Curriculum Policy

Long Wittenham C.E. Primary School

This policy supports the school vision:

Show our love through kindness, determination and curiosity; strengthening ourselves and our community.

Last reviewed on: 7th October 2026

Next review due by: October 2027

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1. Curriculum aims

Our curriculum is values-led; it intends to:

- Promote pupils' understanding of, and commitment to, our school values, *kindness, determination and curiosity.*
- Support pupils' spiritual, moral, social and cultural development; including their understanding of right and wrong and of equal opportunities for all.

Our curriculum supports the school vision to show our love through kindness, determination and curiosity; strengthening ourselves and our community; it intends to:

- Provide a broad and balanced education for all pupils that is carefully planned and sequenced to extend knowledge and skills for future learning and employment
- Provide opportunities for all pupils to experience and participate in arts and culture and to build confidence, character and resilience through creativity
- Enable pupils to develop subject-specific knowledge and skills, and understand concepts to the best of their ability, and to be able to choose and apply these effectively

- Ensure access to learning for all pupils, with high expectations and appropriate levels of challenge and support
- Promote reading for purpose and for pleasure
- Equip pupils with the knowledge and cultural capital they need to succeed in life

Our curriculum is rooted in developing an understanding of our community, our country and our world, it intends to:

- Support pupils' understanding of their developing world, including how their environment and society have changed over time, and Britain's cultural heritage

Our curriculum fosters in pupils the characteristics of effective learning; it intends to:

- Promote a positive attitude towards learning, the development of a *growth mindset* and independent learner skills
- Promote open-mindedness and diversity, and provide opportunities for pupils to develop their own thinking

Our curriculum fosters in pupils the attitudes, skills and knowledge to enable them to take their place as caring global citizens of the 21st Century; it intends to:

- Enable pupils to develop self-confidence together with the ability to live and work co-operatively with others
- Support pupils' physical development and responsibility for their own health, and provide opportunities to be outdoors in natural environments
- Enable children to make a positive contribution to society and develop an understanding of global citizenship

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.

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.

The school has adopted the ODBE Agreed Syllabus for Religious Education

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
- 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 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 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.

4. Organisation and planning

The School Curriculum supports the school vision to show our love through kindness, determination and curiosity, strengthening ourselves and our community,

Reception

- In Reception, teaching and learning are guided by the Early Years Foundation Stage (EYFS) curriculum, which is organised into seven areas of learning and development: Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy; Mathematics; Understanding the World; and Expressive Arts and Design. Children develop the foundations for future learning through a carefully planned curriculum that promotes language development, early reading, writing and mathematics alongside creativity, curiosity and independence. Early reading is taught systematically and rigorously through the Little Wandle Letters and Sounds Revised programme.
- The learning environment provides rich opportunities for exploration, play and purposeful learning, both indoors and outdoors. Through adult-led and child-initiated activities, children develop knowledge, skills and understanding across all areas of learning while building positive relationships, resilience and confidence.
- The curriculum also supports children in developing self-regulation, social skills and a secure understanding of behaviour expectations, preparing them for future success in school and beyond.

