



Curriculum Policy

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1. Intent

Our vision is to provide a nurturing and inclusive environment in which all children develop emotionally and academically. When they leave our school, all pupils will have built secure foundations to be kind, confident learners who are ready for the next stage of their education adventure. We are a little school that aims to make a big difference to our children, their families and the wider community.

Our core values underpin all that we do and these are:

Be kind. Be confident. Love learning.

Underpinning our core values are our eight 'learning powers', more specific attitudes and learning attributes that we aim to foster in all of our pupils through explicit and implicit teaching. These learning powers also impact all elements of teaching and learning and behaviour, and they are:

- Explore
- Celebrate difference
- Have a go
- Make mistakes
- Persevere
- Aim high
- It's good to be me
- Teamwork

We have three key 'drivers' or 'golden threads' that run through all that we do and these are: mental health and wellbeing, community and enrichment.

Alongside these we have also set out our curriculum and teaching intentions, which are:

- Children are at the heart of an irresistible, inclusive curriculum that is representative of our pupils and our locality
- Children are provided with the opportunity and scaffolds to learn and use a wide and ambitious vocabulary
- Children are passionate and skilled readers
- Children are confident and knowledgeable writers and mathematicians
- There are regular opportunities to learn from specialists and to access a broad range of new experiences
- Topic led, cross-curricula planning that retains the integrity of individual subject areas
- Clear, coherent and sequential learning journeys that scaffold steps to a final outcome
- Long term knowledge is embedded and retained
- Children access early intervention and adapted tasks due to accurate assessment for learning
- Children are given the tools to be independent and resilient
- All stakeholders are ambitious for all children and all children are ambitious for themselves
- Children are inspired to love learning and to be curious, active learners
- Collaborative approach to teaching – all staff in school positively impact children's learning
- Fulfil all the requirements of the National Curriculum, EYFS Framework and Locally Agreed Syllabus for Religious Education.

- Provide children with opportunities to revisit previous learning, promoting their long term memory for knowledge and skills previously taught
- Support pupils' spiritual, moral, social and cultural development

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 board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- It fulfils its role in processes to disapply pupils from all or part statutory assessments, 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
- 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
- CPD requirements of all staff are known and plan to address these accordingly so that subject knowledge in all subject areas is strong and is continually being developed

3.3 Other staff

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

Each subject has a subject leader who is responsible for the development and effective coverage of the subject throughout the school. Leaders are required to critically evaluate the impact of the teaching in their subject and to make required adjustments and changes as required. More specifically, the role of the subject leader is to:

- Provide a strategic lead and direction for the subject, keeping up to date with local and national developments and sharing examples of good practice
- Where relevant and possible, work with colleagues from other schools to further their knowledge, share good practice and collaborate on shared projects, planning or progression of skills
- Support and guide colleagues on issues related to the subject
- Ensure that subject knowledge across the teaching staff is current and robust, and plan at least one staff development session per year relating to their subject that will challenge, move on understanding and improve practice

- Work with colleagues to plan units of work that meet or exceed the needs of the National Curriculum or EYFS, as well as the needs of the pupils and school
- Monitor and evaluate the quality of education in their subject
- Ensure efficient resource management for the subject.

All staff are responsible for the evaluation of all teaching, and as such are required to feed back to individual subject leaders as to the efficacy of the direction of the subject, the planning and resourcing.

4. Implementation

The teaching of children to 'be kind' is broad; it is being kind to others, being kind to the environment, but above all being kind to themselves. This is the first step in becoming confident, resilient learners who are able to succeed both now and later in life. We teach our values through our Learning Powers which are embedded throughout our curriculum and in all of our everyday interactions; they are the language of our school. They are taught, fostered and encouraged both explicitly in lessons and implicitly in our day-to-day behaviours.

Our curriculum and broader holistic intentions for our children are captured in our Buryfields Foundations which can be found [here](#). These underpin all of the learning and teaching that takes place in our school.

We are hugely proud of the curriculum we provide for our pupils. It is rich, ambitious and responsive to the needs and interests of the unique set of children we are teaching now. We of course follow the National Curriculum Programmes of Study and the Early Years Foundation Stage but these account for only part of what we teach every week, every term and every year. Our key learning intentions for each subject and area are driven by the importance of place. As a school with a high number of Service Pupils, children may be with us for the full three years, but many are with us for a shorter time. It is therefore important for us to ensure that whilst they are here that they develop a sense of place to ensure that they know they are an important part of the school and wider community. With this in mind, a driving factor of our curriculum is teaching about our locality whilst also appreciating and celebrating the diverse locations many children come from or have experienced.

