



# Shipton Bellinger Primary School

## Curriculum Policy

### Spring 2026



#### Our Curriculum Intent

The curriculum encompasses all of the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the Foundation Stage Curriculum and the National Curriculum, but also takes into account the school's commitment to the development every child and is underpinned by the vision and values of the school as set out in the school's vision statement:

*At Shipton Bellinger primary School our core purpose is to provide a **safe** and **respectful** learning environment where children grow and **achieve together**.*

#### Rationale (Curriculum Vision)

Our curriculum is designed to inspire and motivate all of our pupils to be the best learners that they can be. At Shipton Bellinger Primary School each child is valued and understood as an individual; academically, socially, emotionally and as a spiritual being. Our pupils are at the very beginning of their lifelong learning journey and we strongly believe that the curriculum we offer them should enable them to communicate their thoughts and ideas clearly, take risks, develop their collaborative skills, and explore their creativity and to recognise and articulate their strengths.

At the heart of our curriculum are the STAR Values. We never forget that a happy childhood is the right of every child and that play and first hand exploration of the exciting and diverse world in which we live is a crucial part of the child's development and key to a happy, successful life.

We achieve this through:

- providing a calm, positive and nurturing learning environment where everyone feels secure to build trusting relationships within clear and consistent boundaries.
- enabling everyone to collaborate in an inclusive learning space that values differences, creates a sense of belonging and celebrates diversity while supporting opportunities for all.
- empowering everyone to take risks and express creativity in their learning and persevere with confidence and independence where effort and successes are celebrated and recognised.
- recognising and instilling high expectations and understanding where voices are heard, differences are accepted and opinions are valued through a model of mutual kindness and positivity.

## Aims

Our aim is for all children to:

- Become independent learners with lively, enquiring minds.
- Develop a love of learning and the ability to think for themselves.
- Be self-motivated and self-confident.
- Develop the knowledge, concepts and practical skills that they will need throughout their lives including those that relate directly to English, mathematics and ICT.
- Be able to work as a member of a group and as an individual with the perseverance to complete a task.
- Have a sense of wonder and respect for the world around them.
- Be well-adjusted individuals with the ability to make and maintain positive relationships with both peers and adults.
- Develop an understanding and a respect of different cultures, faiths, religions and contribute to the promotion of British Values.
- Develop their imagination and their creativity in all areas of the curriculum, including the arts.
- Develop the ability to make sensible choices regarding their own and others safety and the maintenance of a healthy life style.
- Work to the best of their ability and to experience success.

## Our Curriculum Implementation

Our approach to the curriculum design is to ensure that the learning we offer is rich, relevant, ignites interest and provides the opportunity for deeper learning outside of school. We plan the curriculum carefully so that there is coherence and full coverage of all aspects of the Primary National Curriculum and the Foundation Stage Curriculum and we ensure that there is planned progression in all areas. Our staff work closely with pupils so that they are also given the opportunity to contribute to curriculum design wherever possible. At the planning stage, we set out clear end points for our children within each aspect of the unit of study and build a stepped learning journey in order to meet the final outcome.

Our teaching intentions, set out in our Curriculum Statement, are to support children to be the best they can be, become masters of their learning and be supported to achieve well across the curriculum. We achieve this through;

- Carefully planned learning journeys with purposeful outcomes which are rich and tailored for specific cohort needs so that the children master national curriculum requirements at an appropriate level.
- Clear learning intentions and success criteria are shared with the children and understood by all.
- Teachers have a breadth of knowledge for the subjects that they teach and a clear understanding of cognition for how children learn.
- Everyone has high expectations and provide challenge for all with support when necessary.
- Speech and language needs are identified from an early age so that all children can access the curriculum, including phonics.

- Provision is informed by educational research into effective teaching practices, cognition, learning and how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of our schools curriculum.

Our aim is to provide high quality inclusive teaching for all pupils through ordinarily available provision that is agreed by all stakeholders. This includes setting out clear teaching and learning intentions as well as identifying assessment opportunities that drive learning forward. We do this through;

- Learning environments are purposeful, stimulating, calm and well organised so children are motivated to learn.
- Whole school and class-based inclusion strategies tackle education disadvantage and approaches to learning are sensitive to the needs of all including self esteem
- Teachers work in collaboration with SENDCo and other agencies to tailor provision for individual children
- Carefully selected resources including appropriate schemes and strategies enable effective curriculum implementation
- Prioritise reading to enable all children to access all curriculum areas
- Teaching models respect pupil uniqueness, challenges prejudice and promotes social justice.
- Ensure all learners have access to appropriate tools that enable them to be successful learners and motivated to achieve.
- Subject leaders create and maintain detailed progression documents

## Organisation and Planning

We plan our curriculum in three phases. We agree a long-term plan for each year group, which also interlinks to promote continuity and progression of teaching and learning right across the school. The long term plans indicate which topics are to be taught in each term and outline how the national curriculum programmes of study are interwoven to create a motivating, purposeful context for learning. It also acknowledges that mixed-age classes have opportunity to acquire and secure knowledge and skills through a two and three year cycle. This ensures learning is not repeated but provides opportunities to discuss, organise and compare ideas about different concepts.

