Curriculum Policy

(Version 1.6)

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Authorisation

Date Ratified: December 2025

Signed By: Tricia Brabham
On behalf of school governors

Signed by: James Oakley
Headteacher

Review Date: December 2026

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Curriculum Aims

Our curriculum aims/intends to:

- provide a broad and balanced education for all children that is challenging and at least as ambitious as the National Curriculum;
- be underpinned by teaching of the basic knowledge, skills, concepts and values that children will need to become proficient both academically and socially;
- equip children with the knowledge and cultural capital they need to succeed in life;
- provide progressively sequenced learning to allow children to build upon prior knowledge, and develop an overarching narrative of the subjects we teach and cumulatively sufficient knowledge for skills and future learning and employment
- be rich in vocabulary and secure subject-specific literacy, including reading with purpose
- allow children to understand the community they are part of, how it has been shaped overtime to become what it is today and how they can contribute towards their community both now and in the future;
- enable children to understand their collective, as well as individual, responsibility to minimise impact on the environment as well as working towards a more sustainable future;
- provide rich and first-hand learning opportunities that will take children beyond their everyday experiences;
- support the development of a strong work ethic and interpersonal skills as well as the skills of independent, creative and critical thinkers
- support children's spiritual, moral, social and cultural development
- support children's physical development and responsibility for their own health, and enable them to be active
- provide outdoor learning opportunities that allow children to explore nature;
- promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
- be relevant and accessible to all learners, yet adaptable to ensure inclusivity, with high expectations for every child and appropriate levels of challenge and support
- engage children in their learning through promoting curiosity, imagination and a thirst for new experiences and knowledge and promote a positive attitude to learning
- promote resilience and a growth mind-set and guides children as they develop the values and skills required to take responsibility for their own learning, both now and in the future;
- ensure children are well-equipped and prepared to continue their learning journey within a dynamic, diverse and ever-changing world
- ensure all children, especially disadvantaged children, will be equipped with the powerful knowledge and skills they need to succeed

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.
This policy complies with our funding agreement and articles of association.

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.

Roles and Responsibilities

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 achieving aspirational outcomes based on individual starting points
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for children to cover the requirements of the funding agreement
- Provision is made for children 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

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, objectives and rationales which reflect the aims and context of the school and indicate how the needs of individual children 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
- 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 outcomes and calculated projections in order to make informed decisions
- Provision is in place for children with different abilities and needs, including children with SEND

Other Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. This will be monitored by subject leaders and senior leaders. The Headteacher and Quality of Education Lead will quality assure teaching and learning across the curriculum.
All teachers are responsible for teaching each curriculum with fidelity. This is monitored by subject and phase leads, overseen by the Quality of Education Lead.

Organisation and Planning

Curriculum Approach

Our curriculum is organised into the subjects of the National Curriculum or, in our reception classes, the Early Years Foundation Stage Framework. Emphasis is placed on the knowledge, understanding and skills essential to be successful in each. It provides children with opportunities to view the world from different perspectives, helping them to understand that, for example, a geographer would view the same landscape through a different lens than a poet, a historian, an artist... By providing children with the chance to look at the world from these varying viewpoints, they will become immersed in the role of an expert in each field. Children will know the National Curriculum subjects as disciplines to be studied and as fields of knowledge that can shape their outlook now and in the future. In addition, they will understand the role of people who work in these fields, appreciating their contributions, knowing that they could, should they wish to, have a career in any of these subjects in the future.

Adaptation of Curriculum to Meet Local Need

In 2024, we carried out a detailed analysis of our local area and the profile of our school community. Our context shows that Mendip Green is an 'average' school. Therefore, the coverage within the National Curriculum, as it stands, offers the diet our children need. The full breakdown of our school context and details about curriculum decisions made to suit local needs is available in our 'School Context and Overarching Rationale'.

