



Curriculum Policy



| | |
|-------------------------------|---------------|
| Person responsible for Policy | Karen McCurdy |
| Written/Reviewed | December 2025 |
| Date for next Review | December 2026 |



Curriculum Statement

At Hague Bar Primary School, our dedicated and talented staff believe in creating an inspiring, ambitious and exciting curriculum that will enable our children to develop enquiring minds and to be resilient, independent learners.

We encourage all our children to make the best choices through the delivery of excellent teaching and learning that is not just about the essential skills of English and Maths, but also nurtures all talents through delivering a rich, varied curriculum. We encourage our pupils to be original, innovative, imaginative and creative in their learning. By providing them with memorable experiences we are able to provide opportunities relevant for each individual child.

In our mixed aged classes, we follow the Early Years Foundation Stage Curriculum and the National Curriculum, which is developed through the use of Cornerstones Maestro, Monster Phonics, Charanga Music, Primary Languages Network and Discovery Education schemes, alongside the Derbyshire Agreed Syllabus for Religious Education. These have been incorporated into a rolling programme of learning to ensure all topics are covered adequately. We place a strong emphasis on the teaching of reading and all our children are supported to develop a love of reading throughout school.

Opportunities for developing learning based on exploration and play, tailored to the needs and interests of the children, begin in Early Years. These are encouraged and extended through Key Stage 1 and 2 and build on these foundation skills. A strong English and Maths curriculum is provided to teach the essential skills of reading, writing and arithmetic with high expectations of what all children can achieve.

Alongside the formal requirements, the curriculum is enhanced by extra-curricular activities and educational visits. Lessons are carefully planned to include opportunities for enrichment and allow the children to encounter knowledge learnt previously and apply it to a new concept ensuring they know more and remember more. Skills are taught progressively and sequenced into themed approaches where relevant.

Our developing Forest School enables children to apply their skills of collaboration and teamwork alongside providing activities linked to being outdoors and appreciating the nature around them.

As an inclusive school, our staff are trained to adapt the curriculum to meet the needs of all children so that it is relevant and accessible to all and ensures any barriers to learning are removed. We ensure that all children have a clear understanding of equal opportunity and celebrate the diversity of Britain and the wider world.

By challenging all our children, we aim to increase their resilience by taking risks, trying new experiences and therefore prepare them for a lifelong love of learning beyond Hague Bar.



QUALITY FIRST TEACHING:

At Hague Bar Community Primary School, this means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress

- Staff have high expectations of themselves and all of the children.
- Teachers impart knowledge accurately and with enthusiasm.
- Teachers take into account prior knowledge and experiences and to build upon this in a systematic way.
- Staff plan highly focused lesson design with sharp objectives.
- Staff have high demands of child engagement with their learning.
- There are high levels of interaction for all children.
- There is appropriate use of teacher questioning, modelling and explaining.
- We place emphasis on learning through dialogue.
- We have an expectation that children will develop resilience and accept responsibility for their own learning and work independently.
- We regularly use encouragement and praise to motivate children.

ROLES AND RESPONSIBILITIES

THE GOVERNING BOARD

The governing board will monitor the effectiveness of this policy and hold the Head of School to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)

Head of School

The Head of School is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum



- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Subject Leaders

Subject leaders will own the responsibility for their allocated subject/s.

Subject leaders are responsible for:

- Monitoring and evaluating the teaching of their subject through learning walks, lesson observations, book and work scrutiny and pupil voice.
- Giving feedback to staff, the Head of School and governors on the outcomes of the above.
- Monitoring and summarising subject specific data.
- Writing an annual position statement and subsequent action plan.
- Identifying and attending CPD needs for their subject.
- Keeping up to date with new initiatives and disseminating relevant information and government directives to other members of staff.
- Ordering and maintaining resources and equipment

All staff

All staff will ensure that the school curriculum is implemented in accordance with this policy.

ORGANISATION AND PLANNING

Subject leaders and the Head of School have created a two-year rolling plan which focusses on a spirals approach in order for children to build knowledge over time. At Hague Bar, this is built upon the National Curriculum and is planned within the identified schemes which carefully structures learning for each key stage in school.

Teaching is carefully tailored to meet the needs of all the children and builds on prior learning from EYFS to the end of KS2 ensuring consistency and progression across the whole school.

Subject leaders and the HoS quality assure the sequencing linking to the knowledge and skills taught to ensure that prior knowledge is built upon and higher order skills such as problem solving and critical reasoning are developed. Subject leaders ensure that learning meets the requirements of the National Curriculum and provide support in ways to expand its scope wherever possible.

In the National Curriculum all statements begin with the phrase 'All pupils should be taught to...' Each Programme of Study is divided into two sections, the first is knowledge, skills and understanding and the second outlines the Breadth of Study. At Hague Bar we cover the full range of subjects through our rolling plan.



| National Curriculum Core Subjects | National Curriculum Foundation Subjects | |
|--------------------------------------|---|---|
| English Maths Science | Art and Design Computing Design & Technology Languages Geography History | Music Physical Education PSHCE RE Sex & Relationships |

LEARNING ENVIRONMENTS

Organisation of the classroom/learning environment is adapted to the children's learning needs;

- The use of learning resources and ICT is developed to allow children to work independently and successfully;
- Effective use of other spaces is made: the forest school area, Computers, hall space;
- Displays are used to celebrate children's work, supportive learning (Learning Walls) and the knowledge the pupils have gained.

See our EYFS policy for information on how our early years' curriculum is delivered.

INCLUSION

Teachers set high expectations for all pupils. They will 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 SEN
- Pupils with English as an additional language (EAL)

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, and to support pupils to take part in all subjects.



Intervention

Individuals and groups who are not making sufficient progress are 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 regularly to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

MONITORING ARRANGEMENTS

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits
- Presentations given by Subject Leads at Full Governing Board meetings
- School Development Plan review

The Head of School and subject leaders monitor the way the subjects are taught throughout the school by:

- Planning scrutinies
- Learning walks
- Book scrutinies
- Pupil Voice
- Observations
- Pupil Progress meetings

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

It is expected that all teachers will be prepared for all lessons. There is no set planning format, teachers are to plan in a way that supports their teaching most effectively. This could be in the form of a written daily or weekly plan, powerpoint presentation, interactive board notebook software. There is no expectation that these should be printed documents, but they should be easily available in the event of staff absence. Teachers are expected to prepare appropriate planning and resources if they are out of school. In the event of sickness, the latest planning documents for the class must be provided to ensure the cover will maintain the progressive teaching. They ensure that skills and knowledge are identified in planning, suiting the needs of all children and developmental feedback is provided in line with the school's marking policy.



Feedback following monitoring can be shared amongst staff and development points acted upon.

This policy will be reviewed every annually by the Head of School. At every review the policy will be shared with the full governing board.

LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- RSE Policy
- Marking Policy
- British values
- Teaching and Learning Policy
- Inclusion Policy
- Behaviour Policy

LEGISLATION AND GUIDANCE

Maintained schools insert:

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

All schools with early years provision add:

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).