interdependent of each other and will reinforce the children's ability to learn and achieve.

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 ofgoverning boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development ofchildren 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 forits 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
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and Disabilities(SEND)
- 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, haveaims 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 andis 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 andbalance 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 teachers lead specific areas of the curriculum according to their interests and expertise.

4. Organisation and Planning

We adhere to the National Curriculum with significant additions that we believe support our children to become confident young people who are ready to be happy, thriving and successful citizens of the future.

We base our curriculum on children acquiring knowledge in the following subjects:

- Religious Education
- English (oracy, phonics, reading, writing, SPaG - spelling, punctuation and grammar)
- Mathematics (Reasoning, Arithmetic, multiplication tables)
- Science (scientific knowledge, working scientifically)
- History
- Geography
- Art
- Design and Technology
- Music
- Modern Foreign Languages (Spanish)
- PE (gymnastics, dance, athletics, games)
- Computing
- Life skills
- RSE

Our curriculum focuses most significantly on the core academic skills of reading, writing, mathematicsand science and, as a church school, we dedicated 10% of our curriculum time to religious studies.

With this in mind, this policy details our teaching of the core subjects within the curriculum. For non-core subjects, the principles and aims remain the same.

The school's intent is made clear for each subject within the curriculum and this is implementedthrough a sequence of planned learning opportunities throughout the year.

Regular INSET ensures the curriculum provision is reviewed and adapted to meet the needs of pupils.

We use technology to engage pupils in their learning and pupils are increasingly given opportunities to develop their computing skills to improve, develop and present their work to the best of their ability. We believe that the foundation subjects are vitally importantly to a well-rounded and balancededucation. We link the core curriculum skills of reading, writing and maths with foundation subjects wherever possible to ensure that pupils are given as many opportunities as possible to apply their developing key skills. In science, for example, pupils write organised reports with a clear introductionand an informative conclusion linked to their investigative work. We aim to plan lessons that cater for all learning styles and we encourage children to work and learn together through discussion and active collaboration.

We use a wide range of engaging and exciting experiences to ensure that our pupils are keen to learn and achieve well in all subject areas across the curriculum. With this in mind we make everyeffort to link high quality indoor and outdoor environments with extra-curricular opportunities and visits in or out of our school setting. We aim to make learning as close to real-life experiences as possible to make it meaningful.
Through everything that the school offers we aim to promote independence and a love of learning for life.

Our experienced teachers are subject leaders and they are responsible for an area of the curriculum to suit their own interest and expertise. Teachers monitor standards in each area of the curriculum and support their colleagues to improve provision and increase participation of their subject through highquality lessons in this subject. They also provide CPD, plan wider curriculum opportunities to develop their subjects, deliver assemblies, organise subject specific events and extra-curricular clubs to enhance their curriculum area.

Planning:

In order to aid planning, we refer to a number of published schemes of work. These are detailed inindividual subject policies.

Teachers plan in three stages:

1. Long Term Planning- this maps out our curriculum for the whole year and shows where curriculumthemes and isolated topics will be taught and when. All subjects are planned along an 'S Plan' which shows each subject's coverage in all years groups.
2. Medium Term Planning – Medium term plans are prepared with subject leaders and identify curriculum learning goals, key vocabulary, suggested activities, resources, prior learning and assessment.
3. Interactive presentation slides – Teachers prepare slides for lessons to help learning be more accessible. They are used for teacher modelling, showing video clips, images, sounds, onlineresources etc and are valuable asset used to engage children.

