

CLIFTONVILLE PRIMARY SCHOOL



OUR MISSION

As an outstanding school, we will inspire children to achieve more than they ever believed possible

OUR VISION

That every member of our school community is challenged and supported to be the very best they can be
That through our high-quality learning experiences & curriculum we will improve the life-chances of our children
That we educate the whole child so they can thrive in a changing world

Curriculum Policy

Revised: May 2026

Review date: May 2028

Our curriculum is deeply rooted in our mission, vision, values and ethos. As a very large school, catering for a diverse community, it is our responsibility to enable each and every individual to achieve their best, both academically and personally. This diversity brings a richness to our school which we celebrate and capitalise on. Reading and vocabulary development are at the core of our curriculum to enable children from all backgrounds to achieve academic success.

Intent

Our curriculum content and delivery:

- Provide a broad and balanced education, incorporating the full range of National Curriculum subjects.
- Enable pupils to develop knowledge, understand concepts and acquire skills that will enable and inspire them to succeed in life, particularly in the next stage of their education.
- Promote a love of learning, encouraging pupils to become curious, inquiring and independent learners with 'broader horizons' and high aspirations for their futures.
- Ensure that there are ambitious expectations for all learners, irrespective of background and additional needs, enabling them to fulfil their potential.
- Equip pupils with core skills which they can identify and apply independently to a range of situations across the whole curriculum and in their wider lives.
- Promote our school ethos and values in order to support pupils' personal and social development, putting respect at the core of their conduct and relationships.
- Nurture pupils' physical and mental health, particularly their resilience, equipping them with the skills and knowledge to maintain good health throughout their lives.
- Enable pupils' creativity to flourish through a wide range of learning opportunities and teaching methods.
- Promote the development of pupils' individual interests, strengths and hobbies and effectively utilise the expertise and special interests of members of staff and the wider community.

Our Curriculum Content

Subject	Scheme/content	Planning
English	School developed long-term plan/curriculum progression based on NC programmes of study. The plan details the objectives to be covered in each unit.	Teachers plan lessons weekly from NC objectives.
Mathematics		Teachers plan lessons weekly from NC objectives.
Science		Teacher written medium term plans/schemes of work which can be modified annually, as necessary.
Geography		
History		
Art		
DT		Medium term plans/scheme of work written by the wider curriculum lead.
ICT	Based on Rising Stars units with objectives taken from the NC	Teacher written scheme of work (in liaison with the ICT lead and wider curriculum lead) which can be modified annually, as necessary.
Music	Music Express, along with cross-curricular content	Planned by music teacher.
PSHE	Based on objectives from the PSHE Association	No requirement for additional written planning.
PE	Real PE scheme	The long term plan shows the units to be covered each year. No requirement for additional written planning.
RE	RE Today scheme	RE teachers have developed a scheme of work based on the RE Today scheme, which can be modified annually, as necessary.
MFL (KS2 only)	Language Angels scheme	The long term plan outlines the units for each year group. Lesson plans are provided by Language Angels.

Implementation

Our curriculum implementation is organised as follows to best meet our curriculum intent:

- Our curriculum is based on the subjects and content of the National Curriculum.
- Some of the content is specifically designed/modified to reflect the local context and the expertise and interests of teaching staff and pupils.
- Subjects are taught discretely. However, all opportunities to exploit meaningful cross-curriculum links are taken. Therefore, where possible, the content of termly units of work for wider curriculum subjects complement each other. For example, learning about nutrition in science; and designing and making a healthy soup in DT.
- All subjects are taught in mixed ability class groupings. See our Inclusive Practice statement and Teaching and Learning strategies document.
- The curriculum progression document for each subject ensures that the teaching of substantive and disciplinary knowledge is appropriately sequenced from Pre-school through to Y6.
- The teaching of substantive and disciplinary knowledge is carefully sequenced within each unit of work. Each unit starts with the activation and recap of prior knowledge. The teaching is sequenced to move from more simple and concrete concepts to those that are more complex and abstract. Knowledge that has been previously taught is systematically recapped at the beginning of every lesson through 'Nothing New, Just Review'. Knowledge is also revisited and reinforced through the regular use of 'low stakes testing', such as quizzes. Many units of work culminate in an outcome which allows the children to demonstrate what they have learnt.
- Key concepts for each wider curriculum subject have been identified and are used as another way of enabling the children to learn more effectively by making connections between their learning from lesson to lesson, topic to topic, and year to year. It is made clear to children which key concepts they are learning during every lesson.
- Knowledge maps for units of work are used in most wider curriculum subjects to provide for children an easy reference to key knowledge.

