Curriculum Policy

Unity
Trust
Courage
Curiosity
Respect
Kindness

A community for learning. Raising expectations. Fulfilling high standards.

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Headteacher: **Mrs Gemma Hillier**

At Widmer End Community Combined School, our curriculum goes beyond the statutory requirements of the National Curriculum 2014 and EYFS Framework. We have designed a bespoke curriculum that reflects our unique context as a small, inclusive primary school. Our curriculum is built around our six core values (Unity, Trust, Courage, Curiosity, Respect, Kindness) and enriched by our outstanding provision including our dedicated Music room, Forest School area, and our dedicated pastoral lead. Every child at Widmer End experiences a curriculum that develops not just academic success, but character, resilience, and a genuine love of learning.

Introduction

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 organises in order to enrich the experiences of our children. It also includes our 'Skills Builder curriculum'. At Widmer End, this means:

- Weekly Forest School sessions for every year group, developing outdoor learning skills and environmental awareness
- Specialist music teaching in our purpose-built Music room, with opportunities to learn instruments through Bucks Music Trust, Rise Up Music, and RockSteady
- A strong focus on oracy and vocabulary development, recognising that many of our pupils need additional support with language
- Regular community engagement, including performances at local care homes and the Royal Albert Hall
- A commitment to ensuring all pupils, including our Pupil Premium children, access enrichment opportunities such as residential trips, music lessons, and after-school clubs

Aims and Values

At Widmer End CC School we strive for our pupils to develop a passion for learning through our broad and balanced curriculum and we aim to make learning meaningful and relevant. We give pupils the opportunities to apply skills, knowledge and concepts in different ways and we equip pupils with the knowledge and cultural capital they need to succeed in life. Cultural capital at Widmer End includes:

- Exposure to rich, diverse texts and literature
- Visits to museums, galleries, theatres and places of worship
- Visitors to school (authors, musicians, community leaders)
- Learning about different cultures, religions and ways of life
- Developing vocabulary and language skills
- Opportunities to learn musical instruments, participate in sports, and engage in the arts
- Understanding of British history, democracy and citizenship

We ensure all pupils, including those from disadvantaged backgrounds, have equal access to these enrichment opportunities.

We give pupils the opportunities to apply skills, knowledge and concepts in different ways and we equip pupils with the knowledge and cultural capital they need to succeed in life. For example:

- In Year 2, pupils apply their African drumming skills (taught by Bucks Music Trust) to compose rhythms inspired by their history topic on significant individuals
- In Year 4, pupils use their knowledge of Ancient China to create authentic Chinese music using pentatonic scales
- In Year 6, pupils combine their understanding of WW2 (History) with their music learning to perform wartime songs at our annual concert
- Across all year groups, pupils apply their writing skills to real-world purposes: writing to local MPs, creating guides for new pupils, composing letters to care home residents

Our curriculum is designed and structured in such a way that children's learning links and builds on previous knowledge. This supports our pupils at each stage of their education to develop the skills that they will need for future learning and employment.

Safeguarding through our curriculum

Our curriculum plays a vital role in safeguarding our pupils. Through our teaching, we:

- Help pupils develop the knowledge and skills to keep themselves safe (online safety, healthy relationships, recognising risks)
- Promote pupils' wellbeing and mental health
- Teach pupils about consent, boundaries and respectful relationships
- Ensure pupils know how to seek help if they have concerns

The journey through Widmer End CC school

Unity, Trust, Courage, Curiosity, Respect, Kindness

These are our core values which run through everything we do here at Widmer End. Every child is valued as an individual but through promoting our values in all areas of our school life, we aim to nurture happy, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be curious, unique and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We prepare children for life in modern Britain and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. These values are:

- Democracy

- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

We actively promote these values through our curriculum, assemblies, school council, and daily interactions. We strongly believe that children should respect the rights of others and themselves. As a Rights Respecting School, we have embedded the UN Convention on the Rights of the Child into our curriculum. For example:

- In PSHE, Year 3 pupils learn about Article 28 (right to education) and discuss why education matters
- In Year 5, pupils explore Article 12 (right to be heard) through our active School Council
- In Year 6, pupils study Article 2 (non-discrimination) when learning about the civil rights movement in history

Our curriculum promotes the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

We strive for academic success for every child in this school and ensure equal access to learning for all with appropriate levels of challenge and support for every child.

At every transition point (EYFS, KS1 and KS2) we ensure that our pupils are prepared for the next step in their learning journey, through carefully planned transition processes.

