



Curriculum Policy

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Member of staff responsible: Headteacher

Governor responsible: FGB

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Curriculum Policy

June 2025

‘From small beginnings come great things’ *The Parable of the Mustard Seed*

Matthew 13: 31-32

We will apply our Christian and British values, complemented by our small-school benefits; balancing each child's educational, pastoral and emotional needs to deliver an exceptional, personalised journey, enabling them to flourish in our school family and in the future.

1. Aims

Our curriculum aims to:

- Provide a broad and balanced personalised education for all pupils with a wide range of activities that enrich pupils' experiences including Forest School
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development based on our Christian Values through the principles of Growth Mindset
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards lifelong learning; equipping pupils with the necessary skills when transitioning from different key stages.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support

2. 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](#).

3. Roles and responsibilities

3.1 The governing body

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

The governing body 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 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
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 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

3.3 Other staff

Curriculum leaders are responsible to ensure their curriculum subject is implemented in accordance with this policy. At the start of each academic year, the curriculum is reviewed, and curriculum statements are reviewed. Each term, the curriculum leaders carry out a review of their subject and report to the headteacher.

4. Organisation and planning

Cadmore End is pleased to offer a broad and balanced personalized creative curriculum where subjects are usually taught through themes.

When creating our new 2-year programme, all topics have been carefully chosen to account for not only the statutory requirements but the current needs of our children. Our vision, values and school context also drove our decisions when putting out 2025-2027 plan together.

Highly skilled teachers personalize pupils learning to ensure that every child regardless of their starting point reaches their full potential.

Please refer to our website to view our [long-term plans](#).

We use the following schemes to deliver our curriculum:

- Twinkl – Phonics, History, Geography, Science Art/DT, PSHE, French and Computing.
- Bucks RE Syllabus and Twinkl - RE
- CLPE - English
- Music Express - Music
- White Rose Maths Mastery - Maths
- Rising Stars ‘Champions – Sports – Health – Fitness’ – PE

We have our own Forest School site where all pupils experience weekly sessions. Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

Formative and/or summative assessment is used to inform class and whole school planning.

5. 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
- 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 statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

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

- Termly governor visits
- Talking to pupils
- Work sampling
- Subject leaders report to governors

Senior Leadership and/or Subject leads monitor the way each subject is taught throughout the school by:

- Long term planning scrutiny
- Book scrutiny
- learning walks
- Subject data (where applicable)

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

This policy will be reviewed yearly by the headteacher and the senior leadership team. At every review, the policy will be shared with the full governing board.

7. Links with other policies/documents

This policy links to the following policies and procedures:

- EYFS policy
- SEN policy and information report
- Music action plan
- Equality information and objectives
- Pupil premium policy
- AGT policy
- PSHE and Sex and relationship education policy.
- English policy
- Maths and Calculation policies
- RE and Collective Worship policy
- Assessment policy
- EYFS policy
- Long term plans for all subjects (found on our school website under 'Our Curriculum')

8. Links with other policies/documents

Our Long term plans can be found [here](#).