

Curriculum policy

Ledbury Primary School



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1. Aims

1.1 Intent

At Ledbury, we offer a rich and vibrant curriculum which is ambitious for all learners. Through our curriculum, we develop the essential knowledge, skills and understanding which are the building blocks for later life. Our curriculum encompasses not only the formal requirements of the National Curriculum, but goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide. Our aim is to enrich every child's school experience by creating an environment where they are encouraged to succeed and be the best they can be. At Ledbury, cultural capital prepares children with the essential knowledge and skills for their future. The exploration of new skills and experiences help to nurture resilience, curiosity and creativity.

The curriculum is further enhanced by our commitment to Values-based Education (including British Values) and, through this, alongside our spiritual, moral, social and cultural development, we provide learning experiences which promote confident, self-disciplined pupils, eager for lifelong learning.

The aims of our school curriculum are:

- to foster the children's understanding of 'belonging, being and becoming' and how they connect to the past, live in the present and look to the future; encouraging curiosity and a passion to learn
- To cultivate a positive and resilient mindset towards learning, encouraging all children to enjoy school, embrace new challenges with confidence, and push beyond their comfort zones to reach their full potential
- to enable children to develop their knowledge, understanding and skills; being 'determined to succeed' and becoming independent thinkers and questioners; acquiring a solid basis for lifelong learning
- to promote Values Education, including British Values
- to offer the children a range of experiences through our spiritual, moral, social and cultural development
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religion and Worldviews

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 target
- 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 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 SEN

3.3 Other staff

Other staff 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 and offer advice to colleagues on issues related to the subject;
- keep up to date with new initiatives;
- monitor pupil progress in that subject area, particularly at the end of each key stage;
- provide efficient resource management for the subject.

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 and that progression is planned for. The subject leader carries out book trawls, pupil questionnaires, learning walks/ lesson observations/learning environment observations linked to their subjects to ensure that the children are achieving their full potential at each key stage and that attainment is as expected.

4. Organisation and planning

4.1 Implementation

At Ledbury, our curriculum is structured around a past (autumn), present (spring), and future (summer) framework. Each term focuses on a specific subject area: history in the autumn term, geography in the spring, and science in the summer, while science remains a consistent thread throughout the year. This approach enables children to make meaningful connections between past, present, and future, building on their existing knowledge and skills in a way that is cumulative, transferable, and embedded into long-term memory—ensuring learning "sticks."

Each year group follows a carefully designed theme, such as Flight in Year 1. These themes are developed with the children's needs in mind, incorporating both the local community and the wider world to provide a rich and relevant learning experience. Educational visits and guest speakers are intentionally planned to broaden pupils' experiences, inspire curiosity, and deepen engagement.

To support curriculum coherence, history is taught chronologically, beginning with the present in EYFS and progressing through to the Stone Age in Year 6. This structured approach strengthens links in children's knowledge, reinforcing previous learning and ensuring a logical progression of historical understanding.

At the heart of our curriculum is the power of storytelling, particularly through our Let's Say approach, which enhances comprehension and allows children to see learning as part of a broader narrative. This method not only aids retention but also fosters curiosity, creativity, and a love for learning that extends beyond the classroom.

'Cognitive psychology has shown that the mind best understands facts when they are woven into a conceptual fabric, such as a narrative.'

Stephen Pinker - Professor of Psychology, Harvard University

4.2 Values

At Ledbury our curriculum is underpinned by the values that we hold dear, including British Values. 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.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth
- We value the importance of each person in our community. We organise our curriculum so that we encourage co-operation and understanding between all members of our community, promoting community cohesion

- We value the rights enjoyed by each person in our society. We respect each child in our school for their individuality, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school
- We value our environment and encourage sustainability. We aim, through our curriculum, to teach respect for our world; how we should care for it for future generations, as well as our own

4.3 Planning

As stated, the long term plan for each year group is divided into past, present and future. English and maths are planned daily. Please see subject policies for planning for each individual subject.

4.4 Extra-curricular Activities

At Ledbury, we are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities, including: football, glee club, summer sports, computing, netball, film club and choir.

4.4 Early Years Foundation Stage

The curriculum taught in the Nursery and Reception classes meets the requirements set out in the National Curriculum at Early Years Foundation Stage. We plan the curriculum carefully for coherence and progression, focussing on developing children's skills and experiences and ensuring full coverage of all aspects of the early learning goals.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned learning activities. Learning in the Nursery and Reception classes builds on the experiences of the children in their previous environments. We build positive partnerships with the variety of nurseries and other pre-school providers in the area.

During the children's first term in Reception class, their teachers carry out a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

In the Early Years Foundation Stage we use the objectives from the EYFS curriculum. Again, we plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the early learning goals, and there is planned progression in all curriculum areas.

See our EYFS policy for more 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:

- 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 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.

6. Assessment

Continuous assessment for learning combined with an end of unit task e.g., recorded piece of work, whole class quiz or practical task, supports our final professional judgement. Please see subject policies for each individual subject.

7. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through liaising with subject leaders, monitoring subject action plans and planning, carrying out learning walks and discussions with children.

Subject leaders monitor the way their subject is taught throughout the school by carrying out learning walks/observations, scrutinising planning and books and discussions with children.

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

This policy will be reviewed annually by the deputy headteacher responsible for the curriculum. At every review, the policy will be shared with the full governing board.

8. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy
- Basic Skills policy
- Pupil premium
- Sex and relationship education
- Equality information and objectives