As an infant school we recognise that we are a small but vital part of the child's learning journey. Through comprehensive dialogue with pre-schools and parents, we are well-informed about the starting points of children before they join us in Year R. With the majority of our Year 2 children moving on to Mayhill Juniors, subject leaders have developed relationships with their junior counterparts to ensure that whilst we are 'only' an infant school with an infant curriculum, that this is part of a longer continuum of education. Despite the fact that we are two schools, the children who go from Year R to Year 6 in Odiham are still given a cohesive and coherent curriculum.

By the time they leave our school, we aim for children to have a passion for reading as we recognise the impact that this has not only on their journey through KS2 but for life chances. Reading and the love of books is everywhere, and is prioritised in homework, in the environment and in all subjects. See more about this in our [Reading section](#) on the website. They will also be confident writers and mathematicians, armed with secure foundations to ensure their readiness for KS2.

In the Foundation Subjects, Progressions of Knowledge and Skills for each subject area clearly outline our expectations for what will be achieved by pupils in each year group, ensuring that children acquire knowledge in a well-sequenced and logical way. In addition to the national curriculum requirements, we have set specific learning intentions that reflect our location and community.

The retention of key knowledge is fostered in all subjects, and there is a cohesive approach to ensuring that children can remember what they have learned. We use the 'Let's remember, let's recap' approach in every lesson, as well as providing opportunities for children to revisit previous learning through play, for example jigsaws or games. Leaders also select books for teachers to share with their class on a topic they have already learned about, prompting discussion and retrieval of previously taught content.

At Buryfields we teach in a whole school topic based approach for some parts of the year. By having a theme that runs across all year groups, it provides a sense of unity across the whole school and opportunities for children to collaborate with those beyond their classroom. We choose topics in response to world events, our children and staff but also have some familiar favourites. Whilst we do plan with a theme, all foundation subjects are taught discretely so that children understand what it means to be learning 'History', 'Geography', 'Art and Design' and so on.

We believe that learning should take place in and out of the classroom, in our amazing grounds as well as on visits to the village and further afield. We also believe that, as fantastic as our teachers are, the children have much to learn and gain from others and we have built many great working relationships with people in our community, such as the padres, curates and vicars, local residents from the RAF, the alms houses and historical societies, to artists, musicians and performers who have skill sets we can only dream of!

Medium term planning in KS1 provides clear guidance on the objectives, content and teaching strategies that are to be used. They are based on the National Curriculum Programmes of Study with additional elements taken from local authority guidance and from the needs of our pupils. Plans are developed, after discussion with colleagues about what should be the key learning outcomes, and are linked to the current topic where relevant. When teaching and planning phonics, we use the DfE approved SSP programme Little Wandle Letters and Sounds Revised with

complete fidelity in EYFS and KS1. We follow the locally agreed 'Living Difference Syllabus' in the teaching of Religious Education, with some additions such as the some teaching about the Islamic and/or Hindu faith.

Medium and short term plans also identify specific vocabulary that is to be taught, reinforced and practised as part of our commitment to closing the 'word gap'.

The frequency and length of the lessons depends on the subject and the content of what is being taught. Generally, English and maths are taught daily; phonics is also taught every day. RE is taught once per half term in a dedicated 'RE Week'. Other subjects may be taught weekly or in blocked units.

Short term plans for English and maths are written weekly by class teachers. These generally follow the medium and long term plans but there is flexibility for the plans to be adapted to meet the needs of the pupils or in response to unexpected events or opportunities. Plans identify specific provision for vulnerable pupils.

Themed weeks are planned into the year. Every year we spend either a week, fortnight or half-term celebrating a particular country or continent as part of our multi-cultural studies. Other weeks are planned according to relevance to topics or national or international events, such as Remembrance Week, Science Week or Maths Week. During these weeks we plan opportunities for children to work in mixed age groups and with different teachers. The benefits of these weeks are evident in the levels of engagement, talk and in the provision of rich and relevant opportunities for development in SMSC. The school aims to develop excellence and innovation of the STEAM subjects across the curriculum.

