



‘A caring Christian community where every child achieves a love of life and learning’

Luke 10: 25-37

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

CURRICULUM POLICY

Policy Lead Committee:	Local Academy Committee	In consultation with: Senior Leadership Team
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1. Introduction

Our vision is to be 'A caring Christian community where every child achieves a love of life and of learning. We aim to create a caring, confident and inclusive community in which we all value each other's life ambitions through creative and inspirational learning.

The Parable of the Good Samaritan: Luke 10:25 – 37, is the foundation of our vision. We embrace our six key Christian values of trust, friendship, respect, forgiveness, courage and truthfulness which we see clearly in the parable of the Good Samaritan. These Christian values are found in the daily life of our school community as well as forming the core of our programme for Collective Worship.

We have a culture where all members of the learning community work together and respect one another. We encourage all learners to explore their interests, find their talents and pursue them with ambition as they play their part in the life of the school.

2. Aims

We encourage children to appreciate their environment and develop an understanding of their impact upon the local community and the wider world.

Our children are at the centre of all that we do and we listen carefully to their opinions and perspectives to ensure that learning has purpose and meaning. We motivate and inspire children to reach their individual potential by offering a broad, exciting and highly creative experience. The staff are forward thinking, innovative and adaptable; keen to explore teaching approaches and projects that will stimulate the enquiring minds of our children.

We value the holistic well-being of our children, through fostering a caring attitude, with a positive commitment to the ethos and values of a Church of England school. Our open culture of communication throughout the school community ensures all views are valued. We provide a safe environment which develops confidence and independence within our children to prepare them for a life in an ever-changing world.

3. The School Curriculum

Our school curriculum is underpinned by Christian and British values that we hold dear. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Our curriculum is underpinned by the following drivers: Spirituality; Belonging; Possibilities; World Aware and Well-being.

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school



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organises in order to enrich the experience of our children including workshops, trips, visits, visitors, motivational speakers and overseas travel. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their very best.

4. Curriculum Intent

Our curriculum intends to provide an education where all children can achieve their best, whilst gaining a love of learning, all within a caring Christian community. Our school curriculum is underpinned by both our Christian and British values. The school upholds the British Values of **democracy, the rule of law, individual liberty, mutual respect and tolerance** of those from different beliefs and faiths through all that it does and teaches children to respect each other.

We want to ensure that all children are able to achieve the best possible educational outcomes, as well as being prepared effectively for life outside of school. As a school, we follow the EYFS Profile document and KS1 & KS2 National Curriculum 2014 to provide the skeleton for the knowledge, skills and milestones that are delivered within our classes.

4.1 Curriculum Drivers

Our curriculum is underpinned by 5 key drivers that we believe provide our children with the knowledge, skills and understanding they need to succeed.

The drivers were carefully selected to meet the needs of the children and the rural community we serve. We recognise that the Forest of Dean is very different to other parts of the UK. We try to include experiences into our curriculum to ensure that children don't miss out on this as a result of living in a rural area. Staff produce topic Curriculum Driver Sheets for each topic taught. As well as the drivers, staff think carefully about how the locality can be used to enhance learning.

World Aware

Our curriculum intends to be based on a range of experiential opportunities to help them understand the world they live in.

We recognise that many of our children do not have exposure to experiences that children in other areas would take for granted; as such our curriculum is planned to provide these experiences. We ensure children's learning, where possible, is based on hands-on experiences; meeting visitors that can inspire children's learning and visiting places of interest that ensure children have first-hand experience of the knowledge they are being taught. We make links to



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local, national and international places and events making links to equality of opportunity for all.

Belonging

Our curriculum intends to educate children about their place in the world; developing an understanding of their place in society; within school, their local community, our country and the wider world. Through this, they will learn about inclusivity, diversity and equality of opportunity.

Well-being

Our curriculum intends to raise self-esteem and self-confidence:

Throughout all aspects of the curriculum the school promotes a Growth Mindset attitude and celebrates the successes of children and the progress that is made. Children learn how to be fit and healthy individuals who can succeed in the world they grow up in.

Spirituality

Our curriculum provides children with opportunities to explore the big questions in the world; to grow spiritually, morally, socially and emotionally during the time they spend at our schools, to explore the awe and wonder of life and the universe.

