



Great Sampford Primary School

Curriculum Policy

Updated: March 2025

Review: March 2027

1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's 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
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

These curriculum aims are underpinned by our values:

Happiness, Respect, Resilience, Confidence and Independence.

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

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](#).

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
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply 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
- 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 children with SEND

3.3 Other staff

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

4. Organisation and planning

At Great Sampford we teach a broad and balanced curriculum that is firmly based on the National Curriculum for England (2013) and associated programmes of study, as proposed by the Government of the day. We teach all subjects across the curriculum; English, Mathematics, Science, Art and Design, Computing, Design and Technology, Geography, History, Languages (Spanish), Music, and Physical Education.

Underpinning our work throughout the school is the desire to enable our children to become independent, resilient learners. Through independence, the children are given opportunities and experiences to prepare them for life. Our website should give a flavour of what happens at our school.

Each subject has Knowledge Map and Skills Ladder which illustrates the 7-year journey of our children from entry in Early Years to when they leave us at the end of Year 6. This shows the coverage across the Key Stages and highlights the difference between Year A and Year B. In addition to this, the teachers skillfully plan a number of enrichment activities to bring learning alive. There are mission statements for each area of learning.

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:

- Pupils that are working at Greater Depth
- 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 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.

6. Monitoring arrangements

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

- School visits
- Discussions with subject leaders
- Discussions with the Leadership Team
- Discussions with pupils
- Carrying out Learning Walks
- Meeting with school council

Subject Leaders monitor the way their subject is taught throughout the school by:

- Updating the knowledge maps and ensuring coverage
- Carrying out planning scrutinies
- Carrying out learning walks

- Carrying out book scrutinies
- Carrying out CPD for all staff
- Attending any relevant training

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment and marking Policy
- Additional Needs and Inclusion Policy
- Equality information and objectives
- Pupil Premium Policy
- Sex and Relationship Education
- Teaching and Learning Policy