



## Curriculum Policy.

### 1. Curriculum Intent

At Kenmore Park Infant & Nursery School we intend to create effective learners by promoting behaviour for learning. We aim to achieve this by providing our learners with a **relevant** broad & balanced curriculum which comprises of all the planned activities that we organise in order to promote learning and personal growth and development.

The curriculum includes not only the formal requirements of National Curriculum, but also a range of extra-curricular activities that the school organises in order to enrich the experience of the pupils. It also includes the 'hidden curriculum', or what the pupils learn from the way they are treated and expected to behave. We aim to teach our learners how to grow into aspirational, **rights respecting, visible learners**, who have the capacity to work both independently and when required to co-operate with others while developing a progression of knowledge and skills, that enable them to achieve their true potential.

We believe that an effective curriculum is underpinned by the values that we hold dear at school. It is the means by which the school achieves its objective of educating children in the progression of knowledge, skills and understanding that they need in order to lead fulfilling lives (*UNCRC- Article28: All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of*).

Our curriculum is designed with these principles in mind: it is personalised, reflecting the background and experience of our pupils: it is outward facing, setting learning in global contexts wherever possible; it celebrates diversity to emphasise unity; it is rooted in authenticity and context so that learning is relevant. High value is placed on establishing strong parental engagement partnership working to impact in a positive way on pupil's outcomes.

### 2. Aims and objectives

The aims of our school curriculum are:

- to enable all children to learn and develop a progression of skills and knowledge over time that ensure strong foundations for future learning;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- a strong focus on oracy to promote the enrichment of language and development of oral communication skills/rich vocabulary in context;
- to ensure through our teaching we promote a strong focus on the basic skills of reading, writing and mathematics;
- to teach the foundation subjects of the National Curriculum through as discreet subject areas whilst also making links and connections with other areas of learning, thus opportunities to use and apply learning in context;
- to enable children to be creative and to become independent learners & thinkers;
- to teach children about their developing world, including how their environment and society have changed over time;



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- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

### 3 Organisation and planning

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the learning intentions and teaching strategies that we use when teaching each topic. As we have adopted the National Curriculum and revised Frameworks for our school, we take our medium-term planning directly from the guidance documents. For some subjects we use schemes to ensure coverage of the national curriculum such as Jigsaw for D & T & Art and Design. We use the national curriculum age related expectations for much of our medium-term planning in the foundation subjects.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each session, and to identify what resources and activities we are going to use in the lesson.

In the Foundation Stage we adopt an inter-disciplinary topic approach to curriculum planning and in Key Stage 1 discreet subject teaching is planned. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects

### 4 Children with special needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. Adaptations are made to ensure all groups of learners can access the curriculum. However, for some children with complex learning and developmental needs further adaptations or a personalised curriculum will be provided to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, working in collaboration with



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the parent we consider the child for a statement of special needs, and when doing so involve the appropriate external agencies in support of the assessment. We always provide additional resources and support for children with special needs.

The school provides an Individual Educational Plan (IEP) for those pupils with Education Healthy Care Plans on the special needs register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

### 5 The Foundation Stage

The curriculum that we teach in the nursery & reception classes meets the requirements set out in the Early Years Framework. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in development matters.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

Within the first 6 weeks in the reception class, the teacher will conduct the reception baseline and assesses the children against the Development Matters Statements. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. We also host parent seminar lessons so that parents can see first-hand how their children are being taught so that they can use consistent approaches and strategies. It also helps informs parents of the learning expectations.

### 6 Building learning Power

The school is keen to develop effective learners who access the National Curriculum by:

- being resourceful ([A Sensible Squirrel](#))
- working together ([Team Ant](#))
- being reflective ([Wise Owl](#))
- being resilient. ([Tough Tortoise](#))

[\(Linked to our Policy of Building Learning Power\)](#)

In our curriculum planning we highlight these skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in developing their skills and knowledge in order to develop to their true potential.



## 7 The role of the curriculum Leader

The role of the curriculum leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area and identifying what is going well and areas for further development;
- identifying CPD needs and supporting staff with their subject knowledge.
- provide efficient resource management for the subject.
- Keep up to date with any changes in the curriculum or DfE guidance relating to their area of responsibility.

Subject leaders'/middle leaders bid for non-contact time each term based on their action plans and key school development priorities, so that they can carry out the necessary duties involved with their role. It is the role of each middle leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression of knowledge and skill to be taught and acquired are planned into schemes of work. Some middle leaders also keep a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

## 8 Monitoring and review

Our governing body's PAD committee is responsible for monitoring the way the school curriculum is implemented and its impact on pupil outcomes. This committee reviews subject areas throughout the year with governors linked to specific areas which they have a responsibility to feedback on to the full Governing body re: their findings and dialogue with the middle leaders.

We have named governors for English, maths and special educational needs. The governors liaise with the leaders of these areas, and monitor closely the way the school delivers learning in these areas.

The headteacher is responsible for the day to day organisation of the curriculum. The headteacher monitors the half termly curriculum overview ensuring that all classes are taught the full requirements of the National Curriculum.

Middle leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Middle leaders also have responsibility for monitoring the way in which resources are stored and managed.

**Signed:** *R. K. Mahil-Pooni*

**Date:** September 2025

**Approved by the Governing Body:-** 15<sup>th</sup> October 2025

**Next review date:** July 2028