

Curriculum policy

St Margaret's CE Primary School



St. Margaret's
C of E Primary School

DRAFT

Approved by:

[Name]

Date: [Date]

Last reviewed on:

[Date]

Next review due by:

[Date]

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1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that is 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 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 make sure they are ready for Key Stage 1

These curriculum aims are underpinned by our vision:

Our desire is that the strong Christian foundation children receive at St Margaret's School will give them the confidence to explore the world around them with awe and wonder. We want to build a whole community based on the values of faith, hope and love. We strive for excellence, aiming to develop children who are happy, intrinsically motivated, resilient and independent and who believe there is nothing they cannot achieve.

And our values:

At the heart of our core vision lie our three Christian values of Faith, Hope and Love. Where 'I can do all things through the one who strengthens me'.



These are underpinned by our three school rules:

Be ready to learn;
Be responsible;
Be respectful.

- › Our school values effective teamwork, so our curriculum provides plenty of opportunities for collaborative working
- › Our school values reflect the importance of diversity and respect, so our curriculum promotes co-operation and represents diverse voices

2. 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 [academy trust 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 headteacher 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
- › The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- › Proper provision is made for pupils with different abilities and needs, including pupils 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

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 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

› Our curriculum approach is one of discrete subject lessons.

› Our Maths, English, PSHE, Computing, History, Geography, Art and Design, Design & Technology, Religious Education, PE, Science and lessons are all delivered through schemed, well sequenced lessons and are adapted through use of our Teaching and Learning Policy.

Staff at St Margaret's have agreed on a lesson structure that ensures progress for all learners and reflects the BDMAT Teaching and Learning Toolkit. Every lesson at St Margaret's will follow this structure;

› **Retrieval** (5 minutes of retrieval based on whole class feedback from previous lesson & prior learning from last term/year) please see example on appendix one;

› LO & SC & introduction to the lesson including explanation

› **I do** – Using an example of the teaching point, model your own thinking via visualiser or smartboard. No children's contributions here. This may also be a demonstration. You are showing them how to use the skill/knowledge in the LO.

› **We do**- Children to help you with a worked example. Here is where you are inviting children's contributions. (Appendix 1)

› **You do** – Children work independently. (Children sit in mixed ability table/row groups) Re-teaching to individuals/small groups as needed.

*Live marking provides instant verbal feedback (children to edit with purple pen)

› **Plenary** to address misconceptions. Mini plenaries throughout the lesson as and when needed.

We hold a set of Core Learning Commitments. These are the things our teachers are committed to in every lesson.

- Start each lesson with retrieval opportunities, both ones highlighted from a previous lesson and from prior topics covered (use skills/knowledge that they will need in the session and retrieve skills and knowledge from previous week/ term/year) (See appendix 3 for example).
- Provide a clear LO & SC. (Appendix 2)
- Make links within their learning explicit;
(E.g., 'You are learning this because it will help you to...' 'Your knowledge of ... will help you with your learning today'. Explicitly link the LO to other skills/knowledge they know)

- Use visualisers or smartboard to model work and model thought process;
 - Develop children’s thinking, speaking, and listening through use of well-planned talk partner and collaborative learning opportunities;
 - Use ‘My Turn Your Turn’ (MTYT) throughout the lesson either for vocabulary (new or revisiting) or stem sentences which provide children ways to remember facts; e.g., ‘Addition can be done in any order’;
 - Plan and use effective questioning which challenges children’s thinking;
 - Display vocabulary and stem sentences on all working walls (see example in appendix 1);
 - Expect children to answer in full sentences in all subjects;
 - Pace must be effective and support individual/class learning pace.
- › Teachers use adapted long term and medium term planning to create short term plans. These are then adapted based on assessment for learning and incorporate retrieval opportunities so that children remember well what has been taught. For separate information on;– see below- please see:

Relationships and health education through Jigsaw and Science (see RSHE policy) [Microsoft Word - Reviewed RSHE Policy 2023](#)

› Spiritual, moral, social and cultural development (see RHSE, Collective Worship & Spirituality policies) <https://stmargarets.bdmatt.org.uk/wp-content/uploads/2025/10/Collective-Worship-Policy-Reviewed-Sept-25.pdf>

› British values (Spirituality policy)[Microsoft Word - St Margaret's Spirituality Policy](#)

See our EYFS policy for information on how our early years curriculum is delivered.

<https://stmargarets.bdmatt.org.uk/wp-content/uploads/2026/01/Early-Years-Foundation-Stage-Policy-Sept-25.pdf>

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment and adaptive teaching 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 SEND
- › 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. <https://stmargarets.bdmatt.org.uk/wp-content/uploads/2025/03/Special-Educational-Needs-and-Disabilities-Policy-February-25.pdf>

<https://stmargarets.bdmatt.org.uk/wp-content/uploads/2024/11/St-Margarets-CE-Primary-School-SEND-Local-Offer-September-2024.docx>

6. Monitoring arrangements

The governing board monitors whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- › Such as school visits, meetings with the subject champions and curriculum leads and termly reports.

Curriculum leaders with the support of Subject Champions monitor the way their subject is taught throughout the school by:

➤ Learning walks, pupil voice, data, progress meetings, planning and book looks.

Curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 2 years by the headteacher. 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
- RSHE policy
- Teaching and Learning toolkit
- SEN policy and information report
- Equality information and objectives
- Spirituality policy
- Collective Worship policy

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