



St Leonard's

C of E Primary School

Curriculum Policy

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'A new commandment I give you: love one another. As I have loved you, so you must love one another.'

John 13:34

With God's help, we will be inclusive, independent, inquiring and inspirational.

- We will be inclusive by loving all and embracing differences so that all are treated with dignity and respect.
- We will be independent by persevering and encouraging everyone to be the best they can be, working together as a nurturing, Christian family.
- We will be inquiring by asking questions so that we grow in mind, body and spirit, learning about God's wondrous, diverse world.
- We will be inspirational by following Jesus' example, making a positive difference in the lives of others through love.

Introduction

At St Leonard's CE Primary School, we strive to provide a broad, balanced and exciting curriculum. We want our children to enjoy learning and therefore we aim to make our curriculum engaging and exciting. We offer our children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school family, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our school family.

Aims

At St Leonard's, we aim to offer a balanced and broad based curriculum which enables all pupils to:

- Enjoy learning
- Be the best that they can be
- Feel successful in their learning and to promote high self esteem
- Become creative, independent learners
- Be given significant time to learn new skills and have time to practise those skills
- Have the flexibility to decide how best to learn in different situations
- Have the flexibility to decide what they are going to learn and how
- Be given the opportunity to decide upon the final outcome of their learning
- Be able to set own targets for learning
- Know what their strengths are and which areas they need to develop
- Become successful lifelong learners who are able to reach their full potential
- Be able to evaluate and assess their own learning
- Develop their critical thinking
- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working co-operatively with one another
- Help children understand Britain's cultural heritage
- Explore their spiritual, moral, cultural, mental and physical development.
- Make learning meaningful by putting it into context
- Make mistakes and learn and grow from them
- Challenge themselves and engage themselves in deeper learning

Intent

At St Leonard's our intent is to enable all children to flourish through the opportunities we provide for them. We aim to prepare our children for tomorrow's world, to instil a love of others. We do this through our vision 'With God's help, we will be inclusive, independent, inquiring and inspirational' which is underpinned by the Biblical reference, 'To love one another, as I have loved you.' John 13:34 Positive relationships, based on mutual trust and respect are at the heart of everything we do and this means that children feel safe to learn and take risks.

At St Leonard's we have carefully designed an engaging and ambitious curriculum which delivers a broad and balanced education that meets the needs of all pupils and our school family. It gives them the skills, knowledge and attitudes needed to succeed in their future lives. We ensure that children build on prior learning and experiences to ensure that they know more and remember more.

We want to inspire a love of life-long learning which will enable our children to become active members of society. We want them to contribute and be successful in the diverse world they are growing up in. We encourage them to be intrinsically motivated and strive to be the best that they can be.

We encourage our children to contribute to our world by being kind, independent, resilient, ambitious, curious citizens. There is a high focus on developing children's moral, spiritual, social and cultural understanding as well as British Values which are woven through our curriculum.

At St Leonard's we have high expectations of spoken language as we know the impact this can have on educational outcomes. Supporting children with their oracy skills and developing their vocabulary is a fundamental part of our curriculum. We hold a variety of oracy events throughout the school year to support and celebrate the children's oracy skills. Ultimately, we want all of our children to be the best they can be, and leave our school family as confident individuals who make a positive contribution to the world they live in.

'Education is the most powerful weapon which you can use to change the world.'

Nelson Mandela

Implementation

Our curriculum is based on a mastery approach, where deep understanding takes place. It is sequential and progressive and meets the needs of the children at St Leonard's. Our foundation subjects are enquiry-based with key questions underpinning the unit of work. We have adapted the curriculum to represent the diverse world in which our children are growing up in.

We have a range of resources which support our curriculum and ensure learning is meaningful. We provide a highly inclusive environment where learners enjoy their education. Children at all levels are helped to achieve their potential through the curriculum and through enrichment and additional clubs or activities. To promote physical health and well-being, we offer a wide variety of extra-curricular clubs at lunchtimes and before/after school. In addition, high quality visits and visitors are carefully planned in to enhance the curriculum.

Each subject area has a subject intent and implementation statement and an action plan which outlines development opportunities and clearly links with the school development plan. This action plan is a working document used by subject leaders to ensure the children receive a high quality education in each subject. The intent and implementation for each subject can be found on the subject page on our school website.

The Reception curriculum is linked to the Prime and Specific Areas of Learning in the EYFS guidance and also includes opportunities for following the children's interests.

Pedagogy

'Our brains work best when information comes in more than one format – mix it up to make learning stick.'

(Mark Enser)

Our aim is to make children's learning 'stick'. Leaders and teachers keep up to date with educational developments and the theory behind powerful learning and this is disseminated to all staff in training sessions. (See Teaching and Learning policy)

Yearly overviews

A yearly overview is produced by each subject leader to ensure the correct National Curriculum coverage and to outline the key learning questions/enquiries for each term or half term.

The yearly overviews clearly show a child's learning journey from EYFS-Y6. The yearly overviews for each year subject can be found on the school website.

Progression documents

Subject leaders have created progression documents which ensure a strong and clear learning sequence across school, this enables powerful learning as children build on prior knowledge and are prepared for future learning. Their learning will interweave and build seamlessly each year and

develop depth as they 'know more, remember more and can do more'. Our curriculum design supports children committing their learning to long term memory.