Through our Science, PE, PSHE and EYFS curriculum and school value of 'health' we support our pupils physical development, teaching them how to stay active and how to take responsibility for their own health and wellbeing At Widmer End, we are lucky to have such a wonderful, safe and stimulating learning environment which includes colourful corridors filled with displays of children's learning; a dedicated Music room for budding musicians; a recently decorated EYFS setting with new resources; a large playground and field; a calm inclusion corridor with fully equipped sensory room; and a Forest School area with its own teepee. This environment enables us to give children everything they need in order to learn best and thrive.

Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

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.
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.

Future curriculum changes
The government has announced plans for a new National Curriculum to be introduced from September 2028. We will review and update our curriculum in line with these changes once the final guidance is published. In the meantime, we continue to follow the National Curriculum 2014 and ensure our curriculum remains broad, balanced and ambitious for all pupils.

Roles and responsibilities
The governing board
The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with SEND
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

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 governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is 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 SEN

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.
It is the role of each subject leader and the curriculum 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 into bespoke, well sequenced schemes of work. The subject leader also keeps a portfolio of children's work/a set of children's work books, which s/he uses to show examples of the achievements of children at each key stage and to demonstrate the expectations of attainment. Where appropriate, a team or pair of teachers will share responsibility for a subject area.

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;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teachers' planning and teaching;
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update;
- liaise with appropriate bodies e.g. other schools, governors, Bucks LA etc. about matters relating to their subjects;
- provide efficient resource management for the subject;
- map coverage of the curriculum to long term plans;
- engage with subject associations and disseminate information to staff as 'mini' CPD.

The curriculum leader has responsibility for the day-to-day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives and outcomes. The curriculum leader oversees the work of the

subject leaders and works collaboratively to ensure the support is there for subject development and that there is a consistency across all areas of the curriculum.

Organisation and planning

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children (for more details please refer to the separate subject policies)

Curriculum Planning

Early Years

Our Early Years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2025. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 areas are known as the prime areas, seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

Communication and Language

We give children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development

We provide opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children are helped to understand the importance of physical activity, and to make healthy choices in relation to food and oral hygiene.

Personal, Social and Emotional Development

We help children to develop a positive sense of themselves and others, allowing them to form positive relationships. We support them to develop social skills and learn how to manage their feelings, understanding relevant behaviours in different situations.

The specific areas are:

Literacy

We teach children to read and write alongside our RWI phonics scheme. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest and we prioritise story time in our daily activities. We strive to provide a language rich environment, both indoors and outdoors.

Mathematics

We provide children with opportunities to develop and improve their skills in counting and manipulating numbers. They learn how to spot patterns and use mathematical language in their everyday lives.

Understanding the World

We guide children to make sense of their world around them and their community through opportunities to explore, observe and find out about people, places and the environment.

Expressive Arts and Design

We enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

We consider the needs, interests and stage of development of each child and use this information to plan ambitious and enjoyable experiences for the children in all of the areas of learning and development. Examples of our rich and stimulating learning experiences include cooking, going out on trips and inviting visitors into the school.

See our EYFS policy for information on how our early years curriculum is delivered.

In KS1 and KS2 our curriculum is all planned on a yearly cycle with an emphasis placed on experiences, cross-curricular links and learning supported by quality texts and other enhancements, including carefully placed trips and visitors to school. We have a strong and clear learning sequence across school which ensures the progression in each subject, enabling powerful learning as children build on and link to previous learning. Their learning will interweave, build seamlessly each year and develop depth as they remember more using our various retrieval techniques used consistently across school. Our curriculum design supports children committing their learning to long term memory and avoids cognitive overload.

Our lessons are taught by subject and topic and where possible links are made to make the children's learning more powerful and meaningful. We use opportunities to embed concepts and develop mastery. Opportunities are built in to recap learning and revisit topics and different points in the year.

Our pedagogical approach

At Widmer End, we believe in:

- Explicit teaching of knowledge and skills, with clear modelling and scaffolding

- Regular retrieval practice to support long-term memory (low-stakes quizzes, knowledge organisers)
- High challenge, low threat learning environment
- Consistent use of visualisers for live modelling
- Talk partners and collaborative learning
- Responsive teaching - adapting lessons based on in-the-moment assessment
- Reducing cognitive load through careful sequencing and clear learning intentions

We avoid:

- Cognitive overload - too much information at once
- Unnecessary distractions in learning environments (hence our neutral hessian display backgrounds)
- Teaching topics in isolation - we make meaningful connections across subjects

The following resources are used at Widmer End:

Subject	Scheme
Maths	Power Maths (supplemented by White Rose)
English	RWI phonics, writing and handwriting Accelerated Reader Various resources used for bespoke writing curriculum from Y1-Y6 Fred's Teaching for Guided Reading from Y2 Spelling Shed
Science	Oxford Owl
Humanities	Oxford Owl
PE	Get Set 4 PE
Music	Get Set 4 PE
Computing	Ilearn2
RE	Twinkl
Art & DT	Kapow
PSHE	Kapow

French	Language Angels

Digital technology is used throughout our curriculum here at Widmer End and supports children's learning every day.

