



Curriculum Policy

Reviewed: **July 2026**

Reviewed by: **Headteacher / SLT / Governors**

Date to be reviewed: **July 2027**



East Peckham Primary School, 130, Pound Road, East Peckham, Tonbridge, TN12 5LH

INTENT

Our curriculum 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 life.
- 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 including British Values.
- 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 ambition for all pupils including those who are disadvantaged, have a SEND need and from minority backgrounds.
- 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.

IMPLEMENTATION

Roles and responsibilities

The Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher and subject leaders 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
- It fulfills its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

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 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

Subject Leaders

All leaders will ensure that the school curriculum is implemented in accordance with this policy. The role of the subject leader is to:

- Provide a strategic lead and direction for the subject.
- Support teachers to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational needs.
- Support and offer advice and training to colleagues on issues related to the subject.
- Lead relevant training for the whole staff or a group of colleagues to improve pedagogical and subject knowledge.
- Monitor pupil progress in that subject area.
- Provide efficient resource management for the subject.

The school gives subject leaders non-contact time, where appropriate, so that they can carry out the necessary duties involved with their role, for example monitoring. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives.

Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning is clear and that progression is planned into schemes of work and seen within books. Subject leaders keep a Subject Improvement Plan: a document which records attainment and progress of specific groups in these areas, noting the strengths and development points of each subject and plans and actions to continue to improve and develop the subject. It is developed throughout the year but it is intended to be an easily accessible way of giving a snapshot of their subjects and the direction in which they are heading.

Organisation and Planning

The curriculum at East Peckham Primary school fits our vision. Our curriculum approach is

creative and aims to be set in a real life context as much as possible. The learning in the foundation subjects is driven by concepts and project based learning where appropriate, so that children have the opportunity to delve deeper and apply their knowledge to a real life context.

Our curriculum aims to celebrate the school's rural setting as well as appreciating places that greatly contrast the children's life experiences. We want our children to become global citizens and we therefore place a great deal of importance learning about tolerance and differences. The curriculum is planned around various concepts including: sustainability, community, conflict, responsibility, wellbeing, adversity. Many other concepts are chosen during the planning phase which are most applicable to current affairs, our changing context and the children in the class. This gives a great opportunity for children to learn about British Values as well as develop their spiritual, moral, social and cultural education.

Subjects we teach:

- English (including reading, writing, spelling and phonics in EYFS and KS1)
- Maths
- Science
- Computing
- History
- Geography
- Religious Education (RE)
- Physical Education (PE)
- Design and Technology (DT)
- Art and Design
- Music
- Physical, Social, Health and Economics Education (PSHE)
- Modern Foreign Languages (MFL) - French

Learning is sequenced by the Subject Lead to ensure that it is cumulative and that knowledge is built upon, intertwining the need for introducing substantive knowledge but providing opportunities to progress disciplinary knowledge too. Careful thought has gone into planning the Curriculum Overview which every teacher is expected to follow. If a deviation from the plan is required for an unforeseen reason then this must be discussed with the Subject Lead. All progression documents are available on the school website, while more thorough planning information is contained on the internal school drive.

Some schemes are bespoke and created specifically for our children and the context in which they learn, whereas, to aid the building of sequential knowledge, some subjects are taught through a scheme:

- Maths - *White Rose Maths*
- PSHE (including relationship, health and sex education) - *Jigsaw*
- Physical Education - *The PE hub*
- Religious Education - *Kapow*
- Science - *White Rose Science*
- Modern Foreign Languages (French) - *Language Angels*
- History and Geography - *Connected History and Geography*
- Computing - *iCompute*
- Music - *Kent Interactive Music (Charanga)*
- Art and Design Technology Combined - *Kapow*

British Values and spiritual, moral, social and cultural development are vital parts of our curriculum. In order for our children to be global citizens, children need to learn about other people's lives and circumstances. This is covered primarily through our PSHE, RE and at any other moments in our timetable that we see fit.

The RE curriculum is in line with the Kent Syllabus and parents can opt their child out of lessons if they choose. No alternate learning is required to replace the missed RE lessons.

The subject leaders use their progression documents to help create long term plans for the school. Teachers are then responsible for medium and short term plans. Planning is supported to enable progression through terms or projects. Please see our Teaching and Learning policy for more information about planning.

To further enrich our curriculum, each class will attend a trip outside of the village and many local visits within the village to help children make links between their education in the classroom and the world around them. We also have Forest School Inspired Learning (FOSIL) for each year group and weekly swimming lessons in terms 5 and 6, which take place on-site to ensure children are confident swimmers and stay safe around water. We also invite speakers and visitors to school to bring their learning to life. This is arranged by subject leaders and/or class teachers.

The EYFS

This policy recognises that there are required adaptations needed for the EYFS due to their stage of learning. Therefore, this policy is to be read alongside the EYFS Policy. Wherever possible, whole school curriculum planning begins in the Reception Class, including the adoption or creation

of schemes that include our youngest learners.

Assessment

Summative assessment of maths, reading and spelling and grammar takes place at 3 points across the year, usually at the end of autumn, spring and summer. When statutory assessments take place, our in-house assessment does not.

Formative assessment is in place for all foundation subjects three times a year at the end of the autumn, spring and summer terms; these may be informed by snapshots of learning, such as quizzes and mini-tests. Teachers will use the progression and assessment documents to assess the children's depth of thinking and content knowledge through a 'best fit' approach.

Teachers input their assessment data into Arbor at the end of each seasonal term for subject leaders to moderate and analyse. This data analysis is used to evaluate the impact of actions and inform future developments in the subject.

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:

- Advanced learners
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- 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 SEN policy and information report.

Teachers plan additional work for pupils whose attainment is significantly above the expected standard as well as to plan for pupils who have low levels of prior attainment or come from

disadvantaged backgrounds. The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents where appropriate. If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Mainstream Core Standards. In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the general class organisation.

Links with other policies

This policy links to the following policies and procedures:

- EYFS Policy
- Assessment and Feedback Policy
- SEND Policy
- Maths Policy
- English Policy
- SRE Policy
- Teaching and Learning Policy

IMPACT

Monitoring the impact of our curriculum is key in order to ensure that appropriate improvements can be made and what we are teaching remains appropriate to our context. We should see that children are well prepared for the next stage of education and life as they develop new skills as well as their SMSC and British Values understanding. Monitoring may be focused on a particular group such as disadvantaged, SEND or minority children to ensure they are well accommodated through the curriculum.

Book looks, environment walks, lesson drop-ins, assessment, staff voice and pupil voice will provide key information as to the impact of the curriculum on children's outcomes and inform future planning and adaptation of the curriculum.

Monitoring Impact

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

- Governing body meetings
- School visits
- Monitoring visits with senior leaders and/or subject leaders

Subject leaders and senior leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies
- Assessment data
- Learning walks
- Book looks
- Pupil voice
- Staff voice
- Lesson drop-ins

Planning is monitored by the leadership team to ensure that planning is current and used as a working document. Book looks are also carried out to ensure clear progression is evident in books. They ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work in line with the school's feedback policy. The leadership team and subject leaders also conduct learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children. Subject leaders also monitor the way in which resources are stored and managed. Senior leaders and subject leaders feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.

Subject leaders also have responsibility for monitoring the way in which resources are stored and used to enhance learning, with a view to keeping these relevant and adding value.

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.

This policy will be reviewed every year by the headteacher and deputy headteacher. At every review, the policy will be shared with the full governing board.