BURBAGE PRIMARY SCHOOL

Curriculum Policy

Updated November 2026

Building confidence; inspiring achievement

Created	January 2022	**Current review**	November 2026
Review reason	Scheduled review and alignment with current DfE, Ofsted and school information	**Review period**	Annual light-touch review; full review at least every 3 years
Policy lead	Headteacher	**Nominated governor**	To be confirmed by the governing board
Approved by	Full Governing Board	**Approval date**	18.11.26
Next review	Autumn 2027, or earlier following statutory or curriculum change		

1. Purpose and scope

This policy sets out how Burbage Primary School provides an ambitious, broad, balanced and inclusive curriculum for pupils from the Early Years Foundation Stage to Year 6. It explains the school's curriculum intent, how the curriculum is organised and taught, and how leaders and governors assure its quality and impact.

The policy should be read alongside the school's subject curriculum pages and progression documents, EYFS policy, SEND policy and information report, equality information and objectives, assessment policy, Relationships and Health Education policy, Pupil Premium strategy and safeguarding policies.

2. Curriculum vision and aims

Our curriculum is ambitious, inspiring and exciting and is designed to meet the needs of the children who attend Burbage Primary School. It reflects our belief that children are unique individuals who flourish in an environment based on positivity, nurture, safety and mutual respect.

Our school vision is for pupils to grow into happy and kind young people with empathy for all. We develop resilience, independence, self-belief and aspiration, regardless of background, ability or need. Our motto is "Building confidence; inspiring achievement".

We aim to:

- provide every pupil with an entitlement to the full National Curriculum and a rich wider curriculum;
- secure strong foundations in communication and language, oracy, reading, writing and mathematics so pupils can access learning across all subjects;
- ensure that