



CURRICULUM POLICY

2025 – 2026

APPROVED BY	DATE OF APPROVAL
Miss Guest (headteacher)	January 2025
REVIEW DUE BY	GOVERNOR LINK
July 2026	Mrs. D White

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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 One

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 I.E.Bs 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 Interim Executive Board (I.E.B)

The I.E.B will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The I.E.B 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 (SEN)
- 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 dis-apply 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 I.E.B
- 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 I.E.B is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The I.E.B 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. Miss Dixon, Assistant Headteacher and Curriculum Lead will ensure the quality of provision across the school alongside Miss Guest, Headteacher.

4. Organisation and planning

At Grove Primary School, we have planned a curriculum that engages children from their very first day. Childhood should be a happy, investigative and enquiring time. Every child is recognised as a unique individual at our school and we celebrate and welcome the differences within our school community in our curriculum.

Reading, Writing, Maths and Science are core subjects.

All other subjects are Foundation subjects.

Core subjects are delivered every morning with timetables interventions at other times of the day.

Foundation subjects are timetabled carefully to ensure appropriate balance, in line with DfE recommendations.

The curriculum has been mapped carefully using schemes that support teacher planning and provide comprehensive resources. Planning is adapted by the teachers to best meet the needs of their individual cohorts.

Some foundation subjects (History, Geography, Art and DT) are blocked so that they are delivered every other half term. The foundation curriculum plans are bespoke to our school. Subjects are linked so that the children can make links between subjects and apply knowledge and skills in different contexts.

Enhancement opportunities to support and ignite the curriculum are planned regularly. These events promote positive attitudes to learning in all subjects. More importantly, they

often give children the opportunity to try something new, make mistakes and build on these mistakes in order to learn a new skill.

The curriculum is designed to cover the full expectations of the National Curriculum, starting with our Early Years provision. The Early Years curriculum is one of exploration and discovery. The children are prepared and equipped with the skills and vocabulary needed to succeed as they progress through the curriculum.

At all times, the E.Y.F.S staff are involved in whole school curriculum planning so that all teachers have an awareness of how early curriculum skills prepare children for Key Stages 1 and 2.

The foundation curriculum is reviewed annually.

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

- school visits
- regular meetings with school leaders
- pupil voice opportunities

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

- planning scrutinies
- book looks
- learning walks
- pupil voice
- formal observations
- External visits and reviews from School Improvement Advisors and associated colleagues

All staff also have responsibility for monitoring the way in which resources are stored and managed

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Teaching and Learning policy

Headteacher: Miss A Guest

Chair of IEB: Mr J Painter