



ENSTONE PRIMARY SCHOOL

Curriculum (Teaching and Learning) Policy 2025-26

1. Curriculum aims

Our curriculum aims/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 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
- Have a high academic/vocational/technical ambition for all pupils
- 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 KS1

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 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 EYFS Curriculum, the National Curriculum and other statutory requirements

- 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 body
- 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 body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body 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, for example Key Stage and/or subject leaders.

4. Organisation and planning

- Our curriculum is largely subject based but includes some use of over-arching topics/themes in the Early Years Foundation Stage. Cross curricular links are made across and between subjects wherever possible to ensure a cohesive learning experience for our pupils.
- A two-year or three-year rolling planning cycle ensures appropriate coverage of all topic areas for our vertically grouped classes.
- Some subjects are taught daily, others weekly and some on a rolling curriculum basis (for example half a term on, half a term off).
- Each subject has its own policy outlining our intentions for planning, teaching and learning, assessment and inclusion.
- Our curriculum meets all statutory requirements and/or follows non-statutory guidance for:
 - Health education
 - Relationships and sex education
 - Spiritual, moral, social and cultural development
 - British values
- Long term planning cycles are regularly reviewed by the whole teaching staff.
- Teachers create medium-term and short-term plans based on the identified learning objectives for each subject.
- Where appropriate, visitors to the school, specialist workshops and visits out of school are used to extend the curriculum.

- A variety of resources are available to support teachers in developing their plans and delivering effective sequences of lessons. These include:
 - Online subscriptions
 - Web-based planning tools
 - Published schemes of work

- The school's EYFS policy provides further detail on curriculum arrangements for this age group.

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:

- 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 pupils with SEND 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 SDP monitoring visits, subject monitoring visits and governing body meetings.

The Headteacher, Senior Leadership Team and subject leaders monitor the way their subject is taught throughout the school by engaging in planning scrutinies, learning walks, monitoring of individual lessons, book reviews and interviews with pupils.

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

This policy will be reviewed annually and will then be shared with the full Governing Body.

7. Assessment and Reporting

Records of progress kept for each child are updated regularly by class teachers and retained throughout the child's time at school.

Reporting to parents takes place through two parent consultation interviews, in the autumn and spring terms, and a written report in Term 6. Parents are made aware that they may meet their child's teacher by appointment at any other time, to discuss progress or concerns

In addition to ongoing, formative, teacher-assessment across the curriculum, the following summative assessments are currently used:

Reception	Early Years Foundation Stage Profile Baseline assessment on entry
Year 1	PUMA maths and PIRA reading tests (summer term only) Statutory phonics check
Year 2	PUMA maths and PIRA reading tests, termly (Optional DfE KS1 SATs)
Years 3-5	PUMA maths and PIRA reading tests, termly Statutory Year 4 Times Tables Check
Year 6	PUMA maths and PIRA reading tests, termly Statutory KS2 SATs

8. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Relationships and Sex Education Policy
- Assessment policy
- SEND policy and information report
- More Able Policy
- Equality Policy and action plan
- Accessibility Audit and Action Plan
- Individual subject policies

Date Adopted: September 2025

Review Date: September 2026

Signature of Chair of Governors: 

Signature of Headteacher: 