Key Stage 1 and Key Stage 2

- In Key Stages 1 and 2, the curriculum is broad, balanced and ambitious, enabling pupils to develop secure knowledge and skills across all subjects whilst fostering curiosity, creativity and a love of learning.
- English and mathematics are taught daily and are underpinned by the National Curriculum Programmes of Study. The curriculum is carefully sequenced to ensure that pupils develop fluency, confidence and independence, whilst also providing opportunities for reasoning, problem-solving, critical thinking and effective communication.
- Reading is prioritised throughout the school, with a systematic approach to early reading and phonics providing the foundations for fluency, comprehension and a lifelong love of reading.
- The wider curriculum is carefully planned and sequenced to ensure that pupils build knowledge and skills progressively over time. Science, computing, history, geography, art, design and technology, music and physical education are mapped across a mixed-age curriculum cycle, providing clear progression and ensuring that learning builds upon prior knowledge.
- Teaching enables pupils to deepen their understanding, make meaningful connections across their learning and apply knowledge and skills in a range of contexts.
- Subject leaders select and utilise a range of high-quality resources and planning materials to support curriculum delivery. These resources are carefully adapted where necessary to meet the needs of mixed-age classes and to ensure progression of knowledge and skills across the curriculum.
- Physical Education is taught through regular curriculum lessons and enriched through opportunities for participation in sporting events and competitions. Pupils in Key Stage 2 receive swimming instruction as part of the National Curriculum.
- Religious Education follows the Oxford Diocesan Board of Education (ODBE) Agreed Syllabus and contributes significantly to pupils' spiritual, moral, social and cultural development.

Personal Development

- The school provides a coherent and progressive personal development curriculum through PSHE, including Relationships, Sex and Health Education (RSHE), and the wider life of the school. Pupils develop the knowledge, skills and understanding needed to support their wellbeing, build positive relationships, understand their responsibilities as citizens and prepare for life in modern Britain. Fundamental British values and safeguarding are woven throughout the curriculum, assemblies and enrichment opportunities, enabling pupils to learn how to stay safe, make informed choices and contribute positively to society. Further details are set out in the school's PSHE (including RSHE) Policy.
- The curriculum is enriched through educational visits, outdoor learning and a range of extra-curricular opportunities. These experiences are carefully planned to complement classroom learning and form part of the school's coherent approach to personal development. Through Forest School, visits, enrichment activities and leadership opportunities, pupils develop confidence, resilience, independence, teamwork and a sense of responsibility, while broadening their experiences and interests beyond the taught curriculum.

Information about the curriculum, teaching and learning strategies and resources are available on the school website

- For more information about the curriculum for Spiritual, Moral, Social and Cultural Development, see Spiritual, Moral, Social and Cultural Development Policy
- For more information about the curriculum for Relationships and Sex Education Policy, including the right to withdraw pupils, see Relationships and Sex Education Policy
- For more information about the curriculum for Religious Education, including the right to withdraw pupils see Religious Education Policy
- For more information about the curriculum for EYFS, see EYFS Policy

5. Inclusion

The school is committed to providing an ambitious curriculum for all pupils. Teachers maintain high expectations and use assessment effectively to identify pupils' starting points, plan appropriate learning and provide the support and challenge needed for every pupil to succeed.

Particular consideration is given to the needs of:

- pupils with special educational needs and/or disabilities (SEND);
- disadvantaged pupils, including those eligible for Pupil Premium funding;
- pupils with low prior attainment;
- pupils with English as an additional language (EAL);
- pupils who are more able and require additional challenge.

Teachers adapt teaching, learning and resources to ensure that all pupils can access the full curriculum and achieve well. Learning is carefully designed to remove barriers to participation, promote inclusion and enable pupils to make strong progress from their individual starting points.

The school is committed to ensuring that disadvantage does not become a barrier to achievement. Through high-quality teaching, targeted support and enrichment opportunities, disadvantaged pupils are supported to access the full curriculum, participate fully in school life and achieve their potential.

Teachers also take account of the needs of pupils whose first language is not English. Opportunities are planned to develop pupils' spoken and written English alongside subject-specific knowledge and skills, enabling them to participate fully in all aspects of school life.

Further information can be found in the school's Equality Information and Objectives, SEND Policy and Information Report, and Pupil Premium Strategy.

6. Monitoring arrangements

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

- Termly Headteacher Reports
- School visits

The headteacher and subject leaders monitor the way their subject is taught throughout the school by:

- Planning and book scrutinies
- Learning walks and lesson observations

The headteacher and subject leaders also have responsibility for monitoring resources.

This policy will be reviewed every year by the Headteacher; at every review, the policy will be shared with the full governing board.