



Boxford CEVC
Primary School

Curriculum policy

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Boxford is a Church of England Voluntary Controlled Primary School where our Christian values run through every part of our life together. This includes the curriculum. Our Church School Vision aims to continuously enhance our school, encouraging innovative solutions to provide the best possible education and experience for our school community. Our school aims to nurture the entire person, body mind and soul, so that its children can grow up being confident and well-rounded individuals when they leave us. It is our intention that every member of our school community shows positivity, perseverance, respect, responsibility, creativity and kindness .

Our vision is for all children to ***live life in all its fullness John 10:10*** so that they can experience the joy that life has to offer. It informs our curriculum planning to give substance and support to all students. We have an open approach that encourages children to consider their beliefs in a range of contexts, whether that is within lessons or our range of opportunities for collective worship.

Our school values run through our school curriculum and are the key elements that ensure that children at our school **'Live life in all it's fullness' John 10:10** They provide an environment, which prepares our pupils to be confident and happy citizens.

Positivity

We recognise that positivity can help us to improve our lives and the world around us. We use Jesus as an example on how to live our lives and to see the goodness in the world. Life is sometimes difficult. We can face many hardships, but it is important to learn how not to give up and remain positive when things get tough, looking for the good in every situation.

Perseverance

We know sometimes things can be difficult, but we keep on going and with God's help we don't give up. We understand that very little can be achieved in life without

perseverance. We will not give up when things get difficult. We learn to support each other to share and overcome our doubts and fears.

Respect

As a Church school, we value all God's children and the wonderful diversity of our world. We understand our duty to care for and value the amazing world we live in. We respect God's creation by being kind to each other, caring for our community and looking after the natural environment. We learn to respect ourselves and those around us, treating others as we would like to be treated. We listen and learn from others.

We learn to work in partnership with all cultures and religions as we are all a part of God's diverse world. We learn about and care for people worldwide who suffer and whose lives are hard, and look for ways to actively help them.

We learn how to respect and celebrate diversity in all its forms.

Responsibility

We are encouraged to be true to ourselves, looking to grow the talents that God has given us, work hard and strive to do our best in all situations.

We learn the importance of being truthful in all scenarios and how to make right and good decisions for us and for others.

We learn to understand the values associated with being citizens of the United Kingdom and seek to make the world a better place through our active citizenship.

We strive to be creative and innovative in all aspects of our work looking for new and better ways to overcome challenges.

Creativity

We look for ways to fuel our curiosity so that we can learn and grow. Nurturing our creativity helps us to grow our talents and achieve new things. We strive to experience joy in all aspects of life, see the joy in our world and spread that joy to others. We are enthusiastic and resilient in our learning, supporting each other, so that we can achieve our very best. Our school looks to nurture the entire person; body, mind and soul and we learn to be confident and happy about the person we are.

Kindness

We pay attention to each other's needs, ideas, feelings and possessions, and take care of our school. We look to promote kindness in all its forms: towards one another as well as ourselves. We learn how to grow good relationships by modelling gentleness, kindness, forgiveness and honesty. We learn to celebrate and share in other people's success. We nurture generosity in each other, encouraging giving to charities and good causes, and helping one another around the school. We model positive talk in the playground and around the school and look to praise other people when they have tried their best.

Aims

Our curriculum intends to:

- Give each child a high-quality education which engages, inspires and challenge them.
- Provide a broad, balanced, engaging and challenging education for all pupils
- Equip each child with the knowledge and skills to enquire and investigate
- Enable pupils to develop knowledge, understand concepts, acquire skills and be able to choose and apply these in relevant situations
- Ensure every child progresses as they move through the school following a progressive curriculum which builds upon and enhances their skills
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of adaptation, support and challenge to enable success
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning, fostering a desire for lifelong learning
- Promote the learning and development of our children and ensure they are ready for Key Stage 1 , Key stage 2 and Key stage 3 when appropriate.
- Promote healthy learning relationships and life skills.

2. Legislation and guidance

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](#) (updated 2015) and [Equality Act 2010](#), and refers to curriculum-related expectations, including legislation for healthy relationships. 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](#).

3. Roles and responsibilities

3.1 The governing body

The governing body has set out a school strategy. One aspect of that strategy is a rich, cohesive curriculum. The Governing body will ensure this policy reflects whole school priorities.

The Governing body will ensure:

A robust framework is in place for setting curriculum priorities and aspirational targets: using the school's Strategy Document, Self-evaluation document and Raising Attainment Plan.

Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

Proper provision is made for pupils with different abilities and needs, including children with special educational needs.

The school implements the relevant statutory assessment arrangements

It participates actively in decision-making about the breadth and balance of the curriculum

It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

3.2 Headteacher

The headteacher 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 curriculum maps and subject intent, implementation and impact 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 body

Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

They manage requests to withdraw children from curriculum subjects, where appropriate e.g. RE or RSE.

The school's procedures for assessment meet all legal requirements

The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

The governing body 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 SEND in the form of detailed provision maps.

Staff have access to appropriate CPD in order to lead curriculum subjects

3.3 Staff Roles and Implementation

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

At Boxford School there are **subject leaders** who are responsible for different areas of the curriculum. These subjects have their own, individual policy. Subject leaders are responsible for ensuring, within their subject, that:

- Each year group builds upon core skills and vocabulary.
- Updates to the Curriculum are communicated to staff
- Materials are relevant and conducive to progression in the subject

- More complex skills and application ensures pupils are progressively challenged as they move through the school and encouraged to work at greater depth
- The curriculum encourages a love of the subject, encouraging participation at home
- Enriched activities are planned
- Curriculum Provision Maps are provided
- Intent Implementation and Impact statements are made

Subject leaders have a variety of roles. These include:

- taking the lead in policy development and the production / sourcing of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities – including offering CPD opportunities CPD opportunities are offered to staff – see CPD section 5
- monitoring consistency and progress in their subjects and advising the Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses.
- Creating a subject action plan and subject development plan

Class teachers have a responsibility to teach the curriculum set out by the governing body and subject leaders. Additionally they may provide up to experiences to further enrich the cultural, contextual, social and experiential education of children in their class.

4. Organisation and planning

Each subject has a whole school curriculum map (YR-6). This ensures balance and progression across the school. Subject leaders also have a long term plan where units have been carefully mapped out to show progression in knowledge and skills. .

Each class has a year group curriculum map which identifies the key areas of knowledge, opportunities for first hand enrichment as well as educational visits and parental engagement.

Further planning is undertaken in conjunction with the Forest School leader and Wellbeing co-ordinator to ensure pupils wider needs are met through outdoor learning and mindfulness.

Educational visits are equality impact assessed to ensure all pupils are considered and planned for.

At Boxford School we use the following schemes of work to support the planning within our curriculum:

- The Primary National Curriculum 2014;
- The Early Years Foundation Stage Framework; Foundation Stage plans based on guidance within the Foundation Stage Profile Updated 2021)
- **Phonics:** Little Wandle and Big Cat Collins Book Scheme.
- **Reading** Big Cat Collins phonetically decodable books ; Accelerated Reader; Reading Talisman (Dyslexia focused support scheme) PIXL Whole class guided reading KS2
- **Maths** White Rose; Times Tables Rock Stars; Maths Hub links
- **Writing:** Jane Considine Unit Plans
- **Spelling:** Spelling Shed
- **French** Rigolo scheme of work ;
- **RE:** The Suffolk RE Scheme of Work (based on the updated Emmanuel Project 2020)
- **Science** Hamilton Trust
- **PE** Get Set PE Scheme of Work
- **Computing:** Kapow Scheme of work
- **Art and Design** Kapow Scheme of work
- **Design Technology** Kapow Scheme of work
- **Music:** Chiranga scheme and Instrumental Cornet tuition for Year 5 and 6
- **PSHE: You me PSHE Scheme of Work**
- **Assesment:**PIXL Target tracker

For specific details on how individual subjects are taught please refer to subject section of the website

British Values and Spiritual, moral, social and cultural development is taught specifically through RE, PSHE and in assemblies, through our Values for Life programme which contains exemplars for 20 values.

5. 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 SEND

Pupils with English as an additional language (EAL)

Teachers will 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 and taking pride in their success.

Teachers will 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.

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

7. Impact

By the end of their time at Boxford Primary School, pupils will have been given opportunities to learn for a variety of purposes and audiences. They will have the skills to work confidently and apply their knowledge. They will have experienced a wide range of quality examples to help them to understand concepts and to work at greater depth; discussing their work using appropriate vocabulary at each stage. A lifelong love of learning is established with enduring knowledge and transferable skills.

8. Monitoring arrangements

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

- School visits, meetings with subject leaders, speaking with children, engaging with reports

Subject leaders monitor the way their subject is taught throughout the school by:

- Using evidence from learning walks, book scrutiny, lesson dips, data analysis, feedback from staff and children.

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

Senior Leaders will monitor the delivery of the curriculum as part of the monitoring of the quality of education. Pupil outcomes over time, for all subjects, are to be recorded using target tracker and included in termly pupil reports where applicable.

9. Links with other policies

This policy links to the following policies and procedures:

- The school strategy
- Teaching and Learning Policy
- EYFS policy
- Assessment policy
- SEN policy and information report
- Subject specific policies
- Remote Learning Policy

This policy will be reviewed every 2 years in conjunction with the Teaching and Learning and Assessment and Reporting policies.