

CURRICULUM POLICY

This policy was agreed by the Governing Body on 14th May 2026 and will be updated in the Summer Term 2027.

At Navenby Church of England Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years Statutory Framework (Nov 2024) for Foundation Stage. Our rigorous, well-planned curriculum, combined with high quality teaching, ensures that children are supported to be well-rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for, and understanding of, people.

1. INTRODUCTION

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities and local resources the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum' - what the children learn from the way they are treated and how they are expected to behave which contributes to the Christian family ethos we expect. We teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve success with no ceiling on their perceived potential.

2. CURRICULUM INTENT

Our promise is to provide our children with a nurturing and engaging environment, within a community that breeds a love of learning for all, leading to resilient, self-motivated, proud and successful learners who achieve and are confidently prepared for their future.

2.1

Following feedback from all stakeholders, the curriculum at Navenby Church of England Primary School is designed in such a way that it gives the children the positive experiences in education they deserve which, in turn, encourages them to have aspirational prospects beyond Year 6.

We deliver a curriculum that is broad and balanced and offers pupils opportunities to grow as individuals as well as learners. Our curriculum, by its design, enables pupils to know more, understand more and remember more so that they can do more by having meaningful conversations, critically analysing and expressing views and feelings independently. Foundational skills and knowledge form the bedrock of learning in each year group so that these 'non-negotiables' ensure strong foundations on which to build a progressive love of learning. This is supported by our three curriculum drivers: 'resilience', 'collaboration' and 'curiosity'. We want children to be curious and proactive about what they learn. We want them to understand that collaborating and sharing ideas opens up other ideas and opinions and by being resilient they are developing an understanding that it is ok to make mistakes and that we might have to apply ourselves more (or do things in a different way) to achieve.

2.2

We believe the foundation for academic success lies in the ability to read. All children when they start in Foundation Stage will be thought of as readers and will access outstanding provision in phonics (RWI) and other reading strategies. Children requiring support will be given this immediately to ensure that they are as equally prepared as their peers. Our intent is to liberate all children from potential barriers to give them the confidence and self-esteem to feel positive about their futures regardless of other factors.

2.3

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community. Our spacious learning environment is respected and used by all in school and we will, through our curriculum, teach respect for our world and how we should care for it for future generations, as well as our own.

At Navenby our values, which are evident every day, permeate all areas of school life and are reflected by the school's simple motto: *Ready to Learn*.

2.4

At Navenby we strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well-rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values and protected characteristics are introduced, discussed and lived out through the ethos and work of our school.

3. CURRICULUM IMPLEMENTATION

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. For specific details about individual subjects please see the relevant policy.

3.1 OUTCOMES

At Navenby, we offer a curriculum which empowers all pupils to:

- Enjoy learning by making it meaningful to them
- Feel successful in their learning and to promote a balanced self-esteem
- Be creative, independent learners
- Be given significant time to learn new skills and have time to practise those skills
- Have the flexibility to decide how best to learn in different situations and to decide what they are going to learn and how
- Be given the opportunity to decide upon the final outcome of their learning
- Evaluate and assess their own learning so they know what their strengths are and which areas they need to develop
- Can set their own targets for future improvement
- Be successful lifelong learners who demonstrate resilience and persevere at tasks
- Develop their critical thinking so they make informed choices based on acquired knowledge
- Understand and value the importance of our six core Christian values and how these relate to everyday life
- Nurture positive relationships promoting working co-operatively with one another and mutual respect
- Help children understand Britain's cultural heritage
- Explore their spiritual, moral, cultural, mental and physical development.
- Challenge themselves and engage themselves in learning at greater depth

3.2

We know children learn best when it is meaningful to them. Making learning personal allows all children to be ambitious and succeed. This is achieved by providing inspirational teaching throughout the curriculum based on a spaced learning and concept-led approach. By using a variety of research proven techniques, we intend to keep pupils engaged with learning and accommodate pupils who learn differently to their peers. It is important to note that any interventions are evidence based and required to supplement the work of the teacher and **do not** replace it.

In line with the Equality Act 2010, we promote equal opportunities to all of our pupils throughout our practices. Every child is recognised as a unique individual and so where amendments need to be made so these opportunities provide equity, they will be. This includes removing barriers, putting in support mechanisms and giving children the opportunities to achieve beyond expectations. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use our Church School Values (Thankfulness, Peace, Faithfulness, Respect, Forgiveness and Hope) to further promote positive attitudes to learning and leading a successful, meaningful life.

