



# Primary Curriculum and Teaching and Learning Policy

Signed by:

Mrs N Hall

Headteacher

Date: September 2025

Mr D Hall

Chair of governors

Date: September 2025

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## **Statement of intent**

### **The Mulbarton Primary School Curriculum**

Our curriculum is based on the National Curriculum for Years 1-6 and the Early Years Foundation Stage Framework in Reception.

We meet the requirements of the National Curriculum, ensuring progression of knowledge and skills through each year group to prepare pupils for future learning.

Additionally, we aim to provide children with exciting and engaging learning opportunities, enhancing experiences through wow days, visitors and visits.

At Mulbarton Primary School, we set high expectations and ensure equal opportunities to allow all children to reach their full potential. We follow a mastery approach when delivering the learning objectives from our school curriculum and progression documents. Children are supported to meet these objectives via adaptive teaching and scaffolding. This approach allows the level of support to be slowly reduced, through a graduated release.

The '7 Wonders of Learning' that are at the core of everything we do in our school. These are the skills and qualities we believe support academic progress and personal growth. The Wonders of Learning are: focussed, collaborative, resilient, reflective, aspirational, inquisitive and problem solving. Our children are asked to consider which of these wonders they use within lessons and around the school. These are then celebrated in our Friday Celebration Assembly, where children receive certificates.

Mulbarton Primary School has wonderful school grounds including a forest area, reflective area, large fields and playground spaces. We promote active and outdoor learning opportunities.

We provide a broad range of extra-curricular activities both during and outside of school hours, in which all pupils are encouraged and supported to participate. These include sporting, music and performance and craft opportunities. Some clubs are led by school staff and others by external professionals.

## 1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2023) 'Statutory framework for the early years foundation stage'
- DfE (2024) 'Working together to improve school attendance'

This policy operates in conjunction with the following school policies:

- Home Learning Policy
- Feedback Policy
- Behaviour Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Early Years Foundation Stage Policy
- Relationships and Sex Education (RSE) Policy
- Special Educational Needs and Disabilities (SEND) Policy

## 2. Roles and responsibilities

The Governing board is responsible for:

- Approving this policy.
- Liaising with the Headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring high expectations are set for all pupils, regardless of their abilities or needs.
- Ensuring an effective approach to teaching and learning is implemented across the school.

The Headteacher / Senior Leadership Team are responsible for:

- Overseeing the school's approach to teaching and learning.
- Ensuring the needs of all pupils are met and that the curriculum is inclusive and accessible to all.
- Where appropriate, the individual needs of some pupils are met by creating a bespoke curriculum to reflect their needs and working level.
- Ensuring teachers are provided with support to deliver high-quality teaching by assisting with the planning and implementation of the curriculum; ensuring their workload is manageable.
- Promoting a culture of high-quality teaching across the school.
- Communicating the agreed curriculum to the Governing board on an annual basis.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.

- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board\_
- Manage requests to withdraw children from curriculum subjects, where appropriate\_
- Ensuring the school's procedures for assessment meet all legal requirements\_

The Curriculum Lead is responsible for:

- Ensuring the curriculum is created in accordance with this policy.
- Creating and maintaining an up-to-date curriculum intent statement
- Devising long and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Ensuring breadth of coverage in each year group and alignment with the agreed year group's curriculum.
- Ensuring this policy meets the requirements of the National Curriculum.
- Monitoring the implementation of the curriculum and feedback to SLT.

Teachers are responsible for:

- Implementing this policy consistently throughout their practice.
- Ensuring lesson plans are reflective of the school's curriculum.
- Monitoring and evaluating their teaching.
- Reviewing and evaluating their planning.
- Creating curriculum maps and knowledge organisers each half term and sharing these with parents.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Creating summative assessments for the foundation subjects.
- Collaborating with the Headteacher and the SENDCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENDCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring lessons are planned and structured so that all pupils have opportunities to make progress.
- Celebrating all pupils' academic achievements.
- Uploading data at least termly to the schools Management information System (MIS).
- Reporting progress of pupils with SEND to the SENDCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the Headteacher through eg: termly Pupil Progress meetings.

Subject leaders are responsible for:

- Providing strategic leadership and direction to their colleagues.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring curriculum coverage and pupil progress within their subject and reporting to the Headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

<u>Curriculum Subject Area</u>	<u>Leader</u>
Mathematics	Mrs Brigden and Mrs Spilman
English	Mrs Underhill and Mrs Turrell
Science	Mrs Bird
PE	Miss Fray
History	Mr Jenkins
Geography	Miss Beale
Computing	Mrs Pritchard
Online Safety	Mrs Pritchard
Art	Miss Harte
DT	Mrs Wallen
Music	Mrs Brigden
Languages	Mrs Brooks
Learning For life and RSE	Miss Sergeant

RE	Mrs Wyer
Phonics	Miss Shipp
EYFS	Mrs King

The SENDCO is responsible for:

- Collaborating with the Headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Ensuring SEND assessments are undertaken where necessary and ensuring pupils receive the additional support they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

### **3. Intent, Implementation, Impact**

Pupils' learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the skills necessary to succeed as they progress through school.

This curriculum intent statement outlines how the school has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

#### **Intent – What are we trying to achieve?**

At Mulbarton Primary School we aim to:

- Provide an exciting, engaging, curriculum that exceeds the requirements of the National Curriculum.
- Help our children become focused, resilient and reflective pupils who have a love of learning.
- Set high expectations and give equal opportunities to allow all children to reach their full potential.
- Support our children to develop knowledge, and acquire skills, which they can use and apply both within, and outside of school.