Teaching and Learning:

In all lessons teachers are keen to:

- Quickly, succinctly and effectively revisit prior learning
- Engage pupils in their most recent feedback and give them time to discuss their successes and theirnext steps with a partner. Ensure pupils have opportunities to respond to questions, challenges and prompts
- Introduce new learning in a way that engages all pupils
- Demonstrate high expectations of all learners through challenging targets and appropriatelypitched learning activities
- Match all tasks to meet the needs of all pupils, including those who are deemed to be most vulnerable to slow progress
- Always make an effort to make learning relevant and link to real life
- Create rich and regular opportunities for pupils to use and apply their skills (often through cross-curricular topic work)
- Use support staff effectively to enable all pupils to achieve to the best of their ability
- Build opportunities for pupils to work collaboratively into their daily practice
- Always ensure that pupils are given rich opportunities to communicate and discuss their work andwhat they must do next to improve
- Systematically check the understanding of pupils and respond quickly and effectively where necessary
- Verbally report back to pupils about their progress and celebrate what is working well

- Ensure that all adults in class (and pupils, where relevant) ask high quality questions that enablelearning to move on at a great pace
- Plan a range of effective plenary activities to evaluate learning and associated achievement andprogress

The Core Curriculum

Our core curriculum consists of

- Religious Education
- English (Including Oracy, Phonics, Early Reading, Reading, Writing, Spelling Punctuation and Grammar)
- Mathematics
- Science

The Foundation Curriculum

Our foundation curriculum consists of

- History
- Geography
- Music
- Art
- Design and Technology
- PE and Games
- Computing
- MFL (Spanish)
- Life skills/RSE

All subjects have an individual policy.

See our EYFS policy for information on how our Early Years Curriculum is delivered.

Wider Curriculum

We offer a variety of extra curricular opportunities through school such as:
choir
music
drama
history
sports
dance
computers
film
art and DT

Enterprise projects are undertaken throughout the year.
Visitors to school enrich children's learning

Breakfast club runs every morning for all pupils and is free of charge.

We also offer before and after school tuition.

Children are encouraged to be courageous advocates and all classes select social action projects that children engage with aimed at increasing heir sense of social responsibility

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 plan lessons so that pupils with SEND and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers take account of the needs of pupils whose first language is not English.

Lessons are 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.

Display/learning environments

Displays are presented in a uniform manner with key vocabulary and questions evident to show what children are learning. Displays are accessible to all pupils.

As each topic progresses, displays grow to represent the learning taking place.

Drapes and artifacts are used to enhance displays. (See Presentation Policy)

Learning environments ensure children have the equipment they need and resources to support them in order to access the curriculum.

6. Monitoring Arrangements

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

- School visits
- Meetings with the school council/discussions with children
- Subject Leader reports to Governors

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

- planning scrutinies
- learning walks and observations
- book scrutinies
- discussionswith children

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

General Marking and Feedback code

We encourage staff to mark during the lessons, giving verbal feedback where appropriate, thus being mindful of teacher workload.

Assessed pieces are marked thoroughly and analysed in order to inform teachers of next steps for planning.

See Marking and Feedback Policy.

Assessment:

We assess pupils to ensure that teachers have a wide range of evidence to show that learning is supporting pupils to make good progress.

Teachers use a range of ongoing formative assessment so they can adjust planning to match children's ability and understanding.

Teachers use summative assessment once each term to take snap-shot assessment grades inreading, writing and maths.

All assessment scores are inputted into a tracking system (Insight) termly and senior leaders analyse the data to ensure that all learners are supported to reach the next level in their learning journey.
We have a transition system that ensures that teachers have their attainment levels moderated carefully by colleagues to ensure that pupils' starting points each September are accurate.

Reporting to parents/carers:

Parents are invited into their child's new class at the start of the school year in order to meet the teacher and teaching assistant. At this meeting, parents are informed of what their child will be learning and how they can support the process. They will be informed of extra-curricular activities,planned trips and homework expectations

Parents are invited into school for consultations in the autumn and spring terms. These consultations can take place over the telephone is parents prefer. At this time parents are alsoissued with an overview of their child's performance.

At the end of each academic year, parents receive an end of year written report.

Parents of children with special educational needs, meet with the relevant staff at several points overthe school year to evaluate their child's specific needs along with the school's SENDCO.

Whenever data analysis presents under performance from an individual or small group of pupils,we will make alterations to our provision to ensure that pupils make improved progress. Senior leaders and teachers may also contact parents to discuss concerns about pupil progress to ensure that we can work in unison to achieve our shared goal.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Presentation Policy
- Marking and Feedback Policy
- Assessment Policy

For further information see individual subject policies