



Curriculum Policy

Approved by:	Local Governing Body	Date: September 2025
Last reviewed on:	September 2025	
Next review due by:	September 2026	

Contents

1. Curriculum aims.....	2
2. Legislation and guidance	4
3. Roles and responsibilities	3
4. Organisation and planning	4
5. Inclusion.....	6
6. Monitoring arrangements	8
7. Links with other policies	8

1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage one.

These curriculum aims are underpinned by our values: Belong; Be your best; Be Bramhope.

- Belong refers to our school community. Every adult and child associated with the school is welcomed and included. Children are taught to behave in a way that allows this to happen. We also teach children about the importance of contributing to other communities, local, national, and international.
 - Treating everybody equally
 - Ensuring children feel that they belong in our school community
 - Enabling children to contribute to our local community
 - Helping children learn about the global community

- Be your best refers to challenge and our response to being challenged. The school aims to provide challenge for all children, regardless of starting points, across the curriculum. Children are encouraged to be independent in their learning and show resilience when they find things difficult.
 - Putting challenge at the heart of every lesson
 - Having high expectations of academic achievement
 - Demonstrating a positive attitude to learning
 - Being resilient and independent

- Be Bramhope refers to the personal characteristics we want our pupils to develop whilst they are at our school and build upon once they have left it. We want our pupils to stand out as kind, confident and ambitious. We help children develop informed opinions and provide leadership opportunities.
 - Enabling our children to stand out
 - Having high aspirations for the future
 - Taking opportunities
 - Becoming a leader

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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](#).

This policy complies with our funding agreement and articles of association.

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 board

The governing board 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
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

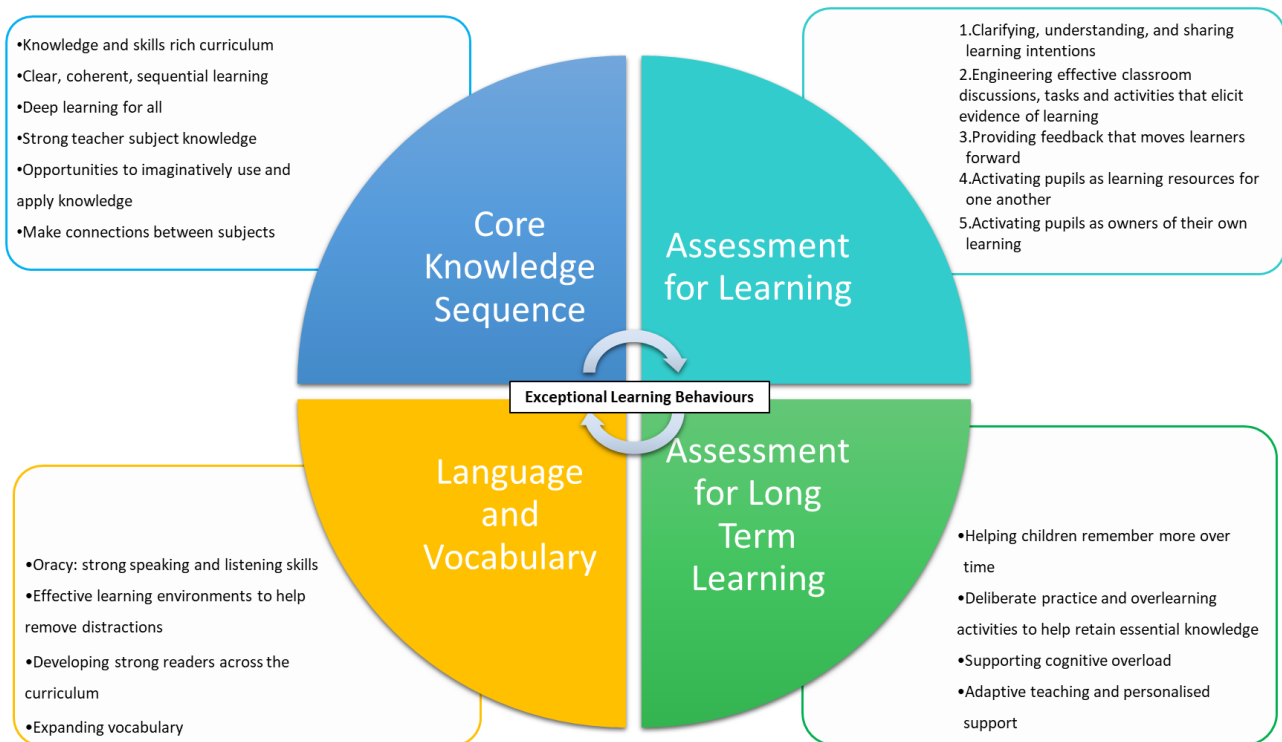
- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- 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 SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Refer to the school's teaching and learning policy for further information regarding teachers, senior leaders, subject leaders and support staff.

