



Willoughton Primary School

The Cliff Federation Curriculum Policy

<u>Policy Information</u>			
Status:		Reviewed by:	Full Governing Board
Cycle of Review:	Annual	Policy Ratified	January 2026
Signed as accepted:			

1. Intent

At The Cliff Federation, we want our children to be excited about coming to school. We want them to be curious learners, who find education enjoyable and rewarding. Our curriculum is designed with the intent that our children leave us with the building blocks in place to become successful adults: to be able to gain employment, to live healthy lifestyles, to be moral citizens and to take opportunities to extend their horizons.

In recognition of the context of the starting point of many of our children, we have a strong focus on the teaching and learning of English and Mathematics; we explicitly teach vocabulary, communication, number sense and reasoning skills. Our broad and balanced curriculum is coherently planned and sequenced to enable children to develop knowledge, understand concepts and acquire the necessary skills. Our teaching and learning pays due attention to the National Curriculum but we work consistently to ensure our curriculum is relevant to the needs of our children and the community that they live in. We give our children a voice and encourage them to value their community beyond the school gates.

Our ambition is to send our children on to the next stage of their educational journey as confident, resourceful, enquiring and independent learners with a strong sense of moral purpose and respect for others.

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](#) (last updated September 2024 <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>) 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](#).

Governing Body: Full Governors

Review Date:

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3. Roles and responsibilities

3.1 The governing body

The governing board 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 National Curriculum and other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- 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 Head teacher

The head teacher 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 SEND.

3.3 Other staff

Other staff, for example Base Leaders and subject leaders will ensure that the school curriculum is implemented in accordance with this policy.

4. Organization and planning

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children. In KS1 and KS2, our curriculum is all planned on a two yearly cycle with an emphasis placed on 'hook' experiences, cross curricular links and learning supported by quality texts and other quality experiences. Values are threaded through our curriculum offer.

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plan from which the teachers write medium term plans to achieve balance and coverage over a term or half term. Carefully constructed progression documents for each subject area articulate year group expectations, vocabulary development and end points. The more detailed weekly/fortnightly short-term planning will focus on the teaching process. Short term plans outline the individual lessons and adaptations made for individual classes and children along with assessment opportunities and expected outcomes.

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)
- Mobile pupils

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 and our GRT (Gypsy, Romany and Traveller) pupils. 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/ Inclusion policy and information report.

6. Monitoring arrangements

Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning. Formative assessments take many different forms and are reflected in the pupil's books/work in the provision of constructive feedback (both oral and written). Feedback follows the school's policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve. Summative assessments support teacher assessments in the core subjects. These are used to help prepare children through the year groups for the end of key stage testing as required by law.

Reception pupils are baselined on entry and progress towards Early Learning Goals is reviewed regularly.

Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents at

three points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

7. The roles of the Subject Leaders

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 into schemes of work.

Subject leaders also have timetabled management time to monitor and evaluate progress within their subject.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND/ Inclusion policy and information report.
- Equality information and objectives
- Teaching and Learning policy.
- Relationship and Sex Education policy

8. Curriculum policy review date

The Curriculum policy will be reviewed every year to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.