Possibilities

Our curriculum intends to raise children's aspirations and set high expectations for ALL pupils; our curriculum recognises that a large proportion of our children are from backgrounds where the long-term aspirations may be hindered by previous educational experience or understanding. As such our curriculum sets high expectations for all pupils and explicitly raises awareness and expectations for future aspirations.

Our Curriculum intends to equip children with the life/social skills needed to be an effective citizen:

Our curriculum prioritised the acquisition of key life skills/social skills so that all children are able to live as an effective citizen with a positive outlook on their own self-esteem, ability and capability to make a positive contribution to society. It focuses on creating resilient learners who are willing to take calculated risks in order to be the best that they can be.

Our curriculum focuses on the core skills of Reading, Writing and Maths:

We recognise that for our children to succeed beyond the classroom these skills are crucial. Many of our children arrive at school with levels of understanding far below those expected of their age group and the school works hard to provide the support needed by focusing on these core areas in order to close the gaps that exist.



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Our curriculum has a focus on developing Speech and Language:

A large proportion of our children enter school with Speech and Language development well below the expected level. As such we tailor the curriculum to prioritise this aspect of learning and utilise opportunities both within the taught lessons and outside of these to develop these skills.

The school have promoted the modelling of speech and language skills across the curriculum. Opportunities to discuss in various situations are promoted and children are encouraged to talk about their learning. All writing opportunities are preceded by a talk phase and children are encouraged regularly to talk in full sentences. Teachers/TAs model good speech at all times and this is closely monitored. Regular talk time sessions are built into the curriculum provision. Children are exposed to a range of new language through these sessions and opportunities in writing where new vocabulary is given and expected to be utilised in KS2.

Our curriculum intends to meet the needs of all learners through quality first teaching and a combination of same day interventions and catch up programs. Staff adapt their practise to meet learners needs with a particular focus on Communication and Interaction; Cognition and Learning and Social, Emotional and Mental Health needs.

Our curriculum intends to be based on a range of experiential opportunities:

Currently the curriculum provides a wide range of experiential opportunities for children to draw upon in their work these involve a range of visitors/trips and experiences in the classroom. In addition to this, whole school opportunities exist such as Young Voices and designated curriculum weeks. Furthermore, the teachers aim to teach through topics that inspire and enthuse children.

Our curriculum intends to raise self-esteem and self-confidence:

Our drivers – Belonging, Well-being, Spirituality, World Aware, Possibilities underpin all actions within the school. These are promoted regularly in all areas of the school and referenced regularly throughout teaching. The children talk confidently about these and how they impact on their learning. Central to our curriculum is the growth mindset attitude that directly impact on children's self-esteem and confidence. The school has a culture of celebrating success and effort and has regular opportunities to publicly celebrate all children's learning with each other, within classes and with the local community.

Our curriculum has a clearly mapped out progression of skills and knowledge:

We recognise that in order for children to learn effectively it is important that the taught curriculum is carefully mapped out to ensure that long term acquisition of skills and knowledge is acquired.



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5. Implementation

Our curriculum is taught through topics. The rationale for this is that 'Topic' teaching allows children to make links between curriculum areas and develop their understanding whilst adding new knowledge to their current understanding. This method also builds enthusiasm in an area of learning and presents numerous opportunities for cross-curricular links. We also recognise that skills/knowledge need to be carefully mapped out to ensure progression. Children are made aware of the subject being taught and can recognise the skills needed to be a historian, scientist etc.

We plan our curriculum in Year groups, based on the requirements of the National Curriculum. More information can be found here: <https://www.gov.uk/national-curriculum/key-stage-1-and-2>

Each year group has a long-term plan. This indicates what topics and which National Curriculum objectives are taught in each term. Our curriculum is thematic with a cross-curricular approach to enable 'joined up/purposeful' learning to take place. We have reviewed our long-term plan to ensure coverage across the Key Stages. Our 'Curriculum Offer' can be found on the school website.

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curricula, and there is planned progression in all curriculum areas.

5.1 The Early Years Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the Early Years Foundation Stage Framework and Development Matters. Our curriculum planning focuses on the Early Years Development criteria and on developing children's skills and experiences, as set out in these documents. We use Little Wandle Letters and Sounds Revised as a phonic scheme. We use a wide range of reading materials to support children in their development.

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

During the children's first term in the Foundation class, their teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during the year.

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



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them informed about the way in which the children are being taught and how well each child is progressing.

5.2 Expectations at Lydney C of E Primary School

- Staff have high expectations of themselves and all children.
- Staff impart knowledge with enthusiasm helping to ensure a high level of engagement within the lessons.
- Expectations are that children will make and sustain progress relevant to their starting points across units of work.
- All staff support children in developing independent learning skills.
- Staff systematically check understanding, intervening in a timely manner when needed.
- Children have access to a bespoke curriculum which will include additional support and extended challenge.
- Staff regularly provide high quality marking and constructive feedback to children.

6. Effective Teaching

At Lydney C of E Primary School we have high expectations of progress and apply this equally to children working above, at, or below age-related expectations, including those who have been identified as having special educational needs. There is an expectation of participation, fulfilment and success for all our pupils. Our pedagogy is underpinned by Rosenshine's Principles of Instruction which supports an understanding of how children acquire and use information, how they can use their short-term and long-term memory and how we can provide scaffolds and models to support effective learning.

Teaching and learning is characterised by an engaging curriculum, quality first teaching and rapid intervention (in lessons and intervention programmes). Rigorous assessment is used to monitor and maintain pupil progress. There are clear plans to support those who are struggling to keep pace with the curriculum.

Teachers expect everyone to succeed by offering higher levels of support or extra challenge for those who need it, so that all pupils can access the learning at the expected year group standard. Pupil Premium Funding ensures that the barriers to learning for our disadvantaged pupils are addressed thereby enabling them to reach their academic potential.



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6.1 Quality First Teaching

- Highly focused lesson design with sharp objectives taken from the Subject Leaders' Schemes of Work/Progression documents;
- High levels of engagement and interaction for all children within their learning;
- Excellent use of teacher explanations, questioning, modelling;
- Emphasis on learning through dialogue;
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently;
- Regular use of encouragement and praise, using our school values, to motivate and enthuse children.

6.2 Focused Assessment

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps;
- Strengths and weaknesses identified to ensure timely interventions;
- Teaching and intervention programmes are adjusted in the light of the progress children make;
- Parents/carers are regularly informed on their child's progress and any concerns shared;

6.3 Intervention

- Individuals and groups who are not making sufficient progress are identified;
- Provision for intervention is mapped according to need;
- Detailed plans are put into place;
- Interventions are evaluated and relevant adjustments are made;
- More able learners are enabled to perform at a greater depth for their year group where appropriate;

6.4 Learning Environment

- Organisation of the classroom/learning environment adapted to the children's learning needs;
- The use of learning resources and IT developed to allow children to work independently and successfully;



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- Make effective use of other spaces – 'quad', library, IT suite, hall space;
- Displays to be a mixture of celebration of children's work, supportive resources and information.

7. Impact

The impact of our bespoke curriculum will be measured in a variety of ways, both academically and in terms of a child's personal development.

7.1 Personal Development

- How effectively it helps our pupils develop into well rounded, caring individuals who embody the Lydney Christian Values.
- How effectively pupils develop knowledge, skills and attitudes to enable them to achieve a love of life and learning and play an active role in society?

7.2 Academic Attainment & Achievement

Assessment procedures will allow us to measure outcomes against all schools nationally. This includes:

- In Years 1 - 6 using NFER tests
- Continually using teacher assessment of 'Little Wandle' building towards the Phonics Screening Test in Year 1
- Percentage of children in Years 3, 4 and 5 who are working towards, at the expected standards or greater depth against national
- End of Key Stage assessments, % of children working towards, at the expected standards or greater depth in reading, writing and maths
- Stringent teacher assessment of children unable to access the tests

Assessment procedures will allow us to measure the progress of all pupils from EYFS to Key Stage 1 and from Key Stage 1 to Key Stage 2.

8. The Role of the Subject Leader

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;



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- monitor pupil progress in that subject area;
- identify training needs for staff and support them to access suitable professional development;
- provide efficient resource management for the subject.

The school gives core subject leaders non-contact time when necessary, 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 and that progression is planned.

9. Monitoring and Review

Our Local Academy Committee is responsible for monitoring the way the school curriculum is implemented. Governors review each subject area through annual subject reviews, development plans, discussions with key coordinators and by visiting the school. The headteacher is responsible for the day to day organisation of the curriculum.

10. Links to Other Policies

This policy supports and is supported by:

- Teaching and Learning
- Feedback and Marking

Relevant Legislation:

- Department for Education: <https://www.gov.uk/national-curriculum>

This policy is available on the school website: www.lydneycofe.co.uk/policies/.

Paper copies are available on request from the School Office.