CLAYTONS PRIMARY SCHOOL

A policy statement for

Curriculum

Reviewed Summer 2025

CLAYTONS CURRICULUM

Intent

Children are equipped for a rapidly changing world by equipping them with the skills that will allow them to be:

* successful learners
* creative and critical thinkers
* reflective individuals
* responsible citizens
* and have a respect for core values of honesty, loyalty, fairness and compassion.

Children experience success today and are prepared for the challenges of tomorrow. Our values of 'community, learning, ambition, you, tenacity, opportunity, nurturing and safety' are central to this success.

The PSHE and resilience curriculum adds to this, preparing pupils extremely well for life.

We offer a curriculum which is broad and balanced and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

We make provision for a daily act of collective worship and teach religious education at every key stage. At Claytons we follow the Buckinghamshire locally agreed syllabus.

We make provision for personal, social, health and economic education (PSHE) as well as our own resilience curriculum.

Inclusion

Subjects are taught in a multi-sensory way so that it is made as memorable as possible for children of all abilities. Children with SEND or any learning difficulties or strengths are supported so that they can express their understanding through speech and/or written work.

Equality

Claytons Primary School aims to ensure that all pupils are able to take part, as fully as possible, in every aspect of school life, recognising their strengths and encouraging them to achieve their full potential.

Foundation Stage

The early years foundation stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. Early years learning concentrates on 7 areas split between prime and specific areas of learning. The prime areas of learning are: communication and language, physical development, personal, social and emotional development. The specific areas of learning are: literacy, mathematics, understanding the world and expressive arts and design.

Key Stage 1 and 2

Children in Years 1-6 follow the statutory framework of the National Curriculum for England.

	Key Stage 1	Key Stage 2
Core Subjects		
English	✓	✓
Mathematics	✓	✓
Science	✓	✓
Foundation Subjects		
Art & Design	✓	✓
Computing	✓	✓
Design & Technology	✓	✓
Languages		✓
Geography	✓	✓
History	✓	✓
Music	✓	✓
Physical Education	✓	✓
Religious Education	✓	✓
PSHE & Resilience	✓	✓

Implementation

The curriculum is planned effectively, providing progression and continuity. It promotes an enjoyment of learning and a commitment to learning and achieving. Through the provision of rich and varied activities in our curriculum we aim to:

- Encourage the best possible progress and attainment for all of our children
- Enable children to make connections across different areas of the curriculum
- Help our children to think creatively and solve problems
- Develop their capacity to learn and work independently and collaboratively
- Enable all children to respond positively to opportunities, challenges and responsibilities
- Enable all children to acquire and develop a broad range of knowledge, skills and understanding
- Use assessment and target setting to enable our pupils to make appropriate progress

Curriculum Organisation

- The curriculum is taught through discrete subjects, with cross–curricular links where relevant.
- English and mathematics planning are both on a weekly basis.
- Each subject area has a long-term plan made up of a two-year rolling programme.
- Each subject area has a clear progression of skills that are monitored as children move through the school.
- Each subject area has a medium-term plan to follow links to the progression of skills.
- Children with Special Educational Needs, EAL, PP or those that need extra challenges are identified and, where appropriate, differentiated activities are provided.
- There will be a range of teaching methods used ranging from whole class, group, paired and individual. Teachers are aware of the different learning styles of children and endeavour to use a variety of methods in the day to day delivery of the curriculum
- Curriculum delivery is monitored in accordance with the school's Monitoring and Evaluation schedule
- Up to date subject documents are found on the school's website

Subjects are taught with enthusiasm to ensure learning is exciting and children's learning is consolidated as much as possible throughout the school terms and across the curriculum.

Impact
All staff continuously reflect on their own teaching and provision; revisiting and adapting as necessary. The impact of the curriculum is also monitored regularly by subject leaders with all members of staff, SLT and governors. The Leader identifies, addresses and monitors next steps through their action plan. The Leader conducts regular audits of the training needs of teachers and teaching assistants to improve their subject knowledge and confidence. Requests for training can be part of an individual teacher's performance management plan.

Assessments
Assessments vary from subject to subject. Assessment is on-going, National Standardised tests are undertaken, as well as other class-based assessments. The assessment process enables teachers to be able to accurately plan and then deliver appropriate work and also allows us to see each child's progress.

Progress, assessed through a variety of means, is measured on a regular basis, targets set and lesson plans put in place.
Informative assessment takes place continuously in the classroom and comprises of:

- well understood learning objectives, which are shared with the children.
- plenaries being used as assessment opportunities.
- effective teacher questioning.
- observations of learning.
- analysing and interpreting evidence of learning to inform future planning.
- sensitive and positive feedback to the children.

Parental involvement
Parents and carers are encouraged to share their knowledge and to support the children in their learning. Information is shared formally with parents and carers at parents' evenings and in end of year reports.

Use of technology
Teachers have access to smartboards and through the internet they can show fascinating images, video clips and information websites. Children use cameras to record acting scenes and use laptops, tablets and computers to access educational apps, explore information and communicate their findings.

Out of school learning
Residential visits and trips are arranged for children to enhance their appreciation of aspects of their learning. Visitors are invited to come to Claytons and enhance the children's knowledge. Having external visitors and visiting new places not only deepens their knowledge and understanding of a topic but also broadens their experiences.

The school provides a range of activities at lunchtimes and the end of the school day. Regular sporting fixtures are organised. These opportunities foster a sense of team spirit and co-operation amongst the children.

Other policies
This policy is in line with other school policies and therefore should be read in conjunction with the following school policies

- Teaching and Learning Policy
- Assessment
- Marking Policy
- Presentation Policy
- SEND Policy
- Equality Policy
- Health and Safety Policy
- Child Protection Policy
- Home Learning Policy

Achievements

Achievements are celebrated within individual classes, by sharing with members of SLT and in whole school celebration assemblies. Termly celebration assemblies also see individuals celebrated for their efforts and achievements.

Role & Responsibilities

- Subject leads co-ordinate and manage their subjects
- Monitoring of the provision of the curriculum is carried out by the Senior Leadership Team and Subject Leads.
- Class teachers ensure that the curriculum is well-planned and delivered and that the aims are achieved for each class.
- Class teachers regularly review and, if necessary, speak to subject leads and update curriculum planning.
- The governing body regularly monitor the success of the curriculum at committee level