The Federation of Winklebury Infant and Junior Schools

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Believe, Strive, Achieve

Curriculum Policy

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Ratified by the governing body: 17.09.26

Signed:

Position:

Date of next review: Sept 29

Curriculum Policy

To be read in conjunction with:

- Teaching and Learning Policy
- Assessment Policy
- Wellbeing Policy
- Child Protection Policy
- Safeguarding Policy
- SEN and Inclusion Policy
- Relationship and Behaviour Policy

Introduction

At the Federation of Winklebury Infant and Junior Schools, we believe that the curriculum is far more than the subjects children study. It encompasses every experience, opportunity and interaction that contributes to children's learning, personal development and understanding of the world around them. Our curriculum is designed to inspire curiosity, develop knowledge and skills, nurture wellbeing and prepare children for future success. It reflects our commitment to ensuring that every child feels safe, valued, supported and able to achieve their full potential.

We meet statutory requirements through delivery of the Early Years Foundation Stage Framework, the National Curriculum and the locally agreed syllabus for Religious Education (Living Difference). Alongside these statutory requirements, we provide a broad, balanced and ambitious curriculum that is carefully designed to meet the needs of our community and prepare children for life in modern Britain and an ever-changing world.

INTENT

Curriculum Vision

At the Federation of Winklebury Infant and Junior Schools, our curriculum is designed to ensure every child can Believe, Strive and Achieve.

As a Thrive school, we recognise that positive relationships are the foundation of successful learning. Children learn best when they feel safe, valued, understood and connected. Our curriculum is therefore built upon a relational approach that promotes emotional wellbeing, self-regulation and a strong sense of belonging. We are committed to developing the whole child and ensuring every learner has the confidence, resilience and self-belief needed to flourish academically, socially and emotionally.

Believe
We want every child to believe in themselves, their abilities and their potential. Our curriculum celebrates individuality, diversity and inclusion, ensuring all children feel represented, valued and respected. Through positive relationships, high expectations and meaningful learning experiences, children develop confidence, self-worth and a strong sense of belonging within our school community and beyond.

Strive
We encourage children to be curious, ambitious and resilient learners who embrace challenge and persevere when learning becomes difficult. Through carefully planned learning journeys, high-quality teaching and opportunities for reflection, children learn that effort, practice and determination are important ingredients for success. We support children to become independent learners who are willing to take risks, learn from mistakes and continually seek to improve.

Achieve
We provide a broad, balanced and ambitious curriculum that enables children to acquire secure knowledge, understanding and skills over time. By developing strong foundations in learning, communication, personal development and emotional wellbeing, children are prepared for the next stage of their education and future life beyond school. We want every child to leave our federation having achieved their potential and equipped with the knowledge, skills and values needed to thrive in an ever-changing world

Curriculum Aims

We believe that our curriculum should aim to:

- Promote equity and high aspiration for all, ensuring that every child, regardless of background, need or prior experience, is supported and challenged to *believe in themselves, strive for improvement and achieve their best*.
- Create a safe, inclusive and respectful learning environment, where children feel valued, trusted and have a strong sense of belonging, treating others with empathy and kindness.
- Teach children to identify, understand and regulate emotions, developing their ability to manage their emotions.
- Meet the needs of all learners through adaptive and inclusive practice, ensuring learning is meaningful, accessible and ambitious through effective differentiation, scaffolding and targeted support.
- Inspire curiosity, engagement and a lifelong love of learning through interactive, inspiring and relevant learning experiences.
- Secure strong foundations in learning, particularly in communication, oracy, reading, writing and mathematics, recognising their vital role in future success.
- Encourage children to embrace challenge, showing perseverance and resilience when things go wrong, understanding that mistakes are how we learn.
- Promote collaboration, co-operation and teamwork, enabling children to work with different people positively and respectfully.
- Develop independence, nurturing the skills, organisation and confidence children need to manage their own learning.
- Use assessment effectively to identify strengths, gaps in knowledge and next steps, informing responsive teaching that maximises progress for every child.
- Support the development of the whole child, promoting pupils' spiritual, moral, social, cultural, mental and physical well-being.
- Develop children's confidence to stand up for what they believe in, do the right thing even when it is difficult, and contribute positively to the world around them.

IMPLEMENTATION

School Values

At the Federation of Winklebury Infant and Junior Schools, we believe in the importance of learning to learn. It is not possible for schools to teach children everything they will need to know in an ever-changing world, so we aim to inspire our children to become lifelong learners by explicitly teaching the learning behaviours that support success. To support this, we have developed six shared School Values:

- Perseverance – trying our best and not giving up,
- Pride – in ourselves, our learning and others,
- Respect – for ourselves, others and our environment,
- Empathy – understanding others' feelings and perspectives,
- Trust – in ourselves and one another,
- Teamwork – supporting each other and working together.

These values are woven throughout our curriculum design, teaching, behaviour and relationships and support the development of the whole child. We believe academic success and personal development are equally important and place a strong emphasis on children's spiritual, moral, social, cultural, emotional and physical development.

Curriculum Drivers and Rationale

Our curriculum has been carefully designed to meet the needs of the Winklebury community. In designing our curriculum, leaders have considered:

- the diversity of our community,
- levels of disadvantage and vulnerability, including trauma,
- the higher-than-average proportion of pupils with SEND and EHCPs,

- the significant number of pupils who speak English as an Additional Language,
- the need to develop communication and language skills,
- the importance of belonging, wellbeing and emotional regulation,
- the aspirations and future opportunities of our children.

As a result, we have identified the following contextual drivers:

Relationships and Wellbeing
As a Thrive school, we recognise that emotional wellbeing and positive relationships are essential foundations for learning. Our curriculum supports children's social and emotional development and helps them develop emotional literacy, resilience and self-regulation.
We ensure that:

- Children feel safe, valued, understood and connected.
- Positive relationships underpin learning.
- Emotional regulation and wellbeing are explicitly taught and supported.
- Children develop confidence, resilience and self-belief.
- A strong sense of belonging is promoted across the school community.

Inclusion and Diversity
We believe that every child should feel represented, respected and able to achieve success. Our curriculum reflects the diverse world in which children live and promotes equality, inclusion and belonging.
We ensure that:

- High expectations are maintained for all learners.
- Appropriate adaptations remove barriers to learning.
- Diverse cultures, experiences and perspectives are represented.
- Children develop empathy, respect and understanding of others.
- Every child feels a valued member of the school community.

Language and Communication
We recognise that language is the key to learning, belonging and future success. The explicit development of communication skills is therefore a central feature of our curriculum.
We ensure that:

- Oracy supports learning in every curriculum area.
- Vocabulary is carefully planned and taught across all subjects.
- Children are given regular opportunities to listen, discuss, explain, debate and present.
- Children develop confidence as communicators and active participants in learning.

Aspiration and Opportunity
We are committed to broadening horizons and helping children recognise the possibilities available to them in the future. Our curriculum provides rich opportunities that extend beyond children's everyday experiences.
We ensure that:

- Children have access to a wide range of first-hand experiences.
- Visits, visitors and enrichment activities bring learning to life.
- Children are taught about different careers, training and opportunities.
- The curriculum encourages ambition, curiosity and high aspirations.
- Cultural capital is developed through meaningful experiences and engagement with the wider world.

Knowledge and Achievement
Our curriculum is ambitious, carefully sequenced and knowledge-rich. It enables children to acquire, retain and apply important knowledge, skills and vocabulary over time.
We ensure that:

- Learning builds progressively from Nursery to Year 6.
- Knowledge, skills and vocabulary are clearly identified and sequenced.
- Retrieval and revisiting strengthen long-term memory.
- Children develop both substantive and disciplinary knowledge.
- Assessment informs responsive teaching and supports progress.
- All children are supported to achieve their potential.

Organisation

Our curriculum is designed to be broad, balanced, ambitious and coherently sequenced from Nursery to Year 6. It has been carefully planned to ensure that pupils develop secure knowledge, skills and understanding over time whilst making meaningful connections across areas of learning.

- We use a cross-curricular thematic approach to organise much of the curriculum. Topics, which typically last for a half term, are designed to engage pupils, provide meaningful contexts for learning and support pupils in making connections across subjects. Where appropriate, subjects are taught discretely to ensure the full breadth and integrity of the National Curriculum is maintained.
- Learning is carefully sequenced to build on prior knowledge and prepare pupils for future learning. Within foundation subjects, learning is often driven by a key enquiry question that promotes curiosity, critical thinking and deeper understanding.
- Each topic begins with a carefully planned stimulus or "hook" designed to engage pupils and generate interest in learning. Throughout the topic, pupils work towards a meaningful outcome which enables them to apply their knowledge and skills for a purpose and, where appropriate, share their learning with a wider audience.
- We recognise the value of making purposeful links between subjects. Cross-curricular links are made where they strengthen learning and support pupils to transfer and apply their knowledge and skills in different contexts.
- There is a clear progression in each subject with the knowledge, skills and vocabulary that pupils are expected to learn and remember identified. This ensures learning builds systematically over time and supports consistency across the federation.
- Children are generally taught in single year group classes. Where mixed-age classes operate, a carefully planned two-year rolling programme ensures full curriculum coverage and prevents unnecessary repetition of learning.
- Key knowledge, concepts and skills are taught explicitly and pupils are provided with regular opportunities to revisit, practise and apply their learning in order to strengthen understanding and long-term retention.
- English and mathematics are taught daily. Discrete teaching of phonics, spelling, handwriting, grammar, punctuation, reading and oracy ensures that pupils develop the strong communication and literacy skills needed to access the wider curriculum successfully.
- Foundation subjects are taught either as regular weekly lessons or through carefully planned blocks of learning, depending on the nature of the subject and curriculum sequence.

