



Stifford Clays Primary School

Policy Name	Curriculum Policy
Approved by	Trust Board
Date Approved	July 2026
To be Reviewed by	July 2027

Contents:

Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Curriculum intent](#)
4. [School ethos and aims](#)
5. [Organisation and planning](#)
6. [Remote learning](#)
7. [Homework](#)
8. [Subjects covered](#)
9. [British Values](#)
10. [PSHE](#)
11. [Reporting and assessment](#)
12. [Equal opportunities and Inclusivity](#)
13. [Supporting pupils with SEND](#)
14. [Supporting pupils with EAL](#)
15. [Extra-curricular activities](#)
16. [Monitoring and review](#)

Appendix 1 - [Subjects](#)

Appendix 2 – [Assessment Systems](#)

Statement of intent

All SWECET schools value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all learners. A curriculum that unlocks students potential by giving them specialist and powerful knowledge, that will allow students to develop their knowledge, skills and scholarly habits to learn more, pass exams, and flourish in the modern world. Our curriculum activities will provide the learning experiences necessary for our pupils to gain cultural experience and become curious, respectful, and conscientious people who can demonstrate the resilience needed to make a lasting contribution to wider society.

We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Working together to improve school attendance'

This policy operates in conjunction with the following school policies:

- Pupil Equality, Equity, Diversity and Inclusion Policy
- Relationships and Health Education Policy
- SEND Policy

2. Roles and responsibilities

The Trust Board and CEO are responsible for:

- Approving this policy.
- Liaising with the headteacher, senior teams, TLR post holders, and teachers with regards to pupil progress and attainment.
- Ensuring the curriculum is inclusive and accessible to all.

The headteacher and senior colleagues are responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers, TLR post holders and other members of the SLT.
- Communicating the agreed curriculum to the trust board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the trust board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.

- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher, the SENDCO and other post holders to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENDCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENDCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.

Subject leaders/coordinators are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The SENDCO is responsible for:

- Collaborating with the headteacher, senior colleagues, and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

3. Curriculum Intent, Implementation, and Impact

Pupils' learning and development is at the heart of our trust's curriculum; it is broad and balanced and exciting and equips pupils with the skills necessary to succeed in life after school.

This curriculum intent statement outlines how the school has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

Curriculum intent

The curriculum aims to prepare children in understanding the world around them and prepare them for the next stage of their education. By the time learners have left school, they will have mastered a range of both skills and factual knowledge through regular requirements to recall and demonstrate them; opportunities to deliberately practise and careful planning for progression and depth. Our curriculum is customised to meet the local needs of our learners.

Implementation:

Teachers are provided with detailed lesson plans from which they adapt their teaching to meet the needs of the learners in their classes. Importantly PPA sessions focus on discussion of HOW best to teach not WHAT to teach as this is provided as a starting point.

- The unit overview outlines knowledge (including vocabulary) all children must master;
- A cycle of lessons for each subject, which carefully plans for progression and depth;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;
- A curriculum overview for parents and carers so learners can be supported at home.

Impact:

We measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;
- Tracking of progress in assessment task and tests
- Review pupil responses for the highest achieving pupils in relation to the philosophical/open question provided;
- Pupil discussions about their learning;
- A sample of pupils' learning across the school demonstrating mastery and greater depth of understanding;
- The annual tracking of standards across the curriculum.

Classroom-based learning: Accessing different learning resources and equipment to broaden pupils' knowledge, and making cross-curricular links where possible within lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.

A full list of the subjects available to our pupils can be found in appendix 1 of this policy.

Extra-curricular activities: We provide a variety of free extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school. Every child will receive a free club each term (reception children access clubs from January in their second term) in the Primary Schools.

4. School ethos and aims for its pupils/learners

The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.

- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, ICT and science.
- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the locally agreed syllabus for RE.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

5. Organisation and planning

The school's curriculum will be delivered over 185 days and will be delivered equally throughout the school week.

In general, lessons will be separated into three core stages:

- **Introduction to the topic and thinking time** – this is the time where lesson objectives will be set.

- **A main teaching event** – this will vary day-to-day based on the teacher’s plan.
- **Plenary** – this will summarise what pupils have learnt in the lesson and will address what will be covered in the next lesson.

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.

Teachers will plan lessons to accommodate pupils of mixed ability, making cross-curricular links where possible.

Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.

Disadvantaged pupils and those with SEND and EAL will receive additional support – this will include dedicated time with TAs and access to specialist resources and equipment where required.

TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary; the exact balance between specialist support and immersion into the curriculum will be assessed on a pupil-to-pupil basis.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed at the outset of work. Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

T&L style

The different learning techniques include:

- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using ‘why’ and ‘how’ questions.
- **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.
- **Holding structured debates** to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others’ beliefs.
- **Using assessments** to test pupils’ knowledge and consolidate learning; these can be through both informal and formal assessments.
- **Role playing and acting** to develop pupils’ empathy and give them the opportunity to explore topics in a more interactive way.
- **Labelling, ordering and identifying** key themes within texts, dialogues and films to help pupils coordinate series’ of events.

- **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.

6. Remote learning

Attendance at school is mandatory for all pupils; however, there may be circumstances where in-person attendance is either not possible or contrary to government guidance.

Each school will have its local procedures that set out how education will be delivered if pupils cannot attend school in person.

7. Homework

Homework and home learning forms an integral part of a child's educational development. There is a great deal of research that shows that learning outside of the classroom has a positive impact on student's outcomes. The EEF review of the evidence of homework (EEF 2019) shows that homework has a positive effect, where students make, on average, an additional five months progress.