## **Implementation – How are we going to deliver this?**

We have created an enriched National Curriculum that is:

- Creative – themed, learning hooks
- Immersive - visits, visitors, wow days
- Progressive – knowledge and skills based

We use a range of different schemes (eg: Pathways to Write, White Rose) to develop our own curriculum progression documents suited to our school. These documents ensure that our children's prior learning is embedded and built upon each year.

Subject leaders, with guidance and support from the Curriculum Lead, ensure that their subject meets the NC requirements, is clearly mapped-out and well-sequenced, that teachers feel confident in delivering their subject, and monitor the quality of learning.

Class teachers aim for every lesson to include:

- A recap of prior learning.
- A teaching input which introduces the lesson objective with clear modelling.
- Reference made to key vocabulary and working walls.
- Opportunities for children to apply their learning and practice their skills.
- Adaptive teaching to scaffold learning tasks.

Our 7 wonders of learning encourage and reward our children for demonstrating learning values. These are: Focussed, Aspirational, Collaborative, Resilient, Reflective, Problem Solver, Inquisitive.

Every class has a Wonders of Learning display to refer to, and Dojo points are given to children when they show one of the above values. Children work towards and class target and can earn a collective reward once the target has been reached.

Across the school we provide positive learning environments that foster engagement. Displays celebrate children's learning and working walls support current teaching

## **Impact – What difference is our curriculum making?**

As a result of our curriculum we have:

- raised attainment.
- knowledgeable, happy, engaged, resilient children, with a love of learning, and who have achieved their potential.

## **4. Organisation and planning**

### **Schemes of work**

The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week.

We use the following schemes of work to support our curriculum planning:

- Rocket Phonics
- Pathways to Write
- Pathways to Spell
- White Rose Maths
- PLAN (Science)
- Get Set 4 PE
- Music Express
- Language Angels
- RE Norfolk Syllabus
- Teach Computing

Our Curriculum is adapted to suit our cohort by,

- developing resilience and independence through residential trips and responsibilities in school.
- providing children with opportunities to take risks and explore the outside space through Outdoor Learning and through OAA (outdoor adventurous activities).
- enabling the children to broaden their experiences of other cultures through quality text selection, visits and visitors.

### **Lesson planning**

- Long Term Plans are created by each year group, based on subject progression documents. These show the topics, and the content taught within each subject, across the year. The plans are followed by each class in the year group to ensure that all children experience the same opportunities.
- Medium Term Plans are created in the form of Knowledge Organisers and Curriculum Maps. The Knowledge Organisers show the topic, key vocabulary and facts that the children will learn over the half term. These are given to parents and are available on the school website. The Curriculum Maps show the learning objectives that will be taught each half-term for every subject.

- Short Term Plans are created in the form of a weekly overview. These show: clear learning outcomes for each lesson; the teaching input; activity; use of adults and assessment for learning. It is the class teacher's responsibility to share information from these plans with their support staff.

Every lesson should include:

- A recap of prior learning.
- A teaching input which introduces the lesson objective with clear modelling.
- Reference made to key vocabulary and working walls.
- Time for children to practise and apply their learning.
- Adaptive teaching to scaffold learning tasks.

### **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 SEND can study every National Curriculum subject, and ensure that there are no barriers to every pupil reaching their potential.

Teachers will also take into 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.

TAs will be strategically deployed within lessons so that they can assist with pupils who require additional support, but are also able to minimise disruption, where necessary.

Further information can be found in our statement of Equality Information and Objectives, and in our SEND policy and information report.

## **5. Remote learning**

Attendance at school is mandatory for all pupils; however, there may be circumstances where in-person attendance is either not possible or contrary to government guidance.

The school's Remote Education Policy sets out how education will be delivered if pupils cannot attend school in person.

## **6. Subjects covered**

The school will have due regard to the National Curriculum at all times throughout the academic year.

The school will have due regard for the, 'Statutory framework for the early years foundation stage.'

The school will ensure every pupil has access to the following subjects:

- English
- Maths
- Science
- RE
- Learning for Life including Relationships and Sex Education (RSE)
- Art and Design
- ICT
- Design and Technology
- Languages (at KS2)
- Geography
- History
- Music
- PE

Details of what is included in the curriculum for each subject can be found on the school website.

## **7. Reporting and assessment**

Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and support target setting. Results will be recorded on the school MIS. Outcomes will be reported to parents, and pupils where appropriate.

Pupils will also complete statutory national assessments. The results of these assessments will be reported back to the Headteacher, parents, and pupils where appropriate.

Additional access arrangements will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill or pupils with an identified medical need.

## **8. Equal opportunities**

The school will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Disability
- Gender reassignment

- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The school's curriculum will celebrate diversity and the SLT is responsible for ensuring the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Pupil Equality, Equity, Diversity and Inclusion Policy at all times when planning and implementing the curriculum.

## **9. Supporting pupils with SEND**

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

## **10. Extra-curricular activities**

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

Extra-curricular trips and activities occur outside school hours and can include overnight stays in the UK.

All pupils are able to participate in these. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part. The school will not allow financial hardship to be a barrier to participation.

## **11. Monitoring and review**

This policy is reviewed annually by the Curriculum Lead, Headteacher and the Governing board.

The scheduled review date for this policy is September 2026.