Buckland Primary School
Curriculum Policy

Believe, Excel, Strive, Together

Date of Approval	January 2026
Date of next review	January 2028

The children, both individually and as a community, are at the heart of the work at Buckland Primary School. We believe that every member of our community is a lifelong learner. The curriculum in all its form will provide the framework for planning and implementing the children's educational development so that they will recognise and fulfil their individual potential and special talents. The school is committed to creating an inclusive and life-giving context for its work so that every child develops a lively appreciation of their individual value.

Our Vision

Our school curriculum is underpinned by our vision as well as by the values of providing high quality educational experiences that are focused on continued improvement and the development of independent and responsible learners.

Aims and Intent

Our curriculum aims to develop a pupil socially, emotionally, academically and spiritually. Our primary aim is to help develop a child so they are able to become an active member of our school community and society. Our children face challenges that impact on their social well-being, as a result our curriculum takes their personal development and welfare into account.

The subjects and topics we teach enable children to learn and develop new skills. Central to our school curriculum is the development of reading, writing and mathematics. Reading, writing and mathematics are essential to understand the world around us. We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

We align our topics and units of study with the national curriculum; however, we enrich our provision with key learning experiences that enable pupils to thrive. Subjects that enable children to develop their cultural and spiritual development are key. This is why we study a range of religions, artists and cultures. In KS2 children learn Italian, this is taught by our Deputy Headteacher, Mr De Leonardis who speaks Italian.

We enrich our core learning with extra-curricular experiences including the arts and sport which develops key life-skills. All these experiences provide our children with the opportunity to develop a love of learning - they choose independently opportunities to really challenge themselves - this helps their personal development.

Helping a child to understand how to stay safe in modern society is essential. We teach children about road, fire and water safety. Keeping safe on the Internet also is a vital skill. Understanding how to interpret and read information via the internet is a key skill all children need to know. Alongside core Computing units our Computing and E-Safety curriculum enables pupils to comprehend how to spot dangers, know who to speak to and understand the importance of keeping personal data private.

Our curriculum evolves to meet the needs of our children. We have embedded enquiry techniques with the children to provide them with the opportunity to question and discuss key issues in the world. For example, being given the chance to discuss political events, natural disasters and worldwide events.

Our curriculum helps our children to question, reason and problem solve. Buckland Primary has a clear language of learning and our enrichment activities support these. For example, Y3 participate in an Activity Day onsite, Y5 take part in an off-site Activity Day (linked to water safety and skills) and Y6 have a week long residential. These experiences enable our children to challenge themselves and discover talents they never knew they had.

We are aware that all children need the support of their families and other adults to progress in school and in life. We strive to build positive links with the families of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Inclusion

Teachers set high expectations for all pupils. They 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)
- Pupils looked after or Previously Looked After

Teachers 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 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 language, and to support pupils' access in all subjects.

Quality First Teaching

At Buckland Primary, this means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing pupils' progress

- Staff have high expectations of themselves and all of the children.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- Teachers are expected to take into account prior knowledge and experiences and to build upon this in a systematic way.
- Highly focused lesson design with sharp objectives.
- High demands of child engagement with their learning.
- High levels of interaction for all children.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue.
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently.
- Regular use of encouragement and praise to motivate children

Intervention

Individuals and groups who are not making sufficient progress are quickly identified:

- Provision for intervention is mapped according to need
- Detailed plans are put into place
- All interventions are time bonded and data driven

Interventions are evaluated and relevant adjustments are made;

- Pupil Progress/ Year group meetings take place termly to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

Our subjects are:

- Reading, writing, mathematics, science, computing and Religious Education
- Physical education, music, art, Italian (KS2) and drama
- History, geography, Design & Technology, PSHE (Personal, social and health education) and RSHE (Relationship and Health Education
- Forest Schools – Y1, Y3 and Y5.

More specifically the school will:

- Teach the National Curriculum including PSHE and RSHE
- Provide a daily act of collective reflection – virtual and face to face
- Make provision for children with Additional Needs and for those with special talents and abilities.
- Avoid any form of bias in its teaching.
- Promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid base for lifelong learning.
- Create exciting and stimulating learning environments where all children are encouraged to be risk takers – taking into consideration cognitive overload.
- To enable all pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Provide families with information about the curriculum, regular reports of their child's progress, and information linked to ways to support learning at home.

The Headteacher will ensure that:

- All elements of the curriculum have aims and objectives which reflect the aims of the school and the needs of the pupil. This relates to the teaching, assessment, use of language and the use of computing (including social media) technology.
- Adequate subject time is allocated and annually reviewed.
- Assessment procedures meet legal requirements; pupils and families receive information on progress and ways to improve.
- The governing body is fully involved in monitoring the breadth and balance of the curriculum.
- The governing body is advised on outcomes to make informed decisions.
- Subject leads/teams implement and monitor the curriculum in accordance with this policy.

The Governing Body will ensure that:

- It considers the Headteacher's advice when approving this policy and when monitoring progress towards end of year outcomes.
- On the school's website National Curriculum test and assessment results are published with comparisons made to national outcomes (progress and attainment).
- It participates in decision-making about curriculum breadth and balance.
- There is no bias in presenting issues to pupils.

Impact

Children will leave Buckland Primary School ready for the next stage in their learning. The curriculum will have provided a range of knowledge and skills to support them in their future endeavours. The children will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning.

The children will have a strong desire to embrace challenge and to be resilient learners. Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for others. Our children will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

Monitoring and Evaluation

The Governing Body will receive regular Headteacher and Subject Lead reports on:

- Intent, Implementation and Impact of individual subjects including areas of strengths and areas of improvement
- Standards reached in the RWM by every year group
- Standards at the end of EYFS, Y4 MTC and Key Stage 2 compared with national and local benchmarks.
- Standards achieved by pupils with Additional Needs and other relevant vulnerable groups
- Evidence of the impact of national strategies on standards.
- The views of staff.

School Improvement teams and Subject Leads monitor individual subjects across the school. Planning is monitored with Continual Professional Development training held in school (internally and externally lead). Subject leads also have responsibility for monitoring the way in which resources are bought and managed.

Relationship to other Policies:

- Teaching and Learning
- All curriculum subjects including Assessment
- PSHE and RSHE policies
- SEND
- Feedback and Marking
- Feedback and Assessment
- EYFS Policy
- Equality Policy
- Pupil Premium Policy
- Behaviour Policy