Early Years Foundation Stage

- In the Early Years Foundation Stage, learning is planned in accordance with the Early Years Foundation Stage Framework. Children learn through a balance of child-initiated play, continuous provision, enhanced provision and adult-directed activities. Practitioners build upon children's interests, experiences and developmental needs to provide engaging learning opportunities across all areas of learning. Communication, language development, personal, social and emotional development and early literacy and mathematics are prioritised as foundational skills for future success.

Enrichment and Personal Development

- The first day of each half term is a Winklebury Values Day, providing dedicated opportunities for pupils to explore and apply the federation's values of Perseverance, Pride, Respect, Empathy, Trust and Teamwork.
- In addition, pupils participate in a range of enrichment days and special events throughout the year. These may link to national and international initiatives, such as World Mental Health Day, or reflect priorities identified within our school community. Such experiences are carefully planned to deepen learning, broaden horizons, develop cultural capital and raise aspirations. All enrichment activities have clearly identified learning outcomes and contribute to pupils' wider personal development.

Planning

Curriculum planning ensures that learning is coherently sequenced, builds on prior learning and enables pupils to develop and apply knowledge, skills and vocabulary over time. Planning is designed to secure full coverage of statutory requirements whilst meeting the needs of pupils within our school community.
The curriculum is planned at three interconnected levels:

Long-Term Planning
Long-term plans provide a whole-school overview of curriculum content from Nursery to Year 6. They identify the topics, subjects and key curriculum content taught across each year group and ensure appropriate coverage, progression and sequencing of learning over time.

Medium-Term Planning
Medium-term plans set out the intended curriculum for each unit of learning. They identify:

- the key knowledge, skills and vocabulary pupils will learn,
- curriculum objectives drawn from the National Curriculum, EYFS Framework or agreed programmes of study,
- planned learning sequences and end points,
- opportunities for retrieval, application and assessment,
- meaningful links between subjects where these strengthen learning,
- opportunities to promote personal development, including the federation values, diversity, inclusion, SMSC, British Values and safeguarding themes.

Short-Term Planning
Short-term planning translates curriculum intentions into daily classroom practice. Teachers use medium-term plans to design lessons that build on prior learning and address the needs of their pupils.
Short-term planning typically includes:

- learning objectives and success criteria,
- key knowledge and vocabulary,
- teaching strategies and resources,
- assessment opportunities,
- adaptive teaching approaches that enable all pupils to access and succeed in learning,
- questions and activities that promote thinking, discussion and understanding.

Short-term planning is responsive and may be adapted to address misconceptions, build upon assessment information or respond to pupils' emerging needs.

Early Years Foundation Stage
In the Early Years Foundation Stage, planning is informed by the Early Years Foundation Stage Framework and children's developmental needs, interests and stages of learning. Long, medium and short-term planning ensure coverage of all areas of learning whilst maintaining a balance between child-initiated learning, continuous provision, enhanced provision and adult-led experiences.

Teachers use ongoing observation and assessment to plan learning experiences that build on children's existing knowledge and understanding, whilst promoting communication and language, personal, social and emotional development, and early literacy and mathematical skills.

IMPACT

Roles and Responsibilities

Governors will:

- monitor the effectiveness of the curriculum,
- ensure statutory requirements are met,
- review curriculum provision through visits and Headteacher reports.

The Curriculum Lead will:

- provide strategic leadership of the curriculum, ensuring the aims of this policy are met,
- ensure curriculum implementation is consistent across the school,
- monitor curriculum implementation and impact,
- support subject leaders in curriculum development.

Subject Leaders will:

- ensure they keep up-to-date with developments in their subject, at both local and national level,
- support colleagues with subject knowledge and pedagogy,

- monitor standards and curriculum implementation,
- ensure progression and coverage,
- evaluate the impact of curriculum provision,
- provide efficient resource management for the subject,
- liaise with the Curriculum Lead to make changes where needed.

Teachers will:

- plan and deliver the curriculum effectively,
- use adaptive teaching to ensure all pupils can access, participate in and succeed within the curriculum,
- use assessment to inform teaching,
- maintain high expectations for all learners,
- provide enriching and engaging learning opportunities.

Monitoring and Evaluation

The SLT monitors and evaluates the impact and effectiveness of the Curriculum Policy and procedures through:

- informal observations,
- 360 monitoring,
- feedback from all stakeholders.

Governors monitor and evaluate the impact and effectiveness of the policy and procedures through:

- focussed monitoring visits to school,
- outcomes of stakeholder questionnaires,
- Headteacher reports to the governing body.