Non-Statutory Policy	
Agreed By	Head
Website	Y
Email	Y

Curriculum Policy

Date Approved	Autumn 2026
Approved by and Position	L Mathie – Head Teacher
Review Date	Autumn 2027

Curriculum Intent

Our curriculum is designed to be broad, balanced and progressive, with pupils at the heart of the learning. We intend that each child's journey is carefully mapped and monitored, starting from Early Years through to Year 6. New learning will build on prior knowledge, understanding and skills. In each lesson, our intent is that there is appropriate challenge for all.

Our curriculum is underpinned by our whole school aims: Equality, Active Learning, Community, Health and Happiness. The Active Learning element is integral to this. As a school, we embrace the Learning Power Approach (Guy Claxton and Becky Carlzon) in order to deliver our Active Learning.

"The goal of the LPA is to develop all students as confident and capable learners – ready, willing and able to choose, design, research, pursue, troubleshoot and evaluate learning for themselves, alone and with others, in school and out, for grades and for life."

In order to achieve this, we look to develop and deliver a curriculum which creates "Botheredness" (Hywel Roberts) at its heart. We believe that children will truly engage in their learning when they are invested in it (bothered).

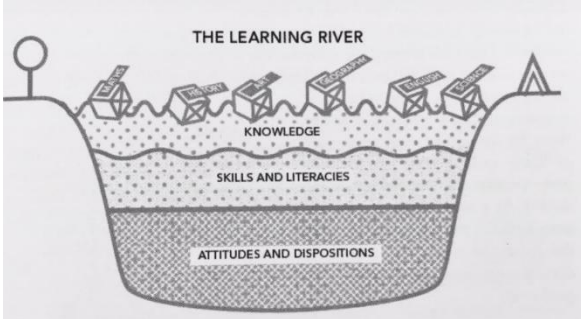


Figure 1.1: The Layers of Learning in the Classroom
Source: By kind permission of Juan and Becky Carlzon

At Battling Brook, we understand that learning has many layers. We believe that a curriculum should plan to deliver each of the layers, as depicted in the image above which explains Guy Claxton's layers of learning.

Children are required to learn knowledge and facts. In turn, children need to apply skills and develop functional and intellectual skills. Underpinning all of this, is the importance of learning to be a learner; the development of attitudes and attributes of a learner as described in the LPA goal.

Aims

All our children have the right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account.

Our curriculum is designed to deliver the requirements of the National Curriculum whilst meeting the specific needs of our pupils.

We aim to:

- Provide a rich, broad and balanced education for all pupils that is well planned and sequenced to enable pupils to gain both knowledge and skills to build on in future learning;
- Enable pupils to develop this knowledge to understand concepts and further acquire skills, and be able to choose and apply these in relevant situations;
- Support pupils' spiritual, moral, social and cultural development, as well as their emotional development so that they may become independent, responsible, useful, thinking, confident and considerate members of the community;
- Support pupils' physical development and responsibility for their own health, and enable them to be active;

- Promote a positive attitude towards learning;
- Create and maintain an engaging and stimulating learning environment;
- Be progressive. Learning will be carefully planned to ensure progression through the school. Links between subjects and skills will be made when relevant;
- Ensure equality for all through opportunities for learning for all pupils, with high expectations. Provide challenge for all pupils regardless of ability. Give appropriate levels of support where needed;
- Ensure learning opportunities are well-matched to the children's level of development
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.

As a result, children should:

- be engaged and 'bothered' in their learning
- learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team;
- develop the skills of perseverance and resilience
- be happy and 'well-rounded';
- be enthusiastic and eager to put their best into all activities;
- begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility, on which to base their own behaviour;
- be expected to behave in a dignified and acceptable way and learn to become responsible for their actions;
- care for and take pride in their school;
- be developing tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way;
- be developing non-sexist and non-racist attitudes;

- know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data;
- be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes;
- be developing an enquiring mind and scientific approach to problems;
- have an opportunity to solve problems using technological skills;
- be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity;
- know about geographical, historical and social aspects of the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events;
- have some knowledge of the beliefs of the major world religions;
- be developing agility, physical co-ordination and confidence in and through movement;
- know how to apply the basic principles of health, hygiene and safety.
- be developing the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources.

Roles and responsibilities

The Trust Board will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation. The Head Teacher is

responsible for ensuring that this policy is adhered to. The Assistant Head Teachers and Curriculum Lead will oversee the planning and the implementation our curriculum. Other staff will also ensure that the school curriculum is implemented in accordance with this policy such as teachers, Year Leaders and Curriculum Leaders.

Organisation and planning

Teachers plan progressively for the curriculum, through long term mapping, medium term and short term (found on google slides) planning. Leaders ensure that there is the correct coverage, balance and breadth of study included. Each curriculum leader has their own budget to buy resources to support and enhance the learning in their subject.

The following areas are taught both discretely and within and across our curriculum (please see relevant and separate policies):

- Relationships and Health Education
- Relationships and Sex education
- Spiritual, moral, social and cultural development
- British Values

Our E.Y.F.S. policy details the curriculum for the Foundation Stage; This Early Years Curriculum is the Foundation Stone to our all learning.

Inclusion

Battling Brook is a fully inclusive school and our curriculum reflects this. Teachers set high expectations for all pupils. They use appropriate assessment to plan and deliver 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)

At its very heart, Active Learning (LPA) is inclusive in its delivery, by providing pupils opportunities to develop their own skills in learning and in their own way.

Teachers plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that barriers to learning are removed to enable all pupils to achieve at an appropriate level and pace. In planning for Quality First Teaching and applying principles of Adaptive Inclusive Teaching and practice all pupils have the opportunity to learn and succeed.

Teachers take into account 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 support pupils to take part in all subjects. Technology will be used to facilitate access arrangements and the advice from any Specialist E.A.L. teacher will be sought and acted upon when necessary.

Further details can be found in our SEND policy.

Monitoring Arrangements

Curriculum Leaders monitor the way their subject is taught throughout the school as part of our termly monitoring cycle. Through:

- Book looks
- Pupil interviews
- Lesson walks
- Planning checks

Trustees monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which include the required subjects. Trustees are invited to join Curriculum leaders on their monitoring days and participate in visits, observations, meet with staff and pupils, take part in learning and environment walks.

Links with other policies

This policy links to the following policies and procedures, for example;

- EYFS Policy
- Assessment Policy
- SEND and Pupil Premium Policy/strategies
- Separate subject policies
- R.S.E and P.S.H.E. Policy