

## **WIGMORE SCHOOL POLICY**

### **Primary School Curriculum Policy**

#### **Intent**

At Wigmore Primary School, we are committed to providing a curriculum which is broad and balanced, and provides our children with opportunities to gain essential knowledge, skills and understanding. All children should enjoy their learning, achieve their potential and become independent life-long learners. Our expectations are high and we strive for every child to become the very best version of themselves. The curriculum nurtures curious minds and provides opportunities for every child to discover their strengths. The inclusive environment enables children feel safe to try new things and develop their individual character.

#### **Curriculum Aims**

Instil a lifelong love of learning and curiosity in children that supports them to succeed with future endeavours.

Provide a broad and balanced curriculum for children that is coherently planned and sequenced towards the cumulative acquisition of knowledge and skills for the future.

Provide further opportunities to children beyond the National Curriculum through inspiring contexts and holistic learning.

Equip pupils with the knowledge and cultural capital they need to succeed in life.

Develop children's sense of identity and belonging through a values-based approach that will enable them to flourish individually within their community and as citizens in a multi-faith and multi-cultural society and global community.

Strive to ensure equal access to learning for all children, with high expectations for every child and appropriate levels of challenge and support

Ensure **every** child makes the best possible progress and achieves their highest possible attainment.

Promote the learning and development of all children, including those in the EYFS so they are prepared for each key stage transition.

#### **Legislation and Guidance**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

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](#).

#### **Roles and Responsibilities**

##### **Trustees of Wigmore School**

The Trustees monitor the effectiveness of this policy and hold the executive headteacher to account for its implementation.

The Trustees will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND).
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.

### **Executive 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 aims and 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 Trustees
- The school's procedures for assessment meet all legal requirements
- The Trustees are fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Trustees are 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

### **Other staff**

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

### **Organisation, Planning and Implementation**

Each subject has its own long-term plan which details the sequencing of learning across a year. Each subject also has a progression map which identifies how learning is built upon each year from the EYFS through to KS2. These documents are published on the Academy Trust website.

Teachers translate long term plans into medium term and then weekly plans where the specific needs of the learners are addressed.

Weekly planning uses the learning objectives, skills and knowledge from the medium-term planning for each session. The weekly plan may identify key resources, questions, and potential adaptations to learning based on prior learning and promoting challenge.

Teaching and learning is carefully tailored to meet the needs of all the children and builds on prior learning from the EYFS to the end of KS2 ensuring consistency and progression across the whole school.

The curriculum provided for our pupils will cover the following National Curriculum subjects at KS1 and KS2: reading, writing, mathematics, science, history, geography, religious education (Herefordshire locally agreed syllabus), art, music, design and technology, computing, physical education, personal social and health education (including RSE), and French (Key Stage 2). In addition to specific subjects, we also run sessions in phonics and spelling.

In the EYFS, they follow the curriculum as outlined in the 2024 statutory framework of the EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and

enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive (See Early Years Foundation Stage Policy for further information).

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## **Reading**

We believe learning is for life and that reading is one of the key strands that leads to success across the curriculum and in the wider world. Our commitment to reading is reflected in the curriculum time allocated to the subject. In all Key Stages there is a reading scheme which matches children to books suitable for their reading ability. In the EYFS and KS1, the phonics curriculum follows 'Little Wandle Letters and Sounds Revised' programme. Following this programme ensures our children are confident with their phonic knowledge from a very early age, unlocking the magical world of words while becoming fluent and expressive readers. To support this, we use Little Wandle books matched to the children's phonetical knowledge alongside Phonics Book Bag Readers (matched to Little Wandle) as home readers. As well as matched decodable books, our children take home a sharing book to encourage reading for pleasure opportunities at home. Once children are fluent readers, they move onto the Accelerated Reader Programme (ARP) which matches children to books suitable for their reading age. This also ensures the children are guided to a range of genres, along with a good mixture of fiction and non-fiction texts that are written at an age-appropriate level. Further to this, the children also have access to a well-stocked library to enhance their love of reading. Reading is a key feature of our daily life, with a teacher-led high-quality reading session occurring in every class every day alongside daily story time sessions. Celebrating a love of reading through whole school events, such as World Book Day and a Reading Café, further embeds a long-term love of reading.