Curriculum Subject

The sequencing of the curriculum as a whole, and each subject within it, has been specifically designed to build upon previous knowledge. Through the curriculums taught at Mendip Green, those planned by school staff, developed as a trust or chosen from another provider, we have ensured:

- links between subjects and across year groups have been made explicit and will be referred to with the children
- we follow the National Curriculum
- subject content meticulously sequenced to best suit the needs of our children and to compliment effective learning strategies.
- a progression alongside clearly identified learning intentions are available to support teaching and learning
- there are assessments to identify where learning has been secured and if there are gaps in understanding in each unit

All of our chosen schemes of work have been carefully chosen with a clear rationale.

- Relationships, health and sex education: see our 'Relationships, Health and Sex Education Policy' for information on how this curriculum area is delivered.
- Spiritual, moral, social and cultural development: is embedded within our curriculum, vision and ethos. In addition, it is specifically covered through the Opening Worlds Curriculum, Awareness Mystery and Values planning and Jigsaw.
- British values are taught throughout Jigsaw sessions and reinforced through collective worship (whole school, phase, class assemblies). In addition, they are embedded within the school's SMSC development, featuring throughout the curriculum and daily school life.

Planning

Long-term: coverage for each curriculum subject for each year group across the school has been set out by subject leaders and shared with staff. The coverage specifies exactly which National Curriculum statements are covered.

Medium-term: year group teams adapt medium term plans on the agreed school format, or format provided by the curriculum, that outlines the powerful knowledge that will be covered in the unit. These plans also provide an overview of lessons linked to National Curriculum statements, key pedagogical approaches and distanced retrieval tasks to aid retention of knowledge.

Short-term: Teachers are responsible for maintaining their own short term plans. There is no set format for this – teachers are free to work in a way that best suits them, their workload and the systems they have in place in their class and/or year group. This may look like day planners, annotated medium term plans and/or a planning diary. All teachers will have responsive teaching records for maths and English that will have evidence to support how each lesson is adapted following a review of the children's knowledge and understanding at each step.

Resources to Support Curriculum Delivery

We use a range of schemes and programs to support Teaching and Learning, including:

- White Rose Hub (maths)
- ELAN English Curriculum
- Extend Handwriting programme
- Extend Letters and Sounds (phonics and early reading and writing)
- Extend Spelling (Year 2 to Year 6)
- Jigsaw (PSHE and RSHE)
- Money Ready (economics)
- Awareness Mystery and Value (Y1 – Y2 religious education)
- Opening Worlds (history, geography and RE in Year 3 – Year 6)
- PE Hub (PE)
- Language Angels – Spanish (languages)
- Sing Up (music)
- Access Art (art)
- Kapow (DT)

See our **EYFS Policy** for information on how our Early Years curriculum is delivered.

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
- Children with low prior attainment
- Children from disadvantaged backgrounds (including children eligible for Free School Meals and who are in receipt of Pupil Premium)
- Children who are disadvantaged
- Children with SEND
- Children with English as an additional language (EAL)
- Children who are Looked After or who have involvement from social care

Teachers will plan lessons so that children with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every child achieving.
Teachers will also take account of the needs of children whose first language is not English. Lessons will be planned so that teaching opportunities help children to develop their English, and to support children 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**.

Monitoring Arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- School visits – learning walks alongside Senior Leaders and Subject Leaders
- Meeting with school council
- Link Governor meetings with subject leaders
- Quality assuring planning, progression and curriculum provision – Discussions with Quality of Education Lead, attending planning meetings
- Quality assuring assessment processes – Observing writing moderation with year groups, monitoring statutory assessment procedures

Subject Leaders, Senior Leaders and Quality of Education Lead monitor the way subjects are taught throughout the school by:

- Phase Review
- Curriculum Review
- School Review
- Pupil voice
- Learning walks
- Book scrutiny
- Planning scrutiny

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

This policy will be reviewed every year by the governors. At every review, the policy will be shared with the full governing board.

Links with Other Policies and Documents

This policy links to the following policies and procedures:

- Early Years policy
- Assessment Memorandum of Understanding
- SEND policy and information report
- Equality information and objectives
- School context and overarching rationale
- Curriculum Intent
- Subject vision and rationales
- SMSC Development
- Relationships and sex education policy
- Disadvantaged Charter
- Pupil Premium Strategy