Foundation subject planning closely follows the National Curriculum programme of study and our RE teaching follows the locally agreed Hampshire syllabus 'Living Difference'. We also utilise an accredited PHSE scheme of learning to support effective delivery of personal and social sessions in line with our RSE policy. Further details in relation to all taught subjects can be found in individual subject policy documents.

Medium term plans offer clear guidance in relation to specific teaching objectives, teaching strategies employed, resources, timescales and expected learning outcomes for different groups of pupils. As long as the teaching and learning as described in the programme of study is followed, teachers and pupils can work together to adapt the

medium term plan to more accurately reflect both the needs and the interests of the class. They set out outcomes for each lesson that build to an overarching final end point.

Short-term plans are personal to each teacher and contain as much or as little detail as they feel that they need to teach all of the pupils in their class effectively and to ensure that teaching and learning is adapted on an ongoing basis to meet the intended learning outcomes identified for every pupil. **Our expectation is that teachers have identified the knowledge or skill that is being taught, provided children opportunities to practise and considered how this is then applied into independent tasks.**

Staff are equipped with a range of tools to tailor the curriculum for the needs of individuals. We work closely with the Local Authority to deliver a core curriculum that is age appropriate and progressive. In our wider curriculum, guidance materials and tools are referred to so that appropriate coverage is included during a child's time at Shipton Bellinger Primary School.

### **Learning Interventions**

Our belief is rooted in a keep up rather than catch up mantra so that pupils receive the right support at the right time in order for them to maintain appropriate levels of progress that are right for them.

Through pupil progress reviews, the team identify gaps in learning before carefully tailoring a sequence of sessions to support bridging the gap across all areas of the curriculum. Maths immediate interventions are daily for some pupils, so that misconceptions are addressed quickly before progressing on the learning journey. These children are identified through responsive marking, carried out in the lesson, and can change from day to day or week to week.

Our team of skilful LSAs work side by side children in the classroom delivering personalised sessions for individuals or groups. We believe that in supporting pupil confidence and self-esteem, they are better equipped to tackle learning challenges and become resilient learners.

**We recognise growing challenges for children with wider social, emotional needs and deploy a range of strategies to support children to be ready to learn. This is set about in ordinarily available provision agreement.**

### **Children with Special Educational Needs and/or a Disability (SEND)**

The curriculum in our school is designed to provide access and opportunity for all children who attend our school. Every child is an individual and we pride ourselves on our ability to adapt both the curriculum and our teaching styles to ensure that every child can be included in every learning experience that we offer in every year group. For full details of our school's approach to any pupil who may have a disability or an additional need please refer to our SEND policy and Hampshire County Councils 'Local Offer'.

## Equal Opportunities

Our curriculum is designed to ensure that every child can experience, learn and achieve whatever their ability, age, disability, gender, race, religion or culture. Parents are encouraged to discuss any concerns they might have in relation to the above with their child's class teacher in the first instance. Every effort will be made to adapt how we offer aspects of our curriculum if necessary. We are sensitive to children's protected characteristics and also make every effort to ensure that all school resources reflect our commitment to equal opportunities for all.

## The Foundation Stage Curriculum

The curriculum that we teach in the reception classes meets the requirements set out in the revised National Curriculum at Foundation Stage. In order to ensure that children are given broad and meaningful learning experiences, we follow the statutory guidance for Early Years Education, within the birth to five framework and children are assessed against Development Matters as they progress towards the Early Learning Goals at the end of the academic year.

Currently the Early Learning Goals within the framework require that children develop skills within seven areas of learning. These are; Communication and Language, Physical Development and Personal and Social and Emotional Development (Prime Areas), alongside Literacy, Mathematics, Knowledge and understanding of the World and Expressive Arts and Design (Specific Areas). There are however no requirements for specific subjects or topics to be taught but rather that the children have a wide variety of experiences, which are meaningful to their own development and their growing understanding of the world around them. We are proudly developing our STAR aspirations and milestones for our EYFS curriculum so that learning builds across a year and aims to meet a clear set of criteria underpinned by the early learning goals. We celebrate children's achievements at each milestone and work together to ensure our provision remains aspirational for all.

The teaching space includes both indoors and outdoors and children have access to both every day, as long as there are sufficient team members available. Our school fully supports the principle that young children learn best through play. Our EYFS team are highly skilled and provide exciting, well resourced play based and purposeful learning experiences which enable all children to develop a love of learning and to acquire the skills and learning attitudes that they need to successfully transition into Key Stage 1.

