Carterton Primary School

Curriculum Policy

Approved By Governors: 19th October 2026

Review Date: October 2027

Introduction

This policy sets out how the curriculum is designed, delivered, assessed, monitored and reviewed in Carterton Primary School. It applies to nursery provision and to all primary phases, ensuring strong continuity from the Early Years Foundation Stage into the 2014 National Curriculum.

The policy is based on the principles of ambitious, carefully sequenced and inclusive curriculum provision. In nursery, the curriculum is aligned to the statutory Early Years Foundation Stage and supports children to develop knowledge, skills, communication, independence and readiness for the next stage of learning.

Aims

Our curriculum aims to:

- provide all children with a broad, balanced, ambitious and relevant education
- secure strong foundations in communication, language, reading, writing and mathematics
- ensure that learning is coherently planned and carefully sequenced from nursery onwards
- identify and teach the most important knowledge, concepts and skills in each subject
- enable children to know more, remember more and do more over time
- develop children's confidence, curiosity, creativity and independence
- promote high expectations, active engagement and high-quality learning behaviour
- support children to apply knowledge in different contexts and for different purposes
- ensure that curriculum planning, teaching and assessment are aligned
- meet the needs of all learners, including those with SEND, EAL and disadvantage
- prepare children well for the next stage of education and for later life
- promote spiritual, moral, social and cultural development through the curriculum
- ensure that the early years curriculum is rich in language, play, exploration and purposeful adult interaction

Statutory Requirements

Carterton Primary School will deliver the statutory requirements relevant to its phases of provision.

Nursery and Early Years Provision

Nursery provision follows the statutory Early Years Foundation Stage framework, which requires:

- a curriculum organised around the seven areas of learning
- support for children's learning and development through play, adult interaction and carefully planned experiences
- secure safeguarding and welfare arrangements
- ongoing assessment through observation and professional judgement

- preparation for Reception and the next stage of learning

Primary Provision

For Year 1 to Year 6, the school will deliver the 2014 National Curriculum. This includes:

- English
- mathematics
- science
- art and design
- computing
- design and technology
- geography
- history
- music
- physical education
- modern foreign languages in Key Stage 2

The curriculum will also:

- be balanced and broadly based
- promote spiritual, moral, social and cultural development
- support equality of opportunity
- meet duties relating to safeguarding, inclusion and health and safety
- reflect statutory expectations for relationships, sex and health education where applicable
- support secure teaching of early reading, phonics, online safety and mathematical fluency

Curriculum Intent

At Carterton Primary School, we are committed to providing an ambitious, inclusive and inspiring curriculum that enables every child to achieve their full potential. We recognise the unique characteristics of our community, including the rich diversity of cultures, experiences and backgrounds represented within our school, and the significant influence of our local military community. Our curriculum is designed to reflect, celebrate and support this diversity while promoting a strong sense of belonging for all.

Guided by our core values of Respect, Aspiration and Determination, we aim to nurture confident, resilient and compassionate learners who are equipped with the knowledge, skills and attitudes needed to succeed both now and in the future. We believe that every child deserves access to a broad, balanced and engaging curriculum that challenges them academically, supports their personal development and promotes high expectations for all.

Our curriculum is carefully designed to:

- Develop secure knowledge and understanding across all subjects.
- Inspire curiosity, creativity and a love of learning.
- Promote respect for diversity, individual differences and the wider world.

- Foster resilience, independence and determination in the face of challenge.
- Encourage high aspirations and a belief that everyone can succeed.
- Support pupils' spiritual, moral, social and cultural development.
- Prepare children to become active, responsible citizens in modern Britain.
- Ensure all learners, including those with SEND, disadvantage or mobility associated with military service, can access and succeed within the curriculum.

Through rich learning experiences, meaningful connections and opportunities to explore both local and global issues, our curriculum enables pupils to understand their place in the world and develop the confidence to make a positive contribution to society.

Implementation

- Knowledge underpins skill development, and we aim for children to know more and remember more. Learning is carefully sequenced, with meaningful cross-curricular links where appropriate. EYFS and National Curriculum progression is mapped across all subjects, with English and Maths given high priority.
- The curriculum is delivered through engaging annual plans supported by detailed medium-term planning. Trips, visitors and experiences enrich learning and raise motivation. Retrieval practice, including lesson ‘flashbacks’, supports long-term memory and builds on prior learning.

Early Years Foundation Stage (EYFS)

- We follow the EYFS framework, offering a rich, engaging curriculum that supports children’s development and curiosity. Early Reading is a priority, with Early Letters and Sounds (ELS) used from Nursery onwards. Reading is central to learning, ensuring all pupils learn to read as early as possible.

Our implementation is characterised by:

- A broad, balanced and ambitious curriculum that meets the needs of all learners.
- Clear progression of knowledge and skills across all subjects.
- Inclusive teaching approaches that remove barriers to learning.
- Adaptive practice to support pupils with differing needs and starting points.
- High-quality vocabulary instruction to develop language and communication.
- Opportunities for enquiry, problem-solving, creativity and critical thinking.
- Regular assessment to identify strengths, misconceptions and next steps.
- A strong emphasis on reading and language development across the curriculum. effective adult interaction in the early years
- regular retrieval, practice and application

Our curriculum is further enriched through:

- Educational visits and visitors.
- Outdoor learning opportunities.

- Sporting and cultural experiences.
- Leadership opportunities and pupil voice.
- Celebration of diversity and different cultures.
- Links with the local community and wider world.

Throughout all aspects of school life, our values of Respect, Aspiration and Determination are explicitly taught, modelled and celebrated, helping children to develop positive attitudes towards themselves, others and learning.

Impact

The impact of our curriculum is that pupils leave Carterton Primary School as confident, knowledgeable and well-rounded individuals who are ready for the next stage of their education and life beyond primary school.

Children demonstrate:

- Secure and developing knowledge across the curriculum.
- Strong communication and vocabulary skills.
- Positive attitudes towards learning and achievement.
- Confidence to take risks, solve problems and persevere when faced with challenges.
- Respect for themselves, others and the diverse communities in which they live.
- Understanding of the wider world and their role within it.
- Independence, resilience and determination.
- High aspirations for their future.

The success of our curriculum is evidenced through:

- make strong progress from their starting points
- remember and apply important knowledge
- read with increasing fluency and understanding
- communicate clearly and confidently
- develop secure mathematical understanding
- are prepared well for the next stage of education
- demonstrate growing independence, curiosity and confidence

By the end of Year 6, pupils embody our school values of Respect, Aspiration and Determination. They are equipped with the knowledge, skills and character needed to embrace future opportunities, navigate challenges and make positive contributions to their communities and the wider world. Through our inclusive and ambitious curriculum, every child is empowered to believe in themselves, achieve their potential and thrive.

Curriculum Coverage

The curriculum provides children with a broad overview of learning that develops knowledge, skills and understanding across and within subjects.

Nursery and Early Years

Nursery learning is structured around:

- communication and language
- personal, social and emotional development
- physical development
- literacy
- mathematics
- understanding the world
- expressive arts and design

In nursery, children experience:

- stories, songs, rhymes and conversations
- play-based learning with adult support
- opportunities to explore language, number, patterns, movement and creativity
- rich environments that encourage curiosity, communication and independence
- experiences that strengthen self-regulation, attention, listening and social interaction

Primary Curriculum

Across the primary phase, children learn:

- to read fluently, comprehend texts and write for a range of purposes
- to develop secure number sense, fluency, reasoning and problem solving in mathematics
- to build scientific knowledge and working scientifically skills
- to understand the past and the world around them through history and geography
- to express ideas through art, music, drama and design
- to develop physical competence, health, fitness and teamwork through physical education
- to use computing safely, responsibly and creatively
- to communicate in a modern foreign language where applicable

Curriculum Design Principles

The curriculum is designed so that:

- key knowledge is identified and revisited
- learning builds systematically from prior learning
- concepts are deepened over time
- skills are practised in meaningful contexts
- disciplinary knowledge is taught alongside substantive knowledge where appropriate
- vocabulary is planned carefully and taught explicitly
- children have opportunities to retrieve and apply prior learning regularly

Curriculum Implementation

Curriculum implementation is driven by clear planning, high-quality teaching and consistent routines.

Planning

The curriculum is planned through:

- long-term curriculum maps that identify subject coverage over time
- medium-term plans that define the key knowledge, vocabulary and skills to be taught
- short-term planning that responds to assessment and current learning
- progression maps that show how learning develops from nursery through to the end of primary

Planning ensures that:

- content is ambitious and appropriate for each phase
- the most important learning is not lost in unnecessary activity
- there is a clear sequence from introduction to secure understanding and application
- all staff understand what pupils are expected to learn and why

Teaching Approaches

Teaching includes:

- clear explanation and modelling
- guided practice before independent work
- purposeful questioning that deepens understanding
- frequent retrieval of prior learning
- opportunities for repetition, practice and application
- use of concrete materials, visual representations and practical resources where appropriate
- explicit teaching of subject-specific vocabulary
- regular opportunities for discussion, explanation and reasoning

In nursery and the early years, teaching also includes:

- warm, responsive adult interaction
- sustained shared thinking
- purposeful play
- careful observation of children at work and play
- extension of learning through conversation, modelling and guided participation
- a well-organised environment that encourages exploration and communication

Curriculum Resources

Resources are selected to support accurate and engaging teaching. They will:

- reflect the curriculum intent
- support progression and challenge
- promote language development and active learning
- be appropriate for the age, stage and needs of the children
- avoid over-reliance on worksheets or low-challenge tasks

Cross-Curricular Learning

Where appropriate, subjects are connected in ways that strengthen understanding, but subject integrity is maintained. Cross-curricular links must:

- support the curriculum intent
- deepen learning rather than dilute it
- remain clear about the knowledge and skills being taught in each subject

Assessment

Assessment is used to check understanding, inform teaching and support progress.

Formative Assessment

Teachers use ongoing assessment through:

- observation
- questioning
- discussion
- checking work in books and practical tasks
- live adjustment of teaching
- retrieval tasks and short review activities
- professional judgement about whether children have understood and can apply learning

In nursery and the early years, assessment includes:

- observation of children in play and adult-led activity
- note-taking where relevant
- informed professional judgement about development and next steps
- use of assessment to shape the environment, interaction and planning

Summative Assessment

Summative assessment is used where it helps to measure what children know, remember and can do. This may include:

- end-of-unit checks
- periodic subject reviews
- statutory assessments at the end of key stages
- early years assessment against the early learning goals

Assessment Principles

Assessment will:

- focus on learning rather than task completion
- identify gaps and misconceptions

- support timely intervention
- check retention over time as well as immediate performance
- be proportionate and manageable for staff
- inform curriculum improvement as well as individual support

Inclusion

The curriculum is designed so that all children can access ambitious learning.

We will:

- adapt teaching without lowering expectations
- identify barriers to learning early
- plan for pupils with SEND through well-matched support and reasonable adjustments
- support pupils with EAL through vocabulary development, modelling and structured talk
- provide challenge for the most able children
- use visual, practical and verbal scaffolds where helpful
- promote independence rather than over-reliance on adult support
- make sure curriculum content reflects equality and respects diversity
- ensure access to the curriculum through safe, inclusive and well-organised learning environments

In nursery and the early years, particular attention will be given to:

- communication and language development
- social interaction and self-regulation
- physical access and sensory needs
- attachment, routine and consistency
- carefully planned play that allows all children to participate meaningfully

Professional Development

Staff development is central to high-quality curriculum delivery.

The school will:

- provide subject and phase-specific training
- strengthen staff subject knowledge and pedagogical understanding
- support staff to understand curriculum progression and intent
- develop expertise in early years interaction, observation and assessment
- train staff in retrieval practice, modelling, vocabulary teaching and adaptive teaching
- ensure leaders and subject leaders are well equipped to monitor and improve provision
- use coaching, collaborative planning and professional dialogue to improve practice
- review training needs in response to monitoring, assessment and curriculum evaluation

Professional development will prioritise:

- early reading and phonics
- language development
- mathematics mastery and reasoning
- subject-specific knowledge in foundation subjects
- inclusion and support for SEND and EAL
- effective assessment and curriculum sequencing
- high-quality teaching in nursery and the early years

Monitoring and Review

The implementation and impact of this policy will be monitored through:

- lesson visits and learning walks
- book scrutiny and review of children's work
- curriculum planning checks
- assessment information
- pupil voice and discussion
- scrutiny of nursery provision, interaction and observation records
- subject leader monitoring
- senior leadership review

Monitoring will look at:

- curriculum coherence and progression
- fidelity to agreed planning
- quality of teaching and interaction
- depth of learning and retention
- inclusion and challenge
- the effectiveness of assessment in informing teaching
- consistency across classes, phases and subjects

The policy will be reviewed:

- annually
- in response to statutory change
- following monitoring findings
- after curriculum review cycles
- when evidence indicates a need for improvement