



Curriculum Policy

POLICY OWNER

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DELEGATION

Performance Inclusion Committee

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REVIEW CYCLE

Annually

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Yes

1. Curriculum aims

Our Curriculum Aims/Intent

Our curriculum is designed to provide every child with a high-quality, personalised education that enables them to thrive academically, socially, and emotionally. It aims to:

- **Provide a broad and balanced education** for all pupils, coherently planned and sequenced to build cumulatively sufficient knowledge and skills for future learning and employment.
- **Ensure statutory curriculum coverage** while enriching learning through bespoke adaptations that meet the needs of children in each school.
- **Use the strength of our federation** to develop and refine curriculum design collaboratively, sharing expertise and resources while maintaining the unique character of each school.
- **Enable pupils to develop deep knowledge, understanding, and transferable skills**, and apply these confidently in a range of contexts.
- **Prioritise wellbeing and personal development**, embedding pastoral care alongside academic learning so that children feel safe, happy, and ready to learn.
- **Promote inclusion and high aspirations for all**, ensuring equal access to learning with appropriate challenge and support for every pupil.
- **Celebrate individuality and diversity**, fostering respect and cultural awareness through curriculum content and experiences.
- **Equip pupils with the knowledge and cultural capital they need to succeed in life**, preparing them for the next stage of education and beyond.

How We Achieve This

- Our curriculum is **well-sequenced and carefully planned**, ensuring progression and depth across subjects.
- While we use high-quality schemes and shared curriculum threads across the federation, these are **adapted to reflect the context and needs of each school's pupils**. This means that even where schemes are in place, there may be variations to ensure relevance and accessibility.
- We maintain a strong focus on **personalisation**, so every child can access the curriculum and achieve their potential.

Our Values in the Curriculum

Our curriculum is underpinned by the values of **diversity, inclusivity, and aspiration**. We ensure that every child is reflected and valued within the curriculum, with content and experiences that celebrate different cultures, perspectives, and identities. Our approach is inclusive and designed so that all children can access learning and achieve well, regardless of starting points or individual needs. We are aspirational for every pupil, promoting high expectations and providing opportunities to practise and master specific skills and knowledge that prepare them for future success. Through this, we aim to nurture confident, resilient learners who are ready to thrive in an ever-changing world.

- 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 maintained schools governance guide.

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 headteachers to account for its implementation.

The governing board will also make sure 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

3.2 Headteachers

The headteachers are 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 pupils with SEN

3.3 Other staff

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

4. Organisation and planning

Organisation and Planning

Our curriculum is organised and delivered to provide a **broad, balanced, and ambitious education** for all pupils across the federation. It is designed to be **coherently planned and sequenced**, ensuring progression of knowledge and skills from Early Years through to the end of Key Stage 2.

Curriculum Approach

- We adopt a **knowledge-rich curriculum** with thematic and creative elements to engage pupils and make learning meaningful.
- While we use high-quality schemes and shared curriculum threads across both schools, these are **adapted to reflect the context and needs of each school's pupils**. This ensures consistency in ambition while allowing flexibility for bespoke provision.

Meeting Local Needs

- Our curriculum meets all **statutory requirements of the National Curriculum** and is enriched to reflect the diversity and aspirations of our school communities.
- We recognise a **moral duty to our local community** to ensure that our curriculum is relevant, inclusive, and responsive to the needs of the children and families we serve.

- To achieve this, we actively engage with our community through our **Community Engagement Committee** and regular **parental voice exercises**, which help us understand what matters most to families and identify areas of focus within the curriculum.
- We closely monitor both the **local and national picture** to remain flexible and responsive to emerging issues that affect our communities, such as wellbeing, equality, environmental awareness, and digital safety.
- Adaptations are made to ensure **accessibility for all learners**, including those with SEND, EAL, and additional needs, so that every child can achieve well and feel represented within the curriculum.
- This approach ensures that our curriculum is not only compliant but also **contextually relevant**, preparing pupils to thrive in a diverse and changing world.

