



'cherish everyone, flourish together, serve others'

"And now these three remain: faith, hope and love.

But the greatest of these is love."

1 Corinthians 13:13

CURRICULUM POLICY

**Policy Lead
Committee:**

Local Academy Committee

In consultation with: Headteacher

Approved by:

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Review Frequency: annual



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1. Introduction

This policy reflects the requirements for Newnham St Peter's Church of England Primary School to provide a broad and balanced curriculum, as outlined in the Academies Act 2010 and the National Curriculum programmes of study that we have chosen to follow.

It also adheres to the principles of inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and the Equality Act 2010. Furthermore, it acknowledges the curriculum-related expectations of governing boards as specified in the Department for Education's Governance Handbook.

This policy recognises the importance of promoting the learning and development of pupils in accordance with the Early Years Foundation Stage (EYFS) statutory framework.

At Newnham St Peter's, we value education and aim to provide a curriculum that is accessible to all pupils. We celebrate the diverse nature of our society and promote adherence to fundamental British values. Our curriculum fosters the spiritual, moral, social, cultural, mental, and physical development of our pupils and the wider community.

Our Christian Vision, "Cherish everyone, flourish together, and serve others," is inspired by 1 Corinthians 13:13: "And now these three remain: faith, hope and love. But the greatest of these is love." This vision reflects our commitment to nurturing every child's unique gifts and building a community where all can flourish.

We have designed our curriculum to be inclusive, inspiring, and nurturing, placing pupils' learning at the centre. We value the input of pupils, parents, and the local community in planning and delivering the curriculum. Our aim is to ensure that pupils enjoy learning and feel prepared for life after school, providing new and exciting experiences through extracurricular activities that enhance their educational journey.

At Newnham St Peter's, we have high aspirations for all our pupils, helping them become caring, confident, and curious individuals with a passion for learning and the ability to achieve their potential. Our pedagogical approach is informed by Rosenshine's Principles of Learning, which underpin our curriculum and support the holistic well-being of our pupils.

2. Aims

We aim to provide a broad and balanced curriculum that:



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- Fulfills all the requirements of the national curriculum and the agreed syllabus for Religious Education (RE).
- Enables all pupils to recognise that they are successful learners.
- Teaches the skills and attributes needed to be effective learners.
- Provides a wide range of learning experiences in a supportive and enthusiastic environment.
- Develops basic skills in literacy, numeracy, ICT, and science.
- Encourages creativity through art, music, drama, and design technology.
- Promotes understanding of fundamental British values and fosters positive citizenship.
- Supports the spiritual, moral, cultural, mental, and physical development of pupils.
- Instils a sense of fairness, truth, and respect for all.
- Encourages healthy lifestyles and the importance of well-being.
- Supports the development of special skills and talents in areas of interest.
- Promotes a positive attitude towards learning.

3. Christian Values

Our curriculum is underpinned by the Christian values we hold dear at Newnham St Peter's: Friendship, Respect, Joy, Resilience, Hope, Forgiveness, Service. These values support the social, spiritual, emotional, and cultural development of our pupils.

We aim to prepare pupils for life in modern Britain by introducing and discussing British values, including:

- Mutual Respect and Tolerance of those with different faiths and beliefs.
- Democracy.
- Rule of Law.
- Individual Liberty.

4. Our Curriculum Intent

At Newnham St Peter's C of E, our vision places pupils at the centre of all we do. We have high aspirations for every pupil, aiming to help them become caring, confident, and curious individuals with a passion for learning.

Our curriculum is designed to respond to the needs of all learners and their interests, building strong relationships and celebrating diversity. It provides opportunities for success in all aspects of development and recognises and celebrates all types of talent.

We emphasise teamwork and responsibility, enabling pupils to take on key roles in the community, participate in local traditions, and develop new skills.

Our curriculum is designed to ensure deep, memorable learning experiences, with an element of fun. Pupils leave Newnham St Peter's as confident, caring, and curious individuals, equipped with the skills needed for lifelong learning.



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4.1. Progression of Skills and Knowledge

We recognise the importance of a carefully mapped curriculum to ensure long-term acquisition of skills and knowledge.

4.2. Focus on Speech and Language Development

Given that many pupils enter school with speech and language development below expected levels, our curriculum prioritises this aspect of learning, utilising opportunities within and outside lessons to develop these skills.

4.3. Life Skills and Social Skills

Our curriculum prioritises the acquisition of key life and social skills, enabling pupils to become effective citizens with a positive outlook and the ability to contribute to society.

4.4. Inclusion

We aim to meet the needs of all learners through quality-first teaching, pre-teaching, same-day interventions, and catch-up programmes. Staff adapt their practice to focus on Communication and Interaction, Cognition and Learning, and Social, Emotional, and Mental Health needs.

4.5. Extra-curricular enrichment

In addition, we provide whole-school opportunities such as designated curriculum weeks, global awareness initiatives, and extracurricular activities that enhance the curriculum and promote a sense of community.

4.6. Pedagogy of the Curriculum

The foundations of our curriculum are based on the pedagogy of Rosenshine's Principles of Instruction. This begins with explicit instruction, where teaching is teacher-led and fully guided. It is a structured way to teach, ensuring lessons are exceptionally clear. We show pupils how to start and succeed on tasks, providing ample feedback and opportunities for practice.

Subject Knowledge

- **Excellent Subject Knowledge:** Teachers must possess strong subject knowledge to effectively motivate and instruct pupils.
- **Continuous Professional Development (CPD):** Subject leaders will provide national/local updates and CPD information.
- **CPD Attendance:** Teachers will engage in CPD throughout the academic year to enhance their expertise.



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Chunking

- **Small Steps:** New information is presented in small, manageable chunks.
- **Checking for Understanding:** We practice embedding knowledge and checking for understanding between each chunk.

Teacher-Led Clear and Concise Explanations

- **Clarity:** Explanations must be clear and concise, including examples, non-examples, and worked examples.
- **Questioning:** Throughout explanations, questioning is used to check attention and understanding, covering new content and skills.
- **Diverse Formats:** Explanations may include verbal instructions, reading materials, or multimedia sources such as videos.

Daily Review

At Newnham St Peter's, we start each lesson with a brief review of previous learning. This daily review strengthens prior knowledge and promotes fluent recall, serving as a form of retrieval practice. Formats for daily review include:

- Questions
- True or false statements
- Sentence completion
- Partner discussions
- Writing summaries
- Vocabulary exercises

Scaffolding

Scaffolds are provided to ensure pupils can succeed. These may include:

- Teacher-led practice with questioning, discussion, and support.
- Verbal prompts and reminders.
- Partially completed questions or tasks.
- Sentence starters or writing aids.
- Written checklists or step-by-step guides for task completion.

Guided Practice and Independent Practice

Guided practice involves interactive instruction between the teacher and pupils. After introducing new learning, teachers engage pupils in a similar task before they practice independently. At Newnham St Peter's C of E, we follow these guidelines:

- **I Do, We Do, You Do:** Initial practice should be fully guided.



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- **Guidance-Fading:** As pupils progress, guidance should gradually decrease.
- **Independent Practice:** Extensive independent practice ensures success and automaticity.
- **Immediate Feedback:** Feedback is provided on both guided and independent practice.

Retrieval Practice

Retrieval practice requires pupils to recall previously learned material from long-term memory. Effective retrieval practice includes:

- Completion from memory.
- Involvement of all pupils.
- Low-stakes assessments (no scores/points).
- Opportunities for success.
- Scaffolding when needed.
- Adequate challenge.
- Corrective feedback.
- Spacing from initial learning.
- Inclusion of factual and higher-order questions/tasks.
- Matching the format of final assessments.

4.7. Organisation and Planning

We plan our curriculum in three phases for each year group, based on the National Curriculum requirements. Each year group has a long-term plan indicating topics and National Curriculum objectives taught each term. We regularly review our long-term plan to ensure comprehensive coverage across Key Stages.

4.8. The Foundation Stage

The curriculum in our reception class meets the requirements of the revised National Curriculum at Foundation Stage. Our planning focuses on developing pupils' skills and experiences through play, aiming to fuse pedagogical approaches that cater to all children's needs. We employ the Read Write Ink phonics scheme throughout EYFS and KS1. During the first term, all reception children complete a baseline assessment, which is crucial for future curriculum planning.

We recognise that all pupils need support from parents, carers, teachers, and others to make good progress. We strive to build positive relationships with parents and carers by keeping them informed about their child's teaching, progress, and how they can support learning at home.

5. Roles and Responsibilities



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5.1. The Local Academy Committee is responsible for:

- Ensuring the curriculum is inclusive and accessible to all.
- Liaising with the headteacher, subject leaders, and teachers regarding pupil progress and attainment.
- Monitoring the content of this policy.

5.2. The Headteacher is responsible for:

- Collaborating with teachers and members of the Senior Leadership Team (SLT) to devise curriculum plans.
- Ensuring the curriculum is inclusive and accessible to all.
- Supporting teachers in planning and implementing the curriculum while managing workload.
- Ensuring consistent implementation of the curriculum throughout the school and addressing difficulties promptly.
- Reviewing the curriculum and making necessary adjustments.
- Staying updated with relevant statutory updates and taking action as required.

5.3. The Subject Leader is responsible for:

- Providing strategic leadership and direction for their subject.
- Supporting and advising colleagues on subject-related issues.
- Monitoring pupil progress and reporting to the headteacher.
- Managing resources efficiently for their subject.
- Ensuring the curriculum is inclusive and accessible to all.
- Providing specialist resources and equipment for pupils in need.
- Keeping up to date with national and local developments in their subject.

The school allocates non-contact time for core subject leaders to fulfil their responsibilities. Subject leaders review teaching methods and plan improvements aligned with whole-school objectives, ensuring full coverage of the National Curriculum and planned progression.

5.4. Teachers are responsible for:

- Consistently implementing this policy in their practices.
- Ensuring lesson plans reflect the school's curriculum.
- Delivering the curriculum creatively to engage different learning types.
- Collaborating with the headteacher and SENDCo to ensure inclusivity.
- Working closely with the SENDCo and TAs to support pupils needing additional help.
- Providing challenging work for academically more able pupils.
- Celebrating all pupils' academic and non-academic achievements.
- Reporting on the progress of pupils with SEND to the SENDCo and addressing identified difficulties.
- Monitoring progress of all pupils and working to close the attainment gap.



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5.5. The SENDCo is responsible for:

- Collaborating with the headteacher and teachers to ensure curriculum accessibility.
- Ensuring teaching materials comply with the Equality Act 2010.
- Conducting SEND assessments as necessary and ensuring pupils receive needed support.
- Liaising with external agencies for additional pupil support.

5.6. Organisation and Planning:

- The school's curriculum will be delivered equally throughout the school week.
- Lessons will employ a variety of teaching techniques to cater to different learning styles: visual, auditory, and kinaesthetic.
- Teachers will plan challenging lessons for all pupils and ensure provisions for academically able pupils.
- Lessons will accommodate mixed-ability pupils and make cross-curricular links.
- TAs will be strategically deployed within lessons to assist pupils needing help while minimising disruptions.
- Classrooms will be organised to provide full access to resources and equipment, fostering a rich learning environment.
- Using Rosenshine's Principles of Instruction, teachers will incorporate the following elements into their teaching throughout the day:
 - A daily review of previous learning.
 - New material presented in small steps, ensuring mastery before progression.
 - A variety of open questions to assess understanding.
 - Clear modelling using equipment, visuals, or aids to demonstrate problem-solving.
 - Time allocated for guided practice.
 - Regular checks for understanding in various formats.
 - A high success rate for pupils, with enough challenge to promote growth.
 - Scaffolds for more difficult tasks.
 - Opportunities for independent practice.
 - Regular reviews of learning on a weekly or monthly basis.

6. Subjects Taught

We adhere to the national curriculum and the statutory framework for the early years, ensuring comprehensive and inclusive educational experiences for all pupils.



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This policy is available on the school website: npspschool.uk.

Paper copies are available on request from the School Office.