4. Organisation and planning

Our curriculum offer can be summarised by the following diagram:



Core Knowledge Sequence

- We have developed a highly structured, knowledge-rich curriculum built around a carefully sequenced core knowledge framework. This enables children to acquire knowledge in small, progressive steps within each subject.
- Learning is planned to be clear, coherent, and sequential, helping pupils to know more and remember more over time. This approach supports the development of long-term memory and deepens understanding.
- We prioritise depth over breadth, allowing more time for pupils to explore each element of knowledge thoroughly. This enables them to make meaningful connections across subjects and apply their learning in varied contexts.
- Once pupils have secured age-related expectations, they are encouraged to explore topics in greater depth and with increased challenge, fostering intellectual curiosity and resilience.
- Our teachers possess strong subject knowledge and a deep understanding of how pupils learn. They skilfully address misconceptions and support pupils in developing secure conceptual understanding.
- Across all subjects, we plan opportunities for pupils to think critically, solve problems creatively, design original work, and make interdisciplinary connections. Performing arts and sports are highly valued as part of our broader curriculum, enriching pupils' knowledge and skills beyond the classroom.

Language and Vocabulary

- We use the principles of dialogic talk to help pupils develop strong oracy skills. This enables them to articulate ideas clearly, deepen their understanding, and engage meaningfully with others through both speaking and active listening.

- We recognise that reading is a fundamental skill that underpins access to the entire curriculum. In the early stages, we focus on developing pupils' fluency and decoding skills. Once these are secure, pupils are supported to read for meaning, expanding their knowledge and comprehension across a wide range of contexts.
- Vocabulary development is central to our curriculum. We ensure that pupils are exposed to rich and varied language across all subjects to support their understanding and communication.
- Careful consideration is given to the learning environment in every classroom. The use of working walls, purposeful classroom resources, and thoughtful seating arrangements helps minimise distractions and maximise learning opportunities.

Assessment for Learning

- Rigorous assessment procedures ensure that no child is left behind. Assessment for Learning strategies help teachers and children acquire new knowledge and skills. Our marking and feedback policy focusses on Dylan William's five strategies for 'Embedding Formative Assessment':
 1. **Clarifying, understanding, and sharing learning intentions**
Teachers ensure that pupils understand what they are learning, why they are learning it, and what success looks like, so they can focus their efforts effectively.
 2. **Engineering effective classroom discussions, tasks and activities that elicit evidence of learning**
Teachers design purposeful questions and activities that reveal pupils' thinking, helping to assess their understanding in real time.
 3. **Providing feedback that moves learners forward**
Feedback is specific, timely, and actionable, guiding pupils on how to improve and deepen their understanding.
 4. **Activating pupils as learning resources for one another**
Pupils are encouraged to collaborate, give constructive feedback, and support each other's learning through peer interaction.
 5. **Activating pupils as owners of their own learning**
Pupils are empowered to reflect on their progress, set goals, and take responsibility for their learning journey.

Assessment for Long Term Learning

- Assessment for long-term learning enables teachers to identify what pupils have securely understood and supports the embedding of knowledge into their long-term memory.
 - We use deliberate practice and overlearning strategies to help pupils recall essential knowledge and skills from across the curriculum, strengthening retention and understanding.
 - To avoid overloading pupils' working memory, we employ a range of evidence-informed strategies that support gradual, meaningful learning over time.
 - Our teaching is adaptive and inclusive. We provide personalised support to ensure all pupils, including those with physical, behavioural, or learning needs, have the tools and guidance they need to access and succeed within the curriculum.
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- The school uses funding streams carefully to help children, for example those with SEND or in receipt of the Pupil Premium, make rapid progress to attain age-related expectations and have experiences that enrich their learning to help them increase their vocabulary and knowledge.

- The school has a strong, nurturing ethos where they are committed to developing each and every child as an individual. Working in close partnership with children and parents, the school aims to foster an ethos of mutual respect and co-operation within a secure and stimulating environment.
- Spiritual, moral, social and cultural education (SMSC) is threaded throughout school life to prepare pupils for life in modern Britain and teach them how to keep safe. The school aims for children to succeed through challenging tasks and activities that encourage them to take risks and be creative. The school intends to develop their ability to think independently, enabling them to transfer their learning to all aspects of their lives, thus preparing them for the future. The school has a bespoke personal development offer which can be accessed on their website. Refer to the school's separate policy for its relationship and sex education.
- The school aims to promote the rich diversity of Britain and the wider world so that children can engage with society and understand their place in it, irrespective of their circumstances, special needs or disability. The school is committed to the active promotion of the four fundamental British values through the Personal Development Curriculum and subject curricula as part of Spiritual, Moral, Social and Cultural education:
 - Democracy
 - The rule of law
 - Individual liberty
 - Mutual respect and tolerance.
- The school carefully plans for special events that support this ethos. This may include a school trip, visitors to school or a planned event. Such events may be planned for the beginning, middle or end of a topic to: provide a link to previous learning; develop enquiry-based learning; acquire new knowledge and vocabulary and place learning in context or to deepen/master learning.
- Each academic year, the school provides a budget for each curriculum subject to support its curriculum delivery. Subject leaders monitor resources and training needs to help meet the statutory aims of the national curriculum.

See our Teaching and Learning Policy for information regarding planning.

See our EYFS policy for 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:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

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. 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 policy and information report.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School visits
- Meetings with senior leaders and subject leaders
- Meetings with pupil groups. E.g. School council. List the methods used in your school, such as school visits, meetings with the school council, etc.

Senior leaders and subject leaders monitor the way their subject is taught throughout the school by:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council and other pupil groups
- Planning scrutinies
- Book scrutinies

Senior leaders and subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the headteacher and senior leaders. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Teaching and learning policy
- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives