ALL SAINTS' CHURCH OF ENGLAND PRIMARY SCHOOL CURRICULUM POLICY 2026-2027

"*Learning to love; loving to learn*"

"A new command I give you, Love one another.
As I have loved you, so you must love one another."
John 13:34

RATIFIED BY: RESOURCES MANAGEMENT COMMITTEE 24.11.26

REVIEW DATE: SEPTEMBER 2027

Curriculum Statement

At All Saints' we are passionate about preparing our children with essential life skills and for the next stage of their education. We do this by equipping them with life-long, transferrable skills and knowledge. We offer an inclusive and ambitious curriculum which aims to take our children beyond expectation, and provide a range of opportunities to participate and excel. All children have a right to a broad, balanced and relevant education, which provides excitement, challenge, continuity and progression and considers individual differences. We aim to provide a curriculum that is appropriate to the needs and abilities of all our children.

Our definition of the curriculum is all the activities that we plan and deliver to facilitate the development of our pupils in: their learning, their personal growth and their understanding of British values. Whilst our curriculum includes the formal requirements of the National Curriculum, it also aims to provide a range of experiences to enhance and enrich learning and development of all. We endeavour to provide children with inspirational learning opportunities, which allow them to be challenged and stimulated at all levels and build skills and knowledge for life.

The curriculum also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach the children how to grow into positive, caring responsible people, who can work and co-operate with others, whilst developing knowledge and skills, so that they can achieve their highest level of personal achievement.

Aims

Our aim is to achieve the above through a curriculum which:

- Establishes a **mutually supportive** partnership in which parents, carers, governors and staff share responsibility for the education of our children;
- Puts reading and **vocabulary** at the heart;
- Ensures that **knowledge** is cumulative year on year;
- Promotes **acceptance** and **respect** for a diversity of cultures, values, beliefs and abilities through our strong Christian values;
- Creates a caring community of learners where every child feels **safe** and **valued**;
- Ensures that all children have appropriate and equal **access** to the curriculum;
- Instils a love of learning through rich and varied **experiences** which will continue throughout life;
- Develops **enquiring** minds;
- Builds **skill** progression across all subject areas and children respect each subject in its own right;
- To develop children to their **fullest potential** in order to be responsible members of society
- Ensures all individuals flourish and experience fullness of life.

Our school mission statement ***'Loving to learn; learning to love'*** reflects these aims and our biblical verse John 13:34 ***"A new command I give you: Love one another. As I have loved you, so you must love one another."*** supports our ethos.

National Curriculum Requirements

Foundation Stage (Reception - Ages 4-5)

We use the Early Years Foundation Stage (EYFS) Framework, which sets the standards to make sure that children aged from birth to 5 learn and develop well and are kept healthy and safe. The revised framework comprises of:

three prime areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

and four specific areas

- Literacy
- Mathematics
- Understanding The World
- Express Art and Design

Key Stages 1 and 2 (Years 1-6- ages 5-11)

The National Curriculum forms one element of our school curriculum. Alongside this, we aim to provide our pupils with a wealth of learning experiences both inside and outside of the classroom, which will empower them to become efficient, life-long learners and future leaders.

		Taught In **Key Stage 1** Ages 5 – 7 Years 1 & 2	Taught In **Key Stage 2** Ages 7 - 11 Years 3 - 6	
Core Subjects	**English**	✓	✓	English is taught by our class teachers. Phonics is delivered through the Read Write Inc. Scheme of Work, whereas Reading and Writing follows bespoke planning based on The National Curriculum and based upon the principles of the Writing Framework.
	Mathematics	✓	✓	Mathematics is taught by our class teachers following the Maths – No Problem scheme of work – which aligns with The National Curriculum.
	Science	✓	✓	Science is taught by our class teachers following the Kapow scheme of work – which aligns with The National Curriculum.
	Religious Education	✓	✓	RE is taught by our class teachers, following the Peterborough Agreed Syllabus (2024).
Foundation Subjects	**Art and Design**	✓	✓	Art and Design and Design and Technology, are taught by our class teachers following the Kapow scheme of work – which aligns with The National Curriculum.
	Design and Technology	✓	✓	
	Geography	✓	✓	Geography and History are taught by our class teachers following the Kapow scheme of work – which aligns with The National Curriculum.
	History	✓	✓	
	Computing	✓	✓	Computing is taught by our class teachers following the Purple Mash scheme of work – which aligns with The National Curriculum.
	PSHCE	✓	✓	PSHCE is taught by our class teachers using bespoke planning based on the Cambridgeshire Scheme of Work and following Government PSHE education guidance. The Relationships and Sex Education (RSE) is taught in an age appropriate and faith-sensitive way.
	Foreign Languages (Spanish)		✓	Spanish is taught by our class teachers following the Kapow scheme of work – which aligns with The National Curriculum.
	Music	✓	✓	Music is taught by our class teachers following the Kapow scheme of work – which aligns with The National Curriculum.
	Physical Education	✓	✓	Physical Education is taught by class teachers following the Get Set 4 PE scheme of work – which aligns with The National Curriculum.

Loving to learn…

At All Saints' we teach our subjects discretely, with each year group following an annual overview identifying when each element should be taught. We believe that knowledge and skills are intertwined and mutually beneficial, and therefore our curriculum must value and find a balance between both.

A further crucial element that we commit to developing is word consciousness so that every child and in our classrooms fosters a curiosity and interest in words that sparks deep, rich learning. We promote oracy within every lesson of the curriculum.

For each curriculum area there is a clear and sequential progression of knowledge, skills and vocabulary- which are embedded and enhanced throughout the key stages. These documents are used by teachers when they create lesson plans for the subjects that they teach. Staff plan together to ensure continuity and make adaptions for the needs of groups or individual pupils. Those needing additional support are well catered for, having meaningful support and scaffolding within class, small group sessions, or targeted one-to-one support with learning support assistants - depending on the level of need.

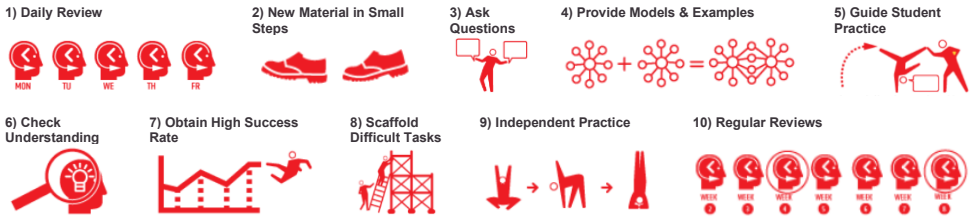
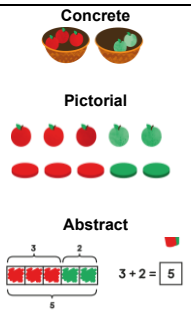
We recognise that Intent, Implementation and Impact are useful lenses for curriculum thinking and shaping our view of the curriculum as a whole.

	Curriculum Development Lead Professionals	Curriculum Leaders
Intent	**To what extent has the school made the objectives of the curriculum clear?** *The School has devised medium term plans for each year group and across the subjects, which collates and maps out the National Curriculum objectives.* *CPD and staff training ensures that all staff are aware of the aims and objectives of our curriculum, and consequently how progress and attainment are measured.*	**To what extent does the objective of the teacher align to the school's objectives?** *We have monitoring systems in place to ensure that all content is taught and to the highest of standards.* *Subject leaders will create action plans and conduct monitoring regularly.* *Our planning overviews ensure that teachers know what needs to be taught and when. Progression of skills documents and curriculum overviews help teachers to ensure breadth, depth and challenge across their domain.*
Implementation	**How effectively are the objectives of the school translated into processes and policies?** *We have created this curriculum policy to detail our vision and ambition to the school community.* *Our curriculum is the foundation of our school and underpins everything that we do. Subject leaders meet with SLT to ensure that processes and policy reflect our aims and intent.*	**What is the potential impact of the school's objectives on its pupils?** *Our pupils embrace the school's Christian values and experience a curriculum that serves to equip them with life-long knowledge and transferable skills to become well-rounded members of society.* *Where appropriate, the curriculum links to the history and geography of our locality, and offers experiences that will develop our pupils' cultural capital e.g. visit religious buildings, museums, theatre*
Impact	**How likely is it that the teaching methods used will deliver the teacher's objectives for that subject?** *We invest in mentoring and providing timely CPD. There is a culture of sharing expertise across the staff. All staff have access to regular training that draws upon the latest research and thinking from key educationalists.* *Our leaders embrace a shared commitment to leading by example and provide structures to develop our teaching and learning strategies.*	**What is the potential impact of this course of study on the pupils?** *Our leaders monitor planning and cross-reference this with the learning outcomes seen in books, data and quality of teaching.* *Teachers plan in teams to create learning opportunities and aim to provide a wealth of 'enrichment' experiences to complement our curriculum*

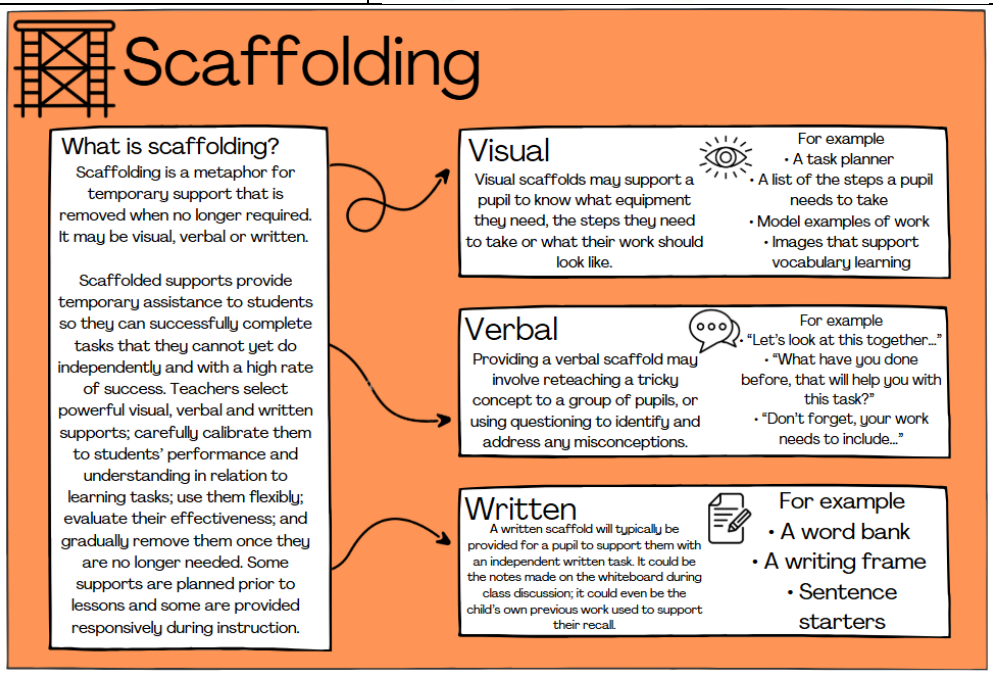
Strategies and Approaches

At All Saints', we believe in a methodology that will move our learners from shallow to profound learning.

Experience	→	Play	→	Use	→	Develop	→	Connect
The approach requires that our children need to have real and purposeful experiences in order to become engage with a concept.		From this, the children then need to have the opportunity to play within the concept including retrieval practice and short burst games and activities to support fluency and confidence.		The learning then progresses to using the learning and in context.		We then aim to develop the learning so that our children can explain and 'teach' their learning to another as evidence of internalizing and embedding the concept.		Finally, we endeavor to connect the learning to previous knowledge and skills.

Effective Instruction	**Rosenshine's Principles Of Effective Instruction** Barak Rosenhine explored teacher instruction, and identified the approaches and strategies that were features of the most successful teachers' practice, based on direct observation of master teachers and research into cognitive science, supports and scaffolds. 
Singaporean Maths Mastery	 **Dr Yeap Ban Har's Maths – No Problem** Singapore has become a "laboratory of maths teaching" by incorporating established international research into a highly effective teaching approach. When taught to master maths, children develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures. This evidence based and inclusive approach uses concrete, pictorial and abstract representations for children of all ages that develops a deep and sustainable understanding of maths in pupils. The approach differentiates through depth rather than acceleration, where the whole class move through content at roughly the same pace allowing children time to think deeply about the maths and build self-confidence in all learners.
100% engagement/participation	**100% engagement – quick wins!** -Multiple choice questions – children respond using fingers -Corners – labelled A, B, C, D – children move to the correct answer from a multiple choice list -Thumbs up/thumbs down -Mini whiteboards (1,2,3 show me) -Act it out -Choral response -Fill in the blanks -Talk partners https://www.youtube.com/watch?v=hCF3fX4Feh0&t=2s&ab_channel=JenFoster -Hands on your head if you think you know… -Think alouds -Post its https://www.youtube.com/watch?v=JWy2-xGe7h8&ab_channel=JenFoster
	Other examples could include: **Spencer Kagan's Collaborative Strategies** These are revolutionary instructional strategies designed to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction. strategies used in class include, but are not limited to:

	 **Talking Chips**  **Standup-Handup-Pairup**  **Showdown**  **Spend-A-Buck**  **Quiz-Quiz-Trade**  **Fan-N-Pick**
Adaptive Teaching	**The Early Career Framework provides a helpful explanation of why Adaptive Teaching matters:** -Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. -Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. -Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. As far as possible, we aim to make our curriculum do the work of determining learning objectives, assessment methods and likely barriers. A well-planned curriculum will reduce the teacher's need to make in-the moment adaptations. When additional adaptations are necessary, note that the strategies below are illustrative, not exhaustive, and that adaptations will need considering from a subject-specific point of view.
	Firstly, provide a measurable and challenging Learning Outcome/WALT and use Progression Steps to chunk progress towards that outcome.
	Before teaching
	Anticipate barriers -different levels of prior knowledge -vocabulary -a particular production skill such as writing -a particular SEND -decoding written text -limited working memory -cultural experience -EAL -a common misconception -a lack of metacognitive knowledge or strategy -inherent complexity of resources/information **Plan to address them** -read a text in advance -supply background knowledge -use pictures/video to contextualise upcoming information -teach vocabulary -introduce a concept via discussion -teach necessary learning behaviour -improve accessibility (e.g. clarity of resources, font size, proximity to speaker, visibility of whiteboard, reader pens) -plan to scaffold -prepare a model to share with, for example, a visualiser -plan targeted support from a TA
	NOTE: Don't confuse barriers with desirable difficulty and remove all challenge!
	During teaching
	Assessment (see above and to the right) information informs subsequent planning and in-the-moment adaptations (see below). Other considerations: How will you monitor responses? Does the assessment method itself create barriers? There's a trade-off between quality of information and practicality - be aware of this. **Use assessment to elicit evidence of learning** -questioning -tests -production tasks (e.g. writing, setting up an experiment, painting, performing) -talk -hinge questions -labelling diagrams -answers on sticky notes or mini-whiteboards
	Examples of in-the-moment adaptations
	-adjust the level of challenge -change your language -clarify a task or provide steps -clarify what 'good' looks like -highlight essential content -re-explain a concept or explain it in a different way -give additional (or revisit) examples and non-examples -use peer tutoring -elicit via questions -allocate temporary groups provide an additional scaffold -use assessment as a teaching method -use an analogy -set an intermediate goal -provide a prompt -structure a group attempt before an individual attempt -improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the student)

<table>
<tr><td rowspan="3"></td><td colspan="2">Scaffolding</td></tr>
<tr><td>Teachers use a range of strategies to scaffold children's learning and use the triangle (see opposite) to ensure that they are giving the least amount of help first before scaffolding further.</td><td>
</td></tr>
<tr><td colspan="2">
</td></tr>
<tr><td>WalkThrus by Tom Sherrington</td><td colspan="2">TEACHING WALKTHRUs
We follow a bespoke programme designed by Senior Leaders in school to ensure continued development of staff. This includes a 3 weekly (approximately) peer review discussion and lesson drop ins. A whole school focus WalkThru that is shared with all staff on a 10-weekly basis (approximately) and individual WalkThrus to support performance management.</td></tr>
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….Learning to love

All of our values are celebrated and developed through a shared language and behaviour modelled by all staff. We praise the efforts of those demonstrating these values. Our Christian Values are displayed around school and are explicitly modelled within our collective worship and link to the British Values.

British Values:

At All Saints' Primary School, we promote the basic British Values to ensure children become valuable and fully rounded members of society who treat others with respect and leave school fully prepared for life in modern Britain.

- **The Rule of Law**, which is the *need for rules to make a happy, safe and secure environment to live and work*
- **Democracy**, which is a *culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.*
- **Individual Liberty**, which is the protection *of your rights and the rights of others you work with.*
- **Mutual Respect** and **Tolerance**, which is the understanding *that we all do not share the same beliefs and values. But should respect the values, ideas and beliefs of others whilst not imposing our own others.*

Our Church School Aim

is for all children to flourish and have fullness of life

Educating for…	Implementation and Impact
Wisdom, knowledge & skills	Actions taken ensure that children respect each other's faiths, feelings and values. Adults model this behaviour. Children are kind and caring to each other. Our school values guide and motivate the children. Children learn about looking after the world and looking after our resources. They think about injustice, poverty, sustainability and unfairness.
Hope And Aspiration	We implement these character developments by addressing disadvantage through allocation of funding, and providing bespoke interventions. We empower children by making literacy and reading a priority and ensure that there is equal access to the curriculum for children of all abilities and needs. There is an emphasis on quality first wave teaching ensure entitlement and curriculum opportunities are available to all children. Children were inspired to open their minds and believe in themselves and understood that it is possible to overcome injustice by taking action. Children are taught how to be a good learner and what to do when facing difficulties. A growth mind-set is embedded in our approach to learning Children have an understanding that we need to make a positive difference to those less fortunate than themselves.
Community and Living Well Together	We have a behaviour policy talks about redemption- and forgiveness. children are taught to say sorry if they have upset someone. We have implemented a faith sensitive approach to teaching RSE, working closely with parents and outside agencies. We have an active approach to supporting children's and staff's mental health, and have appointed a school chaplain to support staff and families. Children's behaviour is typically excellent both in and outside of lessons The language of forgiveness is used when children disagree enabling them to reconcile differences. Children take these responsibilities seriously and take a pride in helping others. Every day children start a fresh and we celebrate and encourage good behaviour by capturing positive behaviour which is displayed in every classroom
Dignity and Respect	We have implemented policies for behaviour and Equality policies are in place and reflect the principles of Valuing all God's Children. All children see staff respecting other people. This in turn helps them to respect everybody.

Our School's values are: love, care, respect, redemption, neighbourliness and acceptance.

Assessment

Formative Assessments

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress frequently. We often use diagnostic techniques to indicate what is already known and what gaps may exist in skills or knowledge. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning. Formative assessments may include (but are not limited to) questions, tasks, quizzes or in older year groups more formal exam questions.

Summative Assessments

<table>
<tr><td>Maths</td><td>Maths is assessed through an age-appropriate test paper at Check Point 2 (December), Check Point 4 (March) and at Check Point 6 (June).</td></tr>
<tr><td>Reading</td><td>Reading is assessed through an age-appropriate test paper at Check Point 2 (December), Check Point 4 (March) and at Check Point 6 (June).</td></tr>
<tr><td>Writing</td><td>Children complete assessed writing which is used alongside other independent work to decide whether they have met a series of statements. These assessments are used to make summative judgements at Check Point 2 (December), Check Point 4 (March) and at Check Point 6 (June).</td></tr>
<tr><td>Religious Education</td><td>Each unit of work in RE is assessed according to whether children are working towards, working at or working above a set of descriptive statements.</td></tr>
<tr><td>Art and Design, Computing, Design and Technology, Foreign Languages, Geography, History, Music, Physical Education, PSHCE & Science</td><td>These subjects are assessed through a series of progressive statements, where teachers judge each element according to the following criteria:
<table>
<tr><th>The statement is graded as…..</th><th>Significantly Below</th><th>Below</th><th>At</th><th>Above</th></tr>
<tr><td>…..when…..</td><td>…..the child has been exposed to the concept and have shown limited understanding within the lesson.</td><td>…..the child is exposed to and accessing the concept with support and scaffolding and have shown some understanding within the lesson.</td><td>…..the child has successfully completed and achieved in all of the assigned activities, with suitable scaffolding and supporting resources.</td><td>…..the child can successfully and independently demonstrate higher order thinking in all of the activities assigned.</td></tr>
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Monitoring & Review

Responsibility for Curriculum Provision

<table>
<tr><th colspan="12">Headteacher and Governing Body</th></tr>
<tr><th colspan="12">Assistant Headteacher – Standards and Assessment</th></tr>
<tr><th colspan="4">EYFS & Year 1 Lead</th><th colspan="4">Year 2 & 3 Lead</th><th colspan="4">Year 4 & 5 Lead</th></tr>
<tr><th colspan="12">Subject Leaders</th></tr>
<tr><td>English</td><td>Maths</td><td>Science</td><td>RE</td><td>Art and Design</td><td>Design and Technology</td><td>Geography</td><td>History</td><td>Computing</td><td>PSHCE</td><td>Languages</td><td>Music</td><td>PE</td></tr>
<tr><td colspan="12">Teachers</td></tr>
</table>

The monitoring precedures and robust and cyclic. The AHT is responsible for reporting to the HT and school's Governing Body termly on the curriculum and ensuring that the SDP is being implemented and actioned. These reports are influenced by the work conducted by the senior curriculum team leaders on a half-termly basis. The Subject Leaders report to the AHT to generate a whole-school picture of each subject and identify any next steps or actions. The curriculum is driven by a team with a shared vision and ethos for excellence.

This policy will be revised on an annual basis by the senior leadership team; curriculum leaders and governing body.