

Curriculum policy

Highwood Primary School



Approved by: Governing Body

Date: 2.12.25

Last reviewed on: October 2025

Next review due by: October 2027

Our school curriculum is underpinned by the core values of Highwood Primary School:

Happiness, Independence, Graciousness, Healthiness, Excellence and Respect

(Aiming HIGHER)

INTRODUCTION

- The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.
- The taught curriculum is comprised of The National Curriculum and the Early Years Foundation Stage Curriculum and meets statutory requirements.
- It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.
- In addition to this, at Highwood, we focus on teaching core learning skills, which provide pupils with the necessary skills to get the most from our taught curriculum.
- We believe in providing pupils with opportunities to learn beyond the classroom through our Forest schools.
- As a small school, we create bespoke curriculum plans that challenge, stimulate and promote thinking and learning.
- This enables us to provide a high standard of teaching and learning.

Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- 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
- promote physical and mental development and an awareness of the importance of a healthy lifestyle
- enable children to be aware of the importance of and participate in the arts and related cultural themes
- provide equality of access and the opportunity for all pupils to make progress

- prepare pupils for the opportunities, responsibilities and experience of adult life in British Society.
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

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](#).

Roles and responsibilities

The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body 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 (SEN)
- 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 dis-apply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Head School

The head of School 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 dis-application from all or part of the National Curriculum
- 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

Other staff

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

Organisation and planning

At Highwood we have three mixed year group classes and as such our approach to curriculum planning must reflect this and is reviewed annually.

- *We have implemented a thematic three year cycle*
- **In English**, *we have adapted Jonathan Bond's English Planning kit, for Spoken Language, Reading, Writing and Transcription. In addition, we have created an annual overview to ensure children are taught a wide range of text types.*
- **In Phonics**, *we follow Little Wandles, Letters and Sounds.*
- **In Mathematics**, *we follow the National Curriculum Objectives. To ensure whole consistency and progression, we use White Rose Maths Hub Scheme (Years R -6) alongside the NCETM Primary Mastery Materials. These focus on building skills and deepening understanding each year. Written methods are taught alongside practical ones and we use models and images together with concrete equipment to support our teaching. Practice and consolidation play a central role to ensure that understanding and fluency are developed together. Mathematical skills are also developed through cross curricular opportunities that arise in our many different themes.*
- **In Science** *we follow the objectives from Kapow, an online learning resource. : Years 4, 5 & 6 follow a three year plan (as children in that class for three years) Years 2 & 3 follow a two year plan (as in that class for two years) to ensure statutory requirements are met for this subject, without duplication for pupils.*
- **In History and Geography** *we follow the objectives from Kapow, an online learning resource Years 4, 5 & 6 follow a three year plan (as children in that class for three years)*

Years 2 & 3 follow a two year plan (as in that class for two years) to ensure statutory requirements are met for this subject, without duplication for pupils.

- **In Art and Design**, we follow a skills based curriculum , across these areas: materials, drawing, painting, sculpting and Artists; ensuring progression across the year groups.
- **In Design and Technology**, we focus on developing children's skills in designing, making, evaluating and technical knowledge through a range of projects linked to our termly themes.
- **In computing**, we focus on teaching digital literacy, E-Safety, Coding and using and applying these skills across the curriculum.
- **In RE**, we follow Essex's RE syllabus, which we supplement with a range of artefacts and other online resources.
- **In MFL**, we follow the Mr French teaching sequence to ensure children are exposed to and learn the language at a suitable pace. Key Stage 2 children take part in regular lessons where they listen, read and practice new skills modelled by the class teacher and clips taken from the scheme Mr French.
- **For Core Learning Skills**, we follow the Aspire programme objectives. Each half term there is a specific area to focus on, which are explicitly taught during weekly class conferences.
- **Spiritual, moral, social and cultural** development is embedded in both our taught and hidden curriculum and explored specifically through assemblies.
- **Relationships Education and Health Education**, in place from September 2021.
- Long term planning is reviewed annually and medium term plans are drawn up from this.
- To support planning we use a range of other resources such as Twinkl and Classroom secrets. These are used to support the teaching of objectives for each subject area and staff personalise for their specific classes.

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

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

Teachers 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 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.

6. Monitoring arrangements

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

- *School Visits*
- *SDP monitoring*
- *Book looks*
- *Governors meetings*
- *Pupil and parents voice*

The Executive Head Teacher and Head of School along with subject leaders monitor the way subjects are taught throughout the school by:

Lesson visits

Book Looks

Annual audit of resources

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives