



Wellington Community Primary School and Marlborough County Infant School

Curriculum Policy

Written: Amanda Webb

Next Review Planned: January 2027

Signed:_____ (Policy Owner)

Print Name:_____

Review Date:_____

Signed:_____ (Governor Approval)

Print Name:_____

Approval Date:_____



Wellington Community Primary School and Marlborough County Infant School

POLICY CHANGE HISTORY

Version	Date	Status	Policy Owner	Governor Approval	Comment
1	09.10.2023	Approved	AW	Yes	New policy embedded inline with our curriculum
1.1	8.10.2024	Approved	AW	Yes	No change
1.2	15.01.2025	Approved	AW	Yes	

Curriculum Statement and Intent

At the federation, we have developed a curriculum that enables pupils to become life-long learners, equipped with the knowledge, skills and values that enable them to thrive within society. We encourage our pupils to become autonomous, independent thinkers who have the confidence to seek and embrace new experiences.

Our core values (ambition, resilience and community) lie at the heart of our curriculum as we strive for children to develop their own self-belief and moral compass. Promoting pupils' spiritual, moral, cultural, mental and physical development is paramount at the federation to ensure that we develop all aspects of their well-being. Preparing pupils for the opportunities, responsibilities and experiences of later life is the core focus of our curriculum.

Curriculum Design

Each subject within our curriculum is planned for and taught distinctly, allowing the children to learn subject specific skills, knowledge and language. Every subject has a clear intent, which drives the sequence of teaching and expected outcomes across the whole school. Our unique curriculum models are based on the requirements of the National curriculum; however, teachers have the freedom to follow the children's wonders and curiosities within their planning, in order to promote further learning and a passion for the subject. Through the teaching of metacognitive skills within each subject, we encourage children to become critical thinkers who question, evaluate and form judgements on the knowledge they have attained.

Whilst each subject within our curriculum is taught in its own distinct right, we are also well aware that subjects do not exist in isolation. For this reason, we continuously strive to make links between subjects where real, deep and meaningful connections can be made. This may be through cross-curricular teaching of skills and topics or through themed weeks that combine multiple subjects, such as 'E-Safety Week'. These opportunities enable the pupils to transfer and apply their learning in new ways and making links to the real world. These further opportunities for application also help solidify the knowledge and skills that they have gained, enabling them to better remember all that has been taught in their long-term memory.

Personalised Learning

At the federation, we follow a mastery approach whereby the teachers ensure that pupils understand the foundations before moving on. At times, this may mean that learning from previous years/ units is revisited to ensure that the learning is strengthened. Our aim is that all children move forward at a similar pace; however, individualised measures may be put in place to support or challenge pupils to ensure that the curriculum matches their specific needs. Examples of these measures may include: additional resources, pre-teaching of language and skills, challenge thinking-questions, adult support, and verbal conferencing or planned intervention. When

marking, teachers will also provide personalised next steps, to ensure that each child is aware of how they can improve and take ownership of their learning.

We also ensure that we comply with the SEN Code of Practice. At the federation we work with external agencies to guarantee pupils have an up to date individualised educational plan (IEP). This sets out the nature of the special need and outlines how the school will support that pupil.

Monitoring and Evaluating

To ensure that our curriculum is coherently planned and sequenced to build knowledge and skills, both long- and medium-term plans are devised, regularly reviewed and are central to all planning. Subject leaders have a clear intent for their subject and work closely with year leaders to ensure that the content and skills matches the needs of the pupils within their year group. Subject leaders are responsible for regularly monitoring and evaluating these maps, to ensure that progression is evident throughout the school. During the planning process, misconceptions will also be pre-empt to ensure that we are able to challenge and strengthen the children's thinking whilst teaching; these misconceptions will then be evaluated by both teachers and subject leaders during their monitoring of lessons.

Core subjects are formally assessed in 3 assessment phases with foundation subjects being assessed each half term; however, frequent monitoring and assessment of teaching, learning and understanding takes place through the following methods:

- Learning walks and lesson observations (conducted by subject leaders and SLT)
- Verbal conferencing of pupils
- Book looks
- Staff meetings of specific subjects or the curriculum as a whole.

These assessments and monitoring approaches enable teachers to identify areas of learning that need to be strengthened or pupils who require immediate additional support.

Responsibilities

At the federation, we have specific subject leaders who have the responsibility to drive their subject forward. However, as leaders, we know that it is not enough for them to just 'know their subject': they also need to understand how to teach it well and follow developments in their discipline. For this reason, many subject leaders are part of a HUB or network, which allows them to build connections with other specialists and become aware of advances in their subject. Subject leaders are also encouraged to participate in courses and conferences for their subject, which can then be fed back to all teachers during planned staff meetings. Collaborative working between subject leaders, year leaders and less confident members of staff is also fundamental in our school, to ensure that all teachers are developed and feel confident to teach the requirements of each subject.

The Head Teacher has the overriding responsibility for the leadership of the curriculum and for monitoring its provision. Governors are regularly informed and welcomed into school to observe, discuss and celebrate the children's learning.

Home / School Partnership

'An effective and communicative partnership between teachers and parents establishes an environment where children have a sense of security, familiarity and cultural freedom which, in turn, enhances learning.'

We highly value parental involvement within our curriculum and seek to provide opportunities to strengthen our home and school connections. Newsletters are designed and emailed at the beginning of each half term to ensure that parents/ carers are made aware of what their child will be learning and to promote further conversation and discovery of the learning at home. Parent events are regularly planned and parent workshops are delivered throughout the year to ensure that parents/carers feel confident to support their child at home. Core homework is set weekly and on-going support for reading and spelling is encouraged.