

John Blandy Primary School



Curriculum Policy September 2025

Belong. Believe. Brilliant.

Introduction

The curriculum is all the planned activities that we 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 the children at John Blandy Primary School. 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 citizens, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Curriculum Intent

Our aim is to grow flourishing learners who have a sense of belonging to their school community, believe in themselves and others and aim to be as brilliant as they can be.

At John Blandy our curriculum is based on reading. We believe that all learning can stem from experiencing and understanding high quality, challenging and engaging texts. Through our key texts our aim is to develop a love of literature and a passion for reading; inspiring our children to engage with the breadth of the curriculum. Our foundation subjects link to our texts with equal significance to the core subjects.

Alongside developing core skills and knowledge, we aim to grow excited learners who ask questions, have the opportunity to recap and grow their knowledge and understanding, becoming confident individuals prepared for the next step of their journey.

We promote our school values and our vision through our curriculum and embed these through assemblies and celebrations, to ensure that we encourage the 'whole child' to develop and grow.

Values

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. We encourage our children to follow our 3 B's through their learning and experiences at John Blandy:

- **Belong** - To feel a sense of belonging in how, when, where and with whom they learn. To appreciate the strong school community that they belong to, and to understand their own responsibilities within this community.
- **Believe** - To believe in themselves, striving to achieve their full potential and be the best that they can be. To also believe in each other and the adults in school – to support one another as part of the team and to trust in the expertise of the adults to support them to achieve their best.
- **Brilliant** - To be their most brilliant version of themselves. We strive for being brilliant in every way, through the broad and hidden curriculum as well as within core subjects.

We also incorporate and link our eight values into our curriculum:

Empathy. Respect. Honesty. Responsibility. Humility. Unity. Patience. Resilience.

We focus on one value over the course of 5 weeks and take time to link each value with our 3B's. The values are taught, shared through stories, lived through our positive relationships policy and rewarded in our weekly celebration assemblies.

Aims and Objectives

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to extend beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

The aims of our school curriculum at John Blandy are to enable children to:

- Know more, be able to do more and remember more;
- Make links to previous knowledge and build upon this in future learning;
- Understand why they are learning a skill or piece of knowledge and know what they are learning;
- Be independent thinkers / learners who are able to seek solutions creatively, cooperatively and develop problem solving skills;
- Be excited about learning, making links across the curriculum and be keen to further their knowledge and skills;
- Develop an enquiring mind and be able to ask questions;
- Be confident to take risks in their learning;
- Experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all;
- Be able to listen and articulate responses showing consideration to others;
- Be polite and courteous;
- Be proactive in their responsibilities towards the community, society, the environment and economy, linking 'real life' with their learning;
- Understand and respect diversity;
- Be aware of and recognise their own learning needs and be involved in planning future steps;
- Develop a sense of self-esteem: be well balanced and healthy individuals.

Curriculum Implementation: Organisation and Planning

Our curriculum is text-based, and follows the National Curriculum objectives for each subject area. Our long-term plans are created for each phase, ensuring full coverage of the broad curriculum, and linking to inspiring texts whenever possible. We have created a text-based curriculum which we review regularly to suit the learners in the class/cohort and ensure they are challenged appropriately. We are as creative as possible in our planning, considering what will motivate and stimulate our learners. We link learning to local and national issues when possible, in order to make learning relevant to our pupils' lives.

Our curriculum overviews, progression of knowledge and skills document, and knowledge organisers give clear guidance on the objectives for each subject area and the knowledge the children will acquire, linking to the selected focus text when it is meaningful and relevant

to do so. We ensure a balance when planning a term's work – ensuring that we have provided a wide range of opportunities and experiences which will appeal to different learners.

We plan our curriculum very carefully to ensure that there is coherence and full coverage of the National Curriculum and Early Years Foundations Stage Curriculum. We ensure that there is planned progression in all curriculum areas through our Knowledge Progression Documents for the whole school.

We are proud of the quality and range of additional experiences that our children benefit from. Educational visits, experiences and visitors are used on a termly basis, with every class benefitting from an experience per term.

Subject Specific Information

- Maths follows the mastery approach and is guided by the NCETM. In UKS2 we continue to use White Rose for this academic year.
- Spelling teaching is supported through the use of EdShed.
- All English lessons are linked to the chosen key text(s) being read by the class that term.
- Phonics is taught through EYFS and KS1 and into KS2 when necessary. We use Read, Write, Inc to support the teaching of phonics. We use Fresh Start within UKS2.
- All children receive two hours of quality PE per week following the Get Set4PE scheme.
- RE follows the Discovery scheme.
- Music follows the Sing Up Music scheme.
- PSHE follows the Jigsaw scheme.
- French follows Primary Languages Network scheme.

The Foundation Stage (see EYFS Policy)

The curriculum that we teach in the Reception class meets the requirements of the Early Years Foundation Stage Curriculum. Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in Reception classes builds on the experiences of the children from their learning and interests.

We foster relationships with parents and carers of our pupils to ensure meaningful links can be made between home and school to the benefit of our children.

Inclusion

Teachers set high expectations for every pupil. They plan a challenging curriculum for all pupils whose attainment is significantly above the expected standard. They have an equal obligation to adapt the curriculum for pupils who require support or scaffolds. Teachers use appropriate assessment to set targets which are deliberately ambitious.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents. If a child has a special educational need or disability, our school does all it can to meet these individual needs. We are

able to meet the needs of those pupils in the delivery of our curriculum through adaptive teaching.

Our provision complies with the requirements set out in the SEND Code of Practice. In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation. Pupil profiles are shared with pupils and parents and reviewed termly. Where necessary, we consult with outside agencies regarding our provision for SEN children. These services include the Educational Psychologist, School Nurse and CAMHS.

The role of the subject coordinator

The role of the subject coordinator is to:

- Provide direction for the subject;
- Have an overview of what is being taught/covered each year and ensure the National Curriculum objectives are met;
- Design a curriculum that is knowledge based and ensure progression and sequencing throughout;
- Encourage an enthusiasm for their subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;
- Have an awareness of standards in their subject area, seeking to employ strategies which will raise them;
- Provide efficient resource management for the subject.

The school gives subject coordinators non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject coordinator 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. Each subject coordinator 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 for and evidenced within books.

Curriculum Impact: Monitoring and review

Planning is monitored by the leadership team to ensure that planning is current and used as a working document. Looking at learning is also carried out to ensure clear progression is evident in books. They ensure that clear learning intentions are identified in plans and that children receive meaningful and frequent feedback, in line with our Assessment and Feedback Policy.

Subject coordinators take the time to listen to our children and their views on the subject. They complete 'pupil voice' surveys and listen to their ideas for the subject. Subject coordinators will also take the time to reflect on their area and feedback to Governors and the Headteacher by informing them what the strengths are and what areas can be improved. This is completed twice per year.

The leadership team and subject coordinators also conduct supportive learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children. The senior leadership team will carry out lesson observations and learning walks throughout the year. SLT and subject coordinators feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.