- Homework will often be set using CGP books, and each school will determine how best to set its work;
- We encourage the involvement of parents and carers in the educational process, providing them with an insight into the work expected of their child;
- Homework will support and encourage self-organisation and self-discipline;
- Homework will be set to prepare students for life opportunities and experiences.

The type, frequency and marking criteria for homework varies considerably for each key stage and subject and as such, a rigid timetable is not feasible, however a guide to homework hours can be found in our homework policy.

8. Subjects covered

The school will have due regard to the national curriculum at all times throughout the academic year.

The primary schools will have due regard for the 'Statutory framework for the early years foundation stage'.

Each school will determine which subjects are taught, and these are shown in appendix 1.

Details of what is included in the curriculum for each subject can be seen via each school's website.

9. British Values

All SWECET schools are committed to serving our local, regional and national community and stakeholders in the most effective way possible.

We recognise the multi-cultural, multi-faith and multi-ethnic dynamic of the United Kingdom and we recognise the vital role that we play in ensuring that groups and/or individuals within the school are

not subjected to prejudice, intimidation or radicalisation by those wishing to subject them to illegal influence or to undue pressure.

We accept admissions from all those entitled to an education under British law, including pupils of all faiths or none, as allocated to the school through the application of our published Admissions Policy. We follow equal-opportunities guidelines, which ensure that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or background.

All SWECET schools use opportunities both from within our published curriculum and beyond, to secure the fundamental British values of: democracy, the rule of law, individual liberty, mutual respect, and tolerance of those of different faiths and beliefs.

10. PSHE

PSHE (Personal, Social and Health Education), SMSC (Social, Moral, Spiritual and Cultural education), British Values, and Sex and Relationships Education help to give students the knowledge, skills and understanding they need to lead confident, healthy and independent lives. We aim to help pupils develop personally and socially, and tackle many of the moral, social and cultural issues that affect young people today. The curriculum equips pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Pupils develop an understanding of global citizenship, economic wellbeing and how to make a positive contribution.

11. Reporting and assessment

The school's assessment processes will be used to plan for differentiation within curriculum delivery, to ensure all pupils can access each lesson, and to inform individual teaching programmes.

Individual pupil performance and progress will be regularly monitored and reviewed. Informal assessments will be recorded and reported back to SLT, pupils and pupils' parents. Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents. Evaluations and assessments will feed back into future or modified curriculum plans. Each school will be responsible for setting the frequency of marking, but it is expected that books/work are marked on a proportionate basis. For secondaries this would be around every 6 lessons per subject. For primaries, English and Maths is marked every day, and foundation subjects each week.

Special consideration will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

12. Equal opportunities

The school will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Disability
- Gender reassignment

- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Pupil Equality, Equity, Diversity and Inclusion Policy at all times when planning and implementing the curriculum.

13. Supporting pupils with SEND

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Pupils with SEND will work with TAs in smaller groups and 1-2-1 to work on topics covered in lesson to ensure they do not fall behind their peers.

Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the SENCO. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

14. Supporting pupils with EAL needs

All SWECET schools recognise the increasingly diverse communities we represent, and that many of our learners will have different levels of English acquisition on arrival in our settings. Each school will have different cohorts, and each learner different needs; therefore, beyond the inclusivity of our curriculum, each school will have different procedures and strategies in place to support different learners with EAL needs based on rigorous individual assessment and analysis. This assessment of pupils with EAL will take into account the pupils' age, length of time in the UK, previous education and ability in other languages.

15. Extra-curricular activities

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

Extra-curricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.

All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part. Schools will seek to support disadvantaged pupils to engage in activities by use of the pupil premium grant, and each school will publish its 4- year PP strategy, reviewed and updated annually.

All extra-curricular activities and trips will be planned and executed in accordance with the school's local guidance on trips and visits, and the latest advice from Evolve.

16. Monitoring and review

This policy is reviewed annually by the headteacher and the trust board.

This review will be informed by a robust process of internal school quality assurance, trust wide scrutiny and external moderation.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

Appendix 1 - Subjects

English

Mathematic

Science

History

Geography

Religious Education

Computing

Music

Art and Design

Design and Technology

Physical Education

French

PHSE

Relationship, Health Education

Appendix 2 – Assessment

By incorporating a variety of assessment strategies, our teachers can gain a comprehensive understanding of their pupils' strengths, weaknesses, and learning needs. This information can be

used to tailor instruction, provide effective feedback, and promote continuous learning and growth for all pupils.

1. Direct Observation

Direct observation involves watching students work in class to assess their understanding of concepts, their ability to apply skills, and their engagement in learning activities. Teachers can record their observations and identify areas for further support or enrichment. This type of assessment doesn't need to be confined to EYFS. It can be really effective higher up the school too.

2. Questioning is an essential tool for assessing students' comprehension and identifying misconceptions. Teachers can use a variety of questioning techniques, such as open-ended questions, probing questions, and clarifying questions, to gauge students' understanding and encourage them to think critically.

3. Self-assessment involves students evaluating their own progress and performance. Self-assessment helps students develop metacognitive skills, such as self-awareness, goal-setting, and self-evaluation.

4. Peer Assessment

4. Peer assessment involves students evaluating each other's work. This can be done through pair or group work. Peer assessment helps students develop communication skills, collaboration skills, and the ability to provide constructive feedback. Providing pupils with a clear set of descriptors to work from – or even a mark scheme for older pupils – will enable their feedback to be most helpful to their peers.

5. Technology can be used to enhance assessment in a variety of ways. Online quizzes, interactive simulations, and adaptive learning platforms can provide real-time feedback and personalise instruction based on student needs. Ensure, though, that it's not 'tech for the sake of tech'. The content is the most important thing.

6. Summative assessment is used each half term to assess pupils' performance against national expected standards.