- Wider curriculum subjects provide an excellent opportunity to consolidate English and maths substantive and disciplinary knowledge.
- There are opportunities for creative and practical curriculum delivery: craft, modelling, drama, debates, music, film and storytelling, for example.
- A variety of methods for recording learning are used: artwork, models, photographs, mind-maps, charts, tables, graphs, writing in role, presentations, comic strips, films, animations etc.
- Many units of work are enriched with a relevant trip or visitor to school.
- Parental engagement is maximised through bi-termly parent assemblies, termly 'Come and See' events and termly home learning projects, as well as a wide range of curriculum-based parent workshops.
- See our EYFS policy for information on how our early years' curriculum is delivered.

Impact

The impact of the curriculum is monitored in a number of ways:

- The schemes of work for each unit of work provide the framework for curriculum delivery but the formative assessment carried out by teachers informs precise teaching of individual groups of children to ensure that their needs are being effectively met.
- Quality Assurance is an ongoing process throughout the year led by the Wider Leadership team. This involves lesson observations, learning walks, book and planning scrutiny and pupil voice interviews. This enables school leaders to evaluate whether the curriculum is fit for purpose and whether it is being delivered in a way that matches our curriculum intent. Monitoring is also undertaken by wider curriculum subject leads.
- Termly pupil progress interviews and year team data reviews identify pupils who are making accelerated progress and those who have made insufficient progress (based on teacher assessment and NTS test data). This gives staff an opportunity to review and modify curriculum content, if necessary, in order to meet the needs of all pupils effectively.
- Data analysis by Phase Leaders, SLT and the SENDCO at the end of seasonal terms tracks the progress of different groups of children, including PP and FSM pupils; pupils with SEND and EAL; gender groups; and those with low attendance/persistent absence. This also informs curriculum review.
- Governors monitor whether the school is complying with its funding agreement and teaching a 'broad and balanced curriculum' which includes the required subjects, through monitoring visits in conjunction with school leaders and receiving reports from curriculum leads at governors' meetings.

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 the school has 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 Governance Handbook.

It complies with our funding agreement and articles of association.

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.

Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the head teacher 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
- The school is complying with its funding agreement and teaching a 'broad and balanced curriculum' which includes English, mathematics, and science, 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 children with special educational needs and disabilities (SEND)

- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

Head teacher

The head teacher 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 SEND

Other staff

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

SLT each lead on an aspect of curriculum development:

- English
- Mathematics
- The wider curriculum

The assistant head teacher with responsibility for behaviour and emotional wellbeing works closely with the lead for the wider curriculum to ensure that these aspects of school life are intrinsic to the curriculum.

Phase Leaders oversee and monitor the implementation of the curriculum within their phases. Usually members of year group teams each take a lead on the medium and short term planning of different subject areas for their year group on a termly basis.

Curriculum development tasks/projects are undertaken by post-threshold teachers and teachers wishing to gain experience of subject leadership. These are co-ordinated by the Deputy Head Teacher in order to maintain a cross-curricular approach, adhering to the school's curriculum intent.

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 SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that SEND pupils can study every National Curriculum subject, wherever possible, and ensure 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 SEND policy and information report.

Links with other policies

This policy links to the following policies and procedures:

- English policy
- Mathematics policy
- EYFS policy
- Assessment policy
- SEND policy and information report
- Equality information and objectives
- SRE policy