PSHE, including Relationships, Sex and Health Education, Rights Respecting Education, SMSC and the teaching about British Values is taught in explicit PSHE lessons as well as through all subjects across the curriculum. More information can be found in the respective policies.

The Early Years have their own curriculum which can be found [here](#). Their planning is also based on the school's topic cycle, local or national events and the children's needs and interests. Activities are planned to provide a balance of adult led guidance and learning through play. Regular discussions between EYFS teaching staff allow the planning to be flexible and responsive to the children's needs.

See our EYFS policy for further 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:

- Higher attaining 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 can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Aspirations for all pupils are high. We see provision for SEND, including high attaining pupils, as the development of expertise, skills and attitudes, not just knowledge acquisition.

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 Equality Statement, and in our SEND policy and information report.

6. Impact

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through school visits, pupil conferences and through meetings with school and subject leaders.

Subject leaders monitor and evaluate the way their subject is taught throughout the school through:

- Lesson observations and dialogue with colleagues in our subject review meetings
- Pupil conferences
- Work scrutinies where appropriate
- Analysing assessment in foundation and core subjects on a half termly basis.

Evaluations then lead to further appropriate actions, for example, revision of planning, development of staff subject knowledge or seeking local authority advice.

Teachers and teaching assistants monitor and evaluate the teaching and learning in a variety of ways:

- Through ongoing, formative assessment of the children during lessons, which leads to spontaneous revision of the learning objectives, groupings, questioning or level of support or challenge for individuals, groups or the class as a whole.
- Phonics is assessed each half term and children are supported as needed with catch up sessions
- In KS1, through half-termly assessments of foundation subjects; children who are not meeting ARE (age related expectations) are noted and teachers will work with subject leaders to ensure that appropriate support is in place where needed.
- In KS1, some use of summative assessments, which may take the form of phonics checks, spelling tests, number facts quizzes or writing tasks. In Year 2, children are also given reading and maths quizzes, similar in style to the SATS, as well as excerpts from real SATS papers, both current and past.
- In EYFS, ongoing assessments of the prime and specific areas of learning take place by all staff throughout the year.
- Assessments are moderated in school and with colleagues from other schools at moderation sessions throughout the year.
- There are four main data drops per year in KS1 for reading, writing and maths. In EYFS there are three data drops against the EYFS (once per term, plus the Reception Baseline Assessment). Outcomes are shared with parents once per term: in autumn and spring via a parent consultation and via a written report in the summer. Teachers meet with the headteacher on a regular basis to discuss the progress of all children in their class.

Parents who wish to know more about the school's assessment procedures should speak with their child's class teacher. **All** assessments of the children are conducted with the well-being of the children in mind, and in most instances the children are unaware that their progress is being assessed.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- SEND policy and information report
- Single Equalities Statement
- PSHE Policy
- Relationships and Sex Education Policy

Appendix 1 - Marking procedures

At Buryfields, we believe that marking should be completed for the benefit of the classroom staff in their assessment of the children and/or the child, in order to move on their learning or to celebrate their efforts and achievement. Marking is not completed for the benefit of parents, governors, the SLT or Ofsted. Where possible, the majority of marking should be completed with the child.

The following annotations are used across the school:

I – Independently completed

T – Teacher supported

TA – TA supported. If there is more than one member of support staff in a class, or if a TA is working in another class, they should initial the work to show they have supported.

AS – other adult support (e.g. parent helpers)

VF – Verbal Feedback, which may also give a brief reason for the feedback e.g. VF – “letter size.”

All annotations should be specific as to whether the whole piece of work has been supported or entirely independent, or whether certain sections were supported or completed independently.

All marking should be completed in green pen, unless there is an action point for the child to complete which should be written in pink pen. The use of the pink pen to ask the children to make corrections or to attempt a challenge is at the discretion of the classroom staff, dependent on the context of the lesson and the child. Spellings will be asked to be corrected when appropriate as deemed by the classroom staff, and will only be for key words such as common exception, spelling list or topic words. Children will make corrections and improvements using their editing purple pen.

Other information may be noted on the child's work that provides useful information for the teacher, e.g. if support was given on a 1:1 basis, by a peer or in a TA led group.

All pieces of work should have a date and a title or Learning Objective; the teacher may annotate this to indicate if the child achieved the LO, but only if this serves a purpose for their assessments.

KS1 assessment pieces in writing will be noted as being such, and may have slightly different marking annotations, such as highlighting of key achievements.