Engaging with the wider community, providing wide-ranging opportunities and a positive growth mind-set to well-being are the integral drivers of our curriculum. This shows pupils the value of being involved in their community and establishes a link between the theories they learn in the classroom to practical examples in real life. By meeting successful authors, musicians, artists, historians and sports people (for example) from our community, this will show them that people coming from Navenby can achieve in whatever field they choose. Our children's well-being is important to us and we use our curriculum to teach them about feelings, moods and actions, growth mindset, positivity, resilience and stamina in order for them to feel good about themselves but also to improve their outlook when this does not always come easy to them.

The Curriculum is mapped against long term plans to ensure there are no gaps in our coverage. We have mapped progression of skills and constructed knowledge organisers so that children have the skills to improve and the knowledge to solve problems. A combination of learning techniques brings the learning to life so that pupils enjoy learning and are prepared for life beyond our school. We recognise that pupils should be challenged in their development, learning from failures and celebrating successes.

3.2 Time Allocation

Our cross-curricular approach to learning provides children with varied opportunities to extend their learning and develop skills outside the strict timetabling of each subject. Many English lessons will have a History focus for example and this can be seen from our curriculum overviews which are available on the school website. We also enrich our pupils' lives by offering a variety of non-statutory extra-curricular experiences such as clubs, visits, visiting speakers and sporting events. In addition, we seek to enhance our pupils' learning through developing positive two-way relationships with our local community.

4. CURRICULUM IMPACT**4.1 Assessment, Recording, Monitoring and Evaluation**

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 detailed marking and provision of constructive feedback. 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 and children are presented with these in a relaxed format so as to cause minimal anxiety for

pupils. These are used to help prepare children through the year groups for the end of key stage testing as required by law.

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. In school, teachers will meet with the Headteacher twice yearly for pupil progress discussions where any barriers to learning are discussed. Pupil Premium funding is allocated accordingly to help improve learning experiences for those children.

Our Governing Body is responsible for monitoring the way the school curriculum is implemented. The Governors liaise with the subject leaders of these areas and monitor the way the school teaches these subjects. We have named governors for all curriculum areas and for SEND and GDS pupils. The full committee reviews curriculum development via the Governors' subject reports, the Headteacher's report, the SDP and the SEF.

For further information about assessment, recording and reporting as well as marking and feedback please see the appropriate policies.

5. THE SUBJECT LEADERS AND CURRICULUM LEADER

5.1

It is the role of each subject leader and the curriculum leader to keep up-to-date with developments in their subject(s), at both local and national level. They review the way the subject is taught in the school and plan for improvement, using appropriate research where applicable. Each subject leader (annually or bi-annually) reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression and knowledge is planned.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- keep themselves and other staff up-to-date with developments in their subject by relevant reading, INSET and policy development;
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book scrutinies, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teachers' plans and quality of teaching and learning;
- liaise with appropriate bodies e.g. other schools, governors, the LEA about matters relating to their subject.
- provide efficient resource management for the subject.

5.2

The curriculum leader has responsibility for the day-to-day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives and outcomes. The curriculum leader oversees the work of the

subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum. Their role is to share good practice and ensure that transition points are smooth and continued learning and progress is efficiently planned.

6. INCLUSION AND DIFFERENTIATION

In order to provide all pupils with relevant and appropriate work at each stage, we:

- set suitable learning challenges;
- respond to pupils' diverse needs;
- help overcome potential barriers to learning;

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for differentiated activities. Our curriculum is inclusive and promotes a growth mindset for all our children. Extra support and interventions are provided for children as necessary and in line with our SEND policy.

7. LEARNING CHALLENGE CURRICULUM

Across the school we deliver many of the curriculum areas through the Learning Challenge Curriculum which is a question-based approach. The key drivers for this learning are:

- Planned around the distinctive needs of our children at Navenby
- Enquiry-based to promote curiosity
- Outcomes driven to raise standards
- Embedding the application of skills ('learning to learn') and knowledge
- Making learning meaningful and setting it in context
- Underpinned by latest thinking about quality learning and brain-based learning

8. CURRICULUM COMMUNICATION TO PARENTS

Communication with our parents about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

- Formal reporting to parents three times a year either in the form of a written report or a parent consultation evening where parents make an appointment to meet with their child's teacher to discuss his/her progress.
- School website and year group pages inform parents what has been happening in the wider curriculum.

Teachers are of course also available at the start and end of each day for any necessary communications. Teachers regularly use email to communicate with parents and the school office is another port of call.

Resources

Subject to financial constraints, we provide and maintain resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to subject leaders and budgets spent with these requests in mind ensure a high quality delivery of our curriculum.

Policy Approved: Full Governors meeting 14th May 2026

Signed:

Chair of Governors: Mr J Kirby

Headteacher Mr C Elliott