Subject Design and Sequencing

- Each subject is **carefully planned and sequenced** to build cumulatively sufficient knowledge and skills over time.
- Subject leaders work collaboratively across the federation to ensure coherence and progression, supported by detailed **subject intents**.
- Where schemes are used, they are **reviewed and adapted** to suit the needs of pupils in each school.

Coverage of Key Areas

- **Relationships and Health Education:** Delivered in line with statutory guidance and detailed in our PSHE policy.
- **Spiritual, Moral, Social and Cultural Development (SMSC):** Embedded across the curriculum and supported by assemblies, enrichment activities, and community engagement.
- **British Values:** Promoted through curriculum content, school ethos, and pupil voice activities.
- **Early Years Foundation Stage:** Our EYFS curriculum promotes learning and development to ensure children are ready for Key Stage 1.

Planning Expectations

- **Long-term plans:** Outline curriculum coverage and progression across the year.
- **Unit plans:** Detail units of work, key knowledge, and skills for each term. They also provide some lesson-level detail, including differentiation and assessment opportunities.

Resources

- We use a combination of **published schemes**, bespoke resources created by staff, and shared federation materials to support high-quality delivery.
- Digital platforms and practical resources are available to enhance learning and engagement.

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 they will make sure 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 which are available on our school website.

6. Monitoring arrangements

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

- **Executive Team Reports:** Governors receive detailed termly reports from the executive leadership team outlining curriculum coverage, progress against statutory requirements, and key priorities.
- **Link Governors:** Specific governors are assigned responsibility for curriculum areas and subjects. They meet regularly with subject leaders to review planning, delivery, and impact.
- **Governor Monitoring Days:** Governors spend time on site, touring classrooms, observing learning, and meeting with pupils and staff to gain first-hand insight into curriculum implementation.
- **Access to Data and Self-Evaluation:** Governors are provided with clear, contextualised data and the school's self-evaluation against national standards to support informed challenge and decision-making.
- **Engagement with Pupil Voice:** Governors meet with school council representatives and other pupil groups to understand how the curriculum supports engagement, wellbeing, and achievement.

These processes ensure governors have a robust understanding of curriculum quality, statutory compliance, and the impact on pupil outcomes.

Subject leaders play a vital role in ensuring the quality and consistency of curriculum delivery across the federation. Their responsibilities are aligned with the **Teaching Standards for Subject Leaders (2008)** and focus on curriculum design, staff development, and pupil outcomes.

Curriculum Leadership

- **Develop and refine the curriculum:** Subject leaders design and maintain a curriculum that has appropriate coverage, content, structure, and sequencing, ensuring clear progression from starting points to end goals.
- **Ensure compliance:** They oversee that the curriculum meets all **National Curriculum requirements** and reflects the federation's values of diversity, inclusivity, and aspiration.
- **Provide resources:** Subject leaders ensure that high-quality resources are available to support effective teaching and learning.

Teaching and Assessment

- **Monitor and evaluate teaching:** Subject leaders regularly review teaching practice through lesson observations, book sampling, and planning scrutiny to ensure consistency and quality.
- **Assess pupil progress:** They analyse pupil data, review assessments, and identify gaps or misconceptions to inform next steps.
- **Promote high standards:** Subject leaders champion literacy and accurate use of language within their subject.

Professional Development and Staff Support

- **Support colleagues:** Subject leaders provide guidance on planning, teaching strategies, and assessment, ensuring staff feel confident and supported.
- **Stay current:** They keep up-to-date with developments in their subject and wider educational practice.
- **Promote professional learning:** Subject leaders encourage ongoing CPD and share best practice across the federation.

Subject Knowledge and Expertise

- **Demonstrate deep subject knowledge:** Subject leaders maintain secure and current knowledge of their subject, including key concepts and progression.
- **Foster pupil interest:** They work to engage pupils and address misconceptions promptly.
- **Promote scholarship:** Subject leaders encourage critical thinking and curiosity within their subject area.

This policy will be reviewed at least every year by the executive team and the governing body. 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:

- EYFS policy
- Assessment policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives