

Great Bardfield Primary School



'At Great Bardfield Primary School, kindness and compassion are central to everything we do. We nurture the minds and hearts of all our pupils, encouraging them to become resilient and successful individuals. Through our teaching and guidance, we help them to be the best they can be, enabling them to make a positive contribution to the local community and the wider world.'

Curriculum Policy

Approved by: Elizabeth Crow (Headteacher)

Ratified by Governors: November 2025

Next review due by: November 2027

1. Aims

The purpose of this policy is to outline how Great Bardfield Primary School designs, delivers and evaluates a curriculum that:

- Provides a broad, balanced and ambitious education for all pupils
- Reflects the school's values of Courage, Compassion and Community
- Develops the whole child—academically, personally, socially, emotionally and physically
- Prepares pupils for the next stage of education and for life in modern Britain
- Ensures high expectations for all learners, with adaptations and support where required
- Promotes a love of learning and celebrates pupils' achievements and efforts

Our curriculum aligns with the principles in our Teaching and Learning Policy by creating an environment in which high-quality learning can flourish.

2. Roles and Responsibilities

The Governing Board:

- Ensure the curriculum meets statutory requirements
- Monitor the effectiveness and impact of the curriculum
- Hold leaders to account for the quality of education

Headteacher and Curriculum Leaders:

- Provide strategic oversight of curriculum intent, implementation and impact
- Ensure curriculum planning is coherent and progressive across all subjects
- Support and train staff to deliver high-quality teaching
- Monitor coverage, progression and outcomes across the curriculum
- Promote a culture of high expectations and continual improvement

Teachers:

- Provide a caring, supportive and stimulating learning environment
- Plan and deliver high-quality lessons aligned with curriculum expectations
- Use assessment to identify gaps and adapt learning accordingly
- Provide effective marking and feedback to support progress
- Work collaboratively with colleagues to moderate and improve practice
- Communicate effectively with parents and carers about learning

Learning Support Assistants (LSAs):

- Support pupils' access to the curriculum as directed by the teacher
- Reinforce high expectations and learning behaviours
- Work effectively with individuals or groups without replacing the teacher
- Use knowledge of pupils' needs to support learning sensitively and appropriately

3. Curriculum Intent

At Great Bardfield Primary School, our curriculum is designed to ensure that:

- Knowledge and skills build progressively year on year
- Learning is meaningful, engaging and relevant
- All pupils, regardless of background or need, can access the curriculum
- Reading sits at the heart of the curriculum and underpins success across all subjects
- The curriculum reflects our local context and enriches pupils' understanding of the wider world
- Personal development is woven throughout all learning, supporting wellbeing, resilience and character
- The curriculum promotes curiosity, independence, creativity and critical thinking.

4. Curriculum Implementation

National Curriculum:

We follow the National Curriculum and adapt it to meet the needs of our mixed-age classes. Subject content is mapped out carefully across year groups to ensure:

- Quality progression
- Clear sequencing of knowledge
- Coverage of statutory requirements
- Opportunities to revisit, build and deepen understanding

Teaching and Learning:

Teaching aligns with the principles set out in the school's **Teaching and Learning Policy**. This includes:

- High-quality lesson design informed by Rosenshine's Principles
- Clear expectations for classroom environment and working walls
- Consistent standards of presentation
- Active use of modelling, questioning, scaffolding and reviewing
- Effective deployment of LSAs
- Adaptation and support for pupils with SEND

Learning Environment:

Teachers will create classrooms that are:

- Tidy, organised and inviting
- Equipped to support independent learning
- Designed to minimise overstimulation and support focus

5. Planning and Preparation

Teachers plan:

- Lessons tailored to the needs of mixed-age classes
- Opportunities to retrieve and apply previously learned knowledge
- Activities that meet the needs of all learners through adaptive teaching

Teachers receive dedicated PPA time and curriculum development time to support effective planning.

6. Assessment

Assessment is used to:

- Identify pupils' strengths and areas for development
- Inform planning and teaching
- Track progress and outcomes across the curriculum

Teachers follow the school's **Assessment and Marking & Feedback Policies**.

7. Inclusion and Support

We have high expectations for every child. To support this, teachers will:

- Plan lesson content and delivery in line with Ordinarily Available guidance
- Use scaffolds, adaptations and resources where needed
- Work closely with the SENDCo to deliver One Page Profiles or One Plans
- Monitor progress and adjust provision for pupils with SEND, EAL or other needs
- Ensure the curriculum remains ambitious for every learner

8. Personal Development and Enrichment

Beyond academic subjects, our curriculum nurtures pupils' wider development through:

- PSHE, using floor books to document reflective learning
- Assemblies and values-led activities
- Weekly Enrichment Curriculum experiences
- Visits, visitors and community involvement

- Clubs and extracurricular opportunities

We aim to build confident, responsible and compassionate individuals.

9. Working with Parents and the Community

We believe learning is most effective when school, families and the community work closely together.

We provide:

- Parent consultations
- Mid-year and end-of-year reports
- Regular informal communication
- Curriculum leaflets, weekly newsletters and website information
- Stay and Share events
- Clear home learning expectations

Parents are encouraged to take an active role in their child's education, particularly in reading.

10. Home Learning

Home learning supports, consolidates and extends classroom learning. Expectations are outlined by phase and include:

- Daily reading
- Spelling practice
- Online platforms: Bug Club, TTRockstars, Century

Staff will work compassionately with families where home learning presents challenges and ensure pupils are not disadvantaged.

11. Monitoring and Review

Curriculum effectiveness is monitored through:

- Lesson visits and learning walks
- Book looks
- Planning scrutinies
- Pupil voice
- Data analysis

Leaders evaluate intent, implementation and impact to ensure continuous improvement.

12. Policy Review

This policy will be reviewed every two years, or earlier if required.