

Thurlton Primary School

Curriculum Policy

Including the curriculum statement,
intent, implementation & impact



Policy Consultation & Review

This document has been agreed by the Governing Body.

Author	Based on model policy from The Key- June 2025
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Period of review	3 years

This policy is available on request from the school office.

Signature: Jessica Balado

Headteacher

Date: 27-04-2026

Signature: John Betney

Chair of Governors

Date: 27-04-2026

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1. Curriculum statement and aims

At Thurlton Primary School, our curriculum is designed to ensure every pupil acquires the knowledge, skills and experiences needed to succeed academically and flourish personally. It reflects our ambition for all pupils to become confident, curious, resilient and respectful learners, prepared for the next stage of their education and life in a changing world.

Our curriculum aims to:

- Provide a broad, balanced and inclusive curriculum that is carefully planned and sequenced to build knowledge cumulatively
- Promote high expectations and high academic ambition for every pupil
- Develop pupils' literacy, numeracy and subject knowledge so they can apply learning confidently across the curriculum
- Support pupils' spiritual, moral, social and cultural development, including British values
- Promote positive attitudes to learning, personal responsibility and physical well-being
- Ensure equality of access, appropriate challenge and support for all learners

These aims are underpinned by our values that can be found on our school website.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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 [academy trust governance guide](#).

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the statutory requirements for promoting learning and development set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The local governing board

The local governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The board ensures that:

- Effective arrangements are in place for setting curriculum priorities and targets
- A "broad and balanced curriculum" is taught, including English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover requirements in line with the funding agreement
- Appropriate provision is made for pupils with differing needs and abilities, including those with special educational needs (SEN)
- Statutory assessment arrangements are implemented

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is implemented and that:

- Curriculum aims and objectives reflect the school's vision and meet the needs of all pupils including those with SEN
- Sufficient time is provided for curriculum delivery
- Requests to withdraw pupils from curriculum subjects are managed appropriately
- Assessment arrangements meet all legal requirements
- Local governing board decisions are supported with relevant information

3.3 Other staff

Other staff are responsible for delivering the curriculum in accordance with this policy.

4. Organisation and planning

As a small school with classes of mixed year groups, we operate a rolling curriculum that covers two or three years to ensure full coverage of age and stage appropriate knowledge and skills.

- Our curriculum is primarily structured around our English and reading schemes and where possible and appropriate, linked to foundation subjects and wider learning opportunities
- In the main, we use a range of published schemes to support consistent planning and ensure coverage of National Curriculum requirements.
- Relationships and health education is taught separately in line with statutory guidance
- All learning and teaching promotes the development of knowledge and understanding of spiritual, moral, social and cultural development and British values

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

5. Curriculum Intent

Our intent is to ensure all pupils:

- **Experience a knowledge-rich curriculum** – that builds a secure, deep knowledge of key concepts across all subjects, establishing strong foundations for future learning.
- **Develop high standards in literacy and numeracy** – to become confident readers, writers, and mathematicians who can confidently apply their skills across the curriculum and in real-world contexts.
- **Encounter a curriculum that values curiosity and creativity** – so they enjoy exploration, innovation, and imaginative thinking.
- **Learn within an environment that celebrates diversity and equality** – in order to recognise the value of different backgrounds and respect, show empathy, and equality throughout all aspects of school life.
- **Develop character and resilience** – so they have the social and emotional skills needed to overcome challenges and contribute positively to society.
- **Are prepared for the future** – through opportunities to develop digital literacy, environmental awareness, and global citizenship.

6. Curriculum Implementation

We implement our curriculum through:

- **Carefully sequenced learning** - All subjects follow a clear progression model, ensuring knowledge and skills build systematically from Early Years and through Key Stage 2.
- **High-quality teaching** - Teachers use evidence-based strategies, including retrieval practice, scaffolding, and formative assessment, to secure learning for all pupils.
- **Inclusive Practice** - We adapt teaching to meet the needs of all learners, including those with SEND and EAL, ensuring equitable access to the full curriculum.
- **Enrichment opportunities** - Educational visits, workshops, and extracurricular activities enhance and contextualise learning.
- **Cross-curricular links** - Where appropriate, subjects are connected to deepen understanding and enhance the relevance of learning.
- **Continuous professional development of our staff** - to maintain best practice and strengthen curriculum expertise.

7. Curriculum Impact

We measure the impact of our curriculum through:

- **Pupil outcomes** - High standards in reading, writing, and mathematics, alongside strong performance in foundation subjects.
- **Knowledge retention** - Pupils demonstrate secure understanding and can apply knowledge in new contexts.
- **Personal development** - Pupils show resilience, confidence, and respect for others, contributing positively to school life and the wider community.
- **Preparation for next stage** - Pupils leave our school well-prepared for the challenges of secondary education, equipped with skills and attitudes needed for lifelong learning.
- **Monitoring and evaluation** - Regular assessment, pupil voice, and subject leader reviews ensure continuous improvement and curriculum refinement.

8. Inclusion

Teachers set high expectations for all pupils and 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 will plan lessons to remove barriers to learning for all pupils including those with SEN and/or disabilities so they can study every National Curriculum subject as required.

Support for EAL pupils will be embedded across the curriculum where necessary so they can develop their proficiency in English, and 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. These can be found on our school website.

9. Monitoring arrangements

The governing board monitors curriculum compliance through school visits, meetings with curriculum leaders, reports to governors and meetings with the school council, etc.

Subject/curriculum leaders monitor curriculum delivery of their subject throughout the school by:

- Planning and book scrutiny
- Learning walks and observations
- Oversight of resources and subject development

10. 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

This policy will be reviewed every 3 years by the headteacher.

At every review, the policy will be shared with the full governing board.