Working in partnership with parents is vitally important to us and from a child's earliest days in school. We welcome parents into our school and give many opportunities to find out more about our curriculum, how we approach teaching and learning in the early years and how they can best support their child at home. A parent can make an appointment to meet with a teacher at any time, and the early years team make themselves available to speak to parents at the end of every day on an informal basis. This also applies to our Key Stage 1 and Key Stage 2 team.

## The Role of the Subject Champion

It is identifiable that the role of the subject champion is to;

- Provide a strategic lead for the subject. This includes engaging in Continuing Professional Development (CPD) activities, which enables them to keep up to date with new curriculum information provided by both Hampshire Local Authority and other recognised national bodies (e.g. Education Endowment Foundation, Arts Council England).
- Offer advice and support for colleagues in relation to the subject, (1:1 or by leading a staff meeting) particularly for those new to the teaching profession.
- Monitor the curriculum offered, by looking at long term and medium term planning documentation as well as visiting classrooms.
- Monitor pupil progress against our schools agreed foundation subject milestones by reviewing subject data, looking at pupils work and holding pupil interviews.
- Ensure that the resources we provide are fit for purpose and in a good condition.
- Bid for and manage a small budget to ensure that all of the above points can be demonstrated.

Our school reviews its curriculum provision on a regular basis as a team. We believe that, for our provision to work effectively across the school, all staff members are integral to the process. While each subject has a designated lead, their role in addition to above is to facilitate discussions amongst the team so that the curriculum is progressive year on year. Through learning walks and work book monitoring, as well as discussions with pupils, parents and staff, they are able to evaluate the effectiveness of their subject and talk in depth about the progress pupils make against the aims set out in the National Curriculum.

Termly, subject champions are required to formally review the way in which their subject is taught in all year groups through the use of subject scrutiny indicators. Planning and book moderation is completed as a staff team. From this, they are able to make suggestions and then to plan for improvement where necessary, after discussion with the senior leadership team (SLT). Subject champion's recommendations for their subjects further development is shared with the whole school team and then linked into the School Improvement Plan (SIP).

## The Impact of our Curriculum - Monitoring and Review

Our governing body is responsible for monitoring the way in which the curriculum is implemented and its impact on learners. Different curriculum areas are under focus each year, determined by the SIP (which is written annually in response to local and national initiatives, as well as in response to internal school data). Our governing body have a responsibility to monitor our curriculum provision. Governors have an active role in the monitoring cycle and liaise with subject leaders with regards to curriculum development. The structure of governor visits are guided by the school improvement plan and include a triangulation of learning walks, book moderation and formal meetings to discuss the progress of a subject, **but may also take the form of drop-in sessions**. Visits are recorded and discussed in committee meeting and full governing body meetings where appropriate. It is the

governor's responsibility to report back to the whole governing body using both written and verbal means. This report also includes comments from the subject leader and observations from the visit.

The Headteacher and Assistant Headteacher are responsible for the day-to-day organisation of the curriculum. The SLT monitor planning documentation and take regular learning walks around the school ensuring that all classes are taught the full requirements of the National Curriculum. Subject champions monitor the way in which their subject is taught as outlined above and take responsibility for ensuring that the necessary resources are stored appropriately and are readily available when required. We have identified key assessment points for all of the subjects that we teach and we collect and analyse our curriculum data in accordance to our assessment and monitoring policy. Our annual reports to parents reflect the data collected in terms of attainment of each individual child together with information about how well the children have engaged with each subject. We also use the data to identify specific aspects of the curriculum in which a number of children might be underperforming. Additional monitoring activities may then take place, the outcomes of which, may lead to a specific school improvement focus being developed.

Our curriculum is evaluated yearly by the staff team and then reviewed by the governing body. This enables us to reflect on the curriculum we have offered, and to plan for any changes we might need to make for the following academic year in relation to new national initiatives, research findings, numbers on roll or comments made via pupil and parent surveys/parent teacher interviews. We also make sure that the curriculum each year group offers will meet the needs of the next cohort of children, adapting it (e.g. gender bias or a child with a complex physical disability) to ensure it is fully inclusive. Any longer term developments, or areas of the curriculum that need a renewed sharper focus are then fully addressed in the following years School Improvement Plan.

This Policy is reviewed annually.

# Curriculum Statement

## Curriculum Intentions

<p>At Shipton Bellinger Primary School our core purpose is to provide a <i>safe and respectful</i> learning environment where children grow and <i>achieve together</i>.</p>			
<p><b>S</b> SAFE</p>	<p><b>T</b> TOGETHER</p>	<p><b>A</b> ACHIEVE</p>	<p><b>R</b> RESPECT</p>
<p>Provide a calm positive and nurturing learning environment where everyone feels secure to build trusting relationships within clear and consistent boundaries.</p>	<p>Enabling everyone to collaborate in an inclusive learning space that values differences, creates a sense of belonging and celebrates diversity while supporting opportunities for all.</p>	<p>Empower everyone to take risks and express creativity in their learning and persevere with confidence and independence where effort and successes are celebrated and recognised.</p>	<p>Recognise and instil high expectations and understanding where voices are heard, differences are accepted and opinions are valued through a model of mutual kindness and positivity.</p>

## Curriculum Implementation

Teaching Intention	Carefully planned learning journeys with purposeful outcomes which are rich and tailored for specific cohort needs so that the children master national curriculum requirements at an appropriate level.	Clear learning intentions and success criteria are shared with the children and understood by all.	Teachers have a breadth of knowledge for the subjects that they teach and a clear understanding of cognition for how children learn.	Everyone has high expectations and provide challenge for all with support when necessary.	Building relationships with parents, involving them in their child's learning development to ensure maximum progress.	Speech and language needs are identified from an early age so that all children can access the curriculum, including phonics.	Provision is informed by educational research into effective teaching practices, cognition, learning and how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of our schools curriculum.									
HQIT	Learning environments are purposeful, stimulating, calm and well organised so children are motivated to learn.	Whole school and class based inclusion strategies tackle education disadvantage and approaches to learning are sensitive to the needs of all including self-esteem.	Teachers work in conjunction with SENDCo and any other agencies to tailor provision for individual children.	Carefully selected resources including appropriate schemes and strategies enable effective curriculum implementation.	Prioritise reading to enable all children to access all curriculum areas.	Teaching models respect pupil uniqueness; challenges prejudice and promote social justice.	Subject leaders create and maintain detailed progression documents.									
Assessment	Empowering children to be reflective and understand how they learn best through developing metacognition and provide with opportunities to review prior knowledge and identify next steps.	Termly target setting is relevant and accurate to individual needs so that progress is made and maintained.	Orally and written feedback that has immediate impact on the child's progress and learning.	Teachers use a range of flexible and responsive strategies and review sequences of learning so that there are opportunities to apply, deepen and master the acquisition of knowledge and skills at their own level.	Effective use of summative assessment to inform next steps.	Staff respond to the interests of cohorts or individuals to adapt tasks.	Teachers employ skilful and effective questioning to check and deepen understanding.									
Organisation	Daily routines	Hooks, visitors and enrichment opportunities engages the children and gives the context for the learning	STAR learning values embedded	Clear outcomes that give purpose to the learning	Partnerships with local schools and the community	Using children's own ideas and interests to shape learning	Daily sessions for core subjects including phonics	Stimulating indoor and outdoor learning environments	Responding to national and global events and British Values							
EYFS	Personal and Social Development		Physical Development		Communication and Language		Literacy		Mathematics		Understanding of the world		Expressive Arts and Design			
National Curriculum	PSHE	SMSC	SRE	PE	English	Mathematics	Science	RE	British Values	History	Geography	Computing	Art and Design	DT	Music	French

## Curriculum Impact

			
<p>Good behaviour including learning behaviours and high attendance that creates a positive climate for learning. Language rich environments that lead to children developing a broad and comprehensive vocabulary.</p>	<p>Motivated community built on trusting and positive relationships within a purposeful and productive learning culture. A community centred around the development of individuals who are able to apply a breadth of skills across a wide spectrum of wide learning. Learners that show tolerance to others no matter what their faith or background.</p>	<p>Teaching that is consistently good for all, reflective of high expectations, attainment and standards that lead to accelerated progress across EYFS and KS1. Children achieving at least in line with local and national statistics.</p>	<p>Skills of self-regulation and stronger emotional resilience, including keeping themselves and others safe. Children who are curious about their learning and deepen their knowledge by asking questions.</p>

## Curriculum Evaluation

<p>Our impact is systematically monitored, evaluated and reviewed using a range of activities. The curriculum leader, staff, pupils, parents and governors complete this. There is a focus on whether aspirations are being met and to drive continuous improvement of outcomes for all.</p>					
Does the learning make links with prior and current learning within the subject and across the curriculum?	Is each subject area given integrity and taught well?	Does the curriculum facilitate unlimited possibilities for rehearsing and mastering knowledge and understanding?	Has the learning journey spread to a purposeful outcome or product?	Are children shown examples of the best outcomes to help and inspire them to achieve?	Do children reflect on their learning and generate new thinking?
Does learning excite to create memorable moments?	Are children able to relate learning values to their experiences?	Do all adults have high expectations for all children at all times?	Are children challenged to think and evaluate their learning?	Are all children able to access and experience the whole curriculum?	

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