Subject leader overviews

Subject leaders have created subject leader overviews. These include an overarching enquiry question and dependent on the subject have either a question for each unit of work or a weekly question. The overviews also outline substantive and disciplinary knowledge and skills, key vocabulary and national curriculum links.

Medium term plans

For history and geography, subject leaders have created medium term plans which outline the key questions and end points for each unit of work. These medium term plans also include the essential substantive and disciplinary knowledge and skills children must acquire by the end of the unit. Key vocabulary is also provided to ensure children are continually broadening their vocabulary.

Planning

All teachers are responsible for planning, evaluating and assessing. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups and subjects. Particular attention is given to clear and appropriate adaptations, progression and attainment in the planning process.

Assessment

Teachers assess the children at the end of the unit of work and report this information back to the subject leader. Each subject leader then creates a summary of standards in their subject, gathers photos and evidence of what it is like to be a scientist/historian in our school and this is shared with the SLT and governors.

Subject associations

At St Leonard's, we use subscriptions to subject associations to keep up-to-date with subjects and to support teaching with quality resources such Geography Association, History Association and PSHE Association.

Time Allocation per Subject

English and maths are taught each day and the wider curriculum subjects are given equal importance and taught weekly. Art, DT, geography and history are taught on alternative half terms. Computing, Science, PE, PSHE, French, RE and music are taught weekly. PE is taught for two hours per week.

Assessment, Recording, Monitoring and Evaluation

Short and medium term assessment is the responsibility of the class teacher and is in line with our Marking & Feedback and Assessment policies.

Teachers use formative assessment and observations on a daily basis to determine what children can do independently and to plan the next steps for learning.

Feedback follows the school's policy and identifies areas for children to improve, giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to further improve. 'Live' marking and feedback are encouraged and recognised as good practice.

Retrieval practice and high challenge/low threat quizzes demonstrate children's learning and identify any gaps which require addressing by teachers.

Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils. These are used to help prepare children through the year groups for the end of key stage testing as required by law.

Reception pupils are assessed using the Early Years Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements.

The roles of the Subject Leaders and Curriculum Leader

It is the role of each subject leader and the curriculum leader to keep up to date with developments in their subject, at both national and local level. They regularly review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into bespoke, well sequenced units of work. The subject leader also keeps a portfolio of children's work/a set of children's work books, which s/he uses to show examples of the achievements of children at each key stage and to demonstrate the expectations of attainment. Where appropriate, a team or pair of teachers will share responsibility for a subject area.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teachers' planning and teaching;
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update;
- liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects;
- provide efficient resource management for the subject;
- map coverage of the curriculum to yearly overviews;
- engage with subject associations and disseminate information to staff as CPD.

The curriculum leader, has responsibility for the day-to-day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives and outcomes. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and that there is a consistency across all areas of the curriculum.

Inclusion, SEND and challenge

In order to provide all pupils with relevant and appropriate work at each stage, we:

- Set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children who may need lessons adapting.

Our curriculum is inclusive and promotes a growth mindset in all our children linking back to our school vision. Extra support, adaptations, interventions and pre-teaching are provided for children as necessary and in line with our policy for Special Education Needs and Disability (SEND). Additional challenge is provided for those children who have successfully completed the set learning.

Curriculum communication to parents

Communication with our parents about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways:

- Formal reporting to parents three times a year, two parent consultation evenings where parents make an appointment to meet with their children's teachers and discuss their progress and a written report at the end of the academic year.
- The school's website informs parents what has been happening in the wider curriculum via class and subject pages.
- Class Dojo stories inform parents specifically about a class within school on the day-to-day lessons and learning of this specific group of children including a curriculum summary which is sent each half term.
- The school's social media platforms informs parents of whole school or enhanced activities which are taking place.
- Parents are invited into school on a termly basis to celebrate their children's learning and showcase the curriculum.

Home Learning

Home learning is given in line with our Homework policy. Wider curriculum work is set if a clear purpose and need is identified. All home learning is given to the children in electronic and paper format and some is accessible online such as through Spelling Shed, TimesTable Rock Stars etc. Parents are clearly signposted to this by Class Teachers.

Additional opportunities/cultural capital

We aim to enrich our pupils' lives by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, sporting events etc). As part of our additional opportunities, each year we have a team of school leaders (Sports Captains, Play Leaders, School Councillors, Eco Councillors, Buddies). These are important roles and give our children the opportunity to apply for and commit to a role for the year. In doing this, they develop a number of the learning behaviours which we place so much importance on our children acquiring during their time at St Leonard's. By giving our children these opportunities, we are equipping them with life skills and ambition in order to pursue and achieve possibilities.

Resources

We aim to provide and maintain appropriate resources to support the delivery and development of our curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to subject leaders and budgets spent with these in mind to ensure a high-quality delivery of our curriculum.

Accountability and responsibility

Our governing body is responsible for monitoring the way the school curriculum is implemented. They review curriculum development via the Headteacher's report, reports from subject leaders, school visits and pupil interviews. We have named governors for each curriculum subject including Pupil Premium and SEND. The governors liaise with the subject leaders of these areas and monitor the way the school teaches these subjects.