## **Outdoor Learning (including Forest Schools)**

At Wigmore Primary School, we are very fortunate to be surrounded by a rich and varied environment that allows for outdoor learning, including a Forest School site with log circle and fire pit. We believe that first-hand experience is fundamental to the productive and successful learning of children. Learning outside can encourage an improved understanding of our surroundings, opportunities to assess and manage risks, enrich the curriculum, have a positive effect on children's self-esteem and facilitate many skills including the ability to work with others.

## **Values Education**

At Wigmore Primary School the promotion of pupils' spiritual, moral, social and cultural education is considered to be fundamental to the culture of the school. Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values.

## **Extra-Curricular Opportunities**

These are wide ranging and offer pupils a wide variety of experiences, clubs run both at lunchtime and after school to allow maximum pupil involvement.

## **Trips and Visits**

In order to support our broad and balanced curriculum, school trips are carefully planned to enhance the children's learning in school and to build upon experiences. In KS2, the children have the opportunity to go on residential visits which build each year on year so that when they go onto High School, they are fully prepared for a range of adventures.

## **Community**

We reinforce the sense of community with strong links to the immediate locality. We take an active part in the village show and celebrate harvest to promote the community's connections with agriculture. Visitors join us at school to further strengthen community links and children visit the local church and nursing home and historic Wigmore castle during the school year.

The strong links that we have as a multi-academy trust enables our children to be taught by subject specialist teachers and allows our teachers to have access to subject specific equipment to aid their teaching. This means that the pupils are given a wider education and are prepared for life at High School.

## **Assessment**

It is very important that we assess our children's learning and understanding. What is more important is how we do it and what we do with the information. Children receive feedback on their learning in a variety of ways. This feedback is used to provide the children with their next steps as well as to inform the teachers' planning. Careful and skilful questioning, allows teachers to challenge the pupils' depth and breadth of their learning and understanding; assessment so we quickly correct misconceptions, as well as recapping on areas of previous learning to ensure it has been embedded for life. Pre and post teaching allows us to ensure gaps are closed and that children are confident in the key skills. Termly pupil progress meetings allow us to carefully monitor progress; celebrating the success the children have had as well as quickly identifying where any interventions are required to ensure all children make accelerated progress in the classroom.

## **Inclusion**

Wigmore Primary School is an inclusive learning community. We want every one of our children to achieve the best possible educational and personal outcomes to become happy, healthy and fulfilled adults that are able to contribute to society. We have high aspirations for all children and none more so than those with Special Educational Needs or disabilities.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities support pupils to develop their English and 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.

## **Monitoring Arrangements**

Trustees monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through school visits and discussions with the Senior Leadership Team and Subject Leaders.

Subject Leaders and the Senior Leadership Team monitor the way a subject is taught throughout the school by quality assurance activities such as; learning walks, work scrutiny, pupil voice, scrutiny of subject planning and schemes of work and line management discussions

The role of the Subject 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;
- provide efficient resource management for the subject.

Wigmore Primary School gives Subject Leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each Subject 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, learning intentions are clear and that progression is planned into schemes of work and seen within books.

This policy will be reviewed every year by the Primary Senior Leadership Team. At every review, the policy will be shared with the Trustees.

### **Links with other policies**

This policy links to the following policies and procedures:

- Early Years Foundation Stage Policy
- Feedback Policy
- Relationships and Sex Education policy
- SEND Policy and SEND Information Report
- Equality information and objectives

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| <b>Person Responsible</b> | Rebecca Williams |
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