Relationships and Health Education (RHE)
All primary schools must teach Relationships Education and Health Education as part of the statutory curriculum. At Widmer End, we deliver RHE through:

- Our PSHE curriculum (Kapow)
- Discrete RHE lessons
- Cross-curricular links
- Assemblies and school values

Our RHE curriculum is age-appropriate and follows the DfE's statutory guidance (updated September 2026). We consult with parents/carers about our RHE policy and curriculum, and parents/carers have the right to request to withdraw their child from sex education (but not from Relationships Education or Health Education).
See our separate RHE Policy for full details.

Short, medium and long-term planning expectations
All teachers are responsible for planning, evaluating and teaching in their classes and the National Curriculum stipulates the expectations and the content coverage required.

Slide planning is used consistently to focus learning expectations and for teachers to map the sequence of learning, vocabulary development, risk assessment, British Values/SMSC links, and resources required.
Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes between year groups and phases. Particular attention is given to clear and appropriate adaptation, progression and attainment at this point in the planning process.

Curriculum coverage is mapped against long term plans to ensure there are no gaps in our curriculum and regular audits take place.

Time allocation per subject
English and Maths are taught each day and the wider curriculum subjects are given equal importance and taught weekly. For Art, DT and Humanities this is in unit blocks but with links across subjects where relevant.

Computing, Science, PE, PSHE, French, RE and Music are taught each week. Science is taught for 2 hours a week and we aim for 2 hours of PE. Each year group has a term of Forest School which is one afternoon per week. This would replace one hour of PE and one hour of either French or Music on a rotational basis.

We have carefully considered our time allocation to ensure:

- Sufficient time for mastery in core subjects (daily English and Maths)
- Equal status for foundation subjects (weekly teaching, blocked units for depth)
- Outdoor learning through Forest School (one afternoon per week per year group)
- Specialist teaching where appropriate (Music, PE, French)
- Flexibility to respond to pupils' needs (e.g., additional phonics for those who need it)

Learning Environment

As a school, we keep learning environments organised and display key knowledge and vocabulary so that children can locate this information easily and efficiently - this includes displaying links to prior learning. We only use neutral , hessian backgrounds to reduce cognitive and sensory overload. In the EYFS, displays and resources are organised and labelled to enable learning and to teach children organisational and ordering skills.

Displays around school are also used to showcase, value and celebrate children's achievements and great work. Our children have input into these displays and the aim of them is to promote children's self-esteem, alongside recognising and valuing excellent learning and achievement across the curriculum.

Assessment

Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and to plan the next steps for learning.

Formative assessments take many different forms and are reflected in a pupil's books/work in the detailed marking and provision of constructive feedback (not every piece of work is marked in depth). Feedback follows the school's policy and identifies areas for children to improve, giving focused tasks (Moving On Tasks) and expecting children to take ownership of their learning and respond and reflect in order to further improve. 'Live' marking and feedback are encouraged and recognised as good practice.

Retrieval practice and high challenge/low threat quizzes demonstrate children's learning and identify any gaps which require addressing by teachers.

At Widmer End, our assessment approach includes:

- Daily formative assessment through questioning, observation, and book looks
- Weekly spelling tests and times tables checks
- Termly PiXL assessments in core subjects
- EYFS baseline and ongoing EYFS Profile assessments
- Year 1 Phonics Screening Check (with intervention for those who don't pass)
- Year 4 Multiplication Times Tables Check
- Year 6 SATs preparation and mock tests
- Arbor tracking system for monitoring progress against end-of-year expectations
- Pupil progress meetings three times per year
- Moderation within school and with local cluster schools

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
- Vulnerable pupils
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take 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.

Further information can be found in our Equalities policy and in our SEND policy.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Link Governor visits
- Subject specific curriculum spotlights in Governor FGB meetings
- SDP progress reviews

- Feedback from School Council
- Headteacher reports
- Subject Leaders monitor the way their subject is taught throughout the school by undertaking:
- Planning scrutinies
- Learning walks
- Book scrutinies
- Pupil voice
- Analysis of data

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

Links to other policies:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Pupil Premium Policy
- PHSE & RHSE Policy