

Curriculum Policy

Thomas Jolyffe Primary School

To be the best we can be!



Approved by: Philippa Liversidge

Date: September 2025

Last reviewed on: November 2024

Next review due by: September 2026

1. Curriculum aims

Our curriculum aims/intends to:

- › Provide a broad and balanced education for all pupils that's 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/vocational/technical 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 Key Stage 1

These curriculum aims are underpinned by our values:

- › Our school values responsibility, so our curriculum provides plenty of opportunities for pupils to be responsible for their own learning and to develop their understanding of the curriculum being taught
- › Our school values respect, so our curriculum teaches pupils to be aware of others' viewpoints and to respond to these with sensitivity if required
 - › Our school values resilience, so our curriculum provides plenty of opportunities for improving and developing, as well as to celebrate the successes they have as successful, independent learners
- › Our school values kindness and care, so our curriculum provides plenty of opportunities for pupils to be kind when listening to each other and care about the different responses that each other give, learning from each other
- › Our school values empathy, so our curriculum provides plenty of opportunities for sharing experiences and reflecting on our learning
- › Our school values teamwork, so our curriculum provides plenty of opportunities for collaborative working

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](#).

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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
- › Proper provision is made for pupils with different abilities and needs, including children with special educational needs (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, 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 SEND

3.3 Other staff

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

We have a curriculum leader who ensures that the curriculum meets the needs of all pupils and that learning is planned for and taught in the most appropriate way across the school. Subject leaders, who have specific responsibility for each subject of the curriculum, will ensure that their subject is well-resourced, well-planned and fits into our overarching curriculum design.

4. Organisation and planning

- › Our curriculum design is discrete, so all subjects are taught separately to ensure that every pupil has the correct coverage of substantive and disciplinary knowledge
- › All subjects are taught in accordance to the statutory framework for time spent on each subject
- › Each subject has a long-term overview, a medium term plan and short term weekly plans that detail exactly what will be taught, resources needed, adaptations needed and vocabulary taught and used within the lesson
- › Retrieval forms a large part of our teaching and ongoing assessment, as we ensure that all children know more and can remember more

➤ As well as National Curriculum objectives taught, at Thomas Jolyffe Primary School we also teach the children about:

- Relationships and health education (primary schools)
- Spiritual, moral, social and cultural development
- British values
- Well-being
- Behaviours for learning

As part of our extensive broad and balanced curriculum

- All subjects are planned on a weekly plan, created by teachers, based upon the medium-term plan and the overarching long-term curriculum plan
- We subscribe to several online resources to help us teach the children effectively. We also have a class set of laptops to enable research in lessons, Computing lessons are taught on these and ipads and laptops are also available to enhance skills in recalling multiplication facts and spelling patterns.

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 SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND 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 SEND policy and information report.

6. Monitoring arrangements

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

- school visits, meetings with the school council, pupil voice about curriculum, pupil surveys, information shared through the Headteacher's report, meetings with subject leaders who present at GB meetings and assessment data for key subjects.

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

- planning scrutinies, learning walks, book scrutinies, pupil voice, lesson drop ins, book standardisation

The Curriculum leaders also has responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year in July by the subject lead in reflective discussion with the Headteacher. 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:

- Assessment policy
- SEND policy and information report
- Equality information and objectives
- Writing policy
- Reading policy
- Phonics policy
- Maths policy
- Science policy
- Art policy
- DT policy
- History policy
- Geography policy
- MFL policy
- Computing policy
- PE policy
- PSHE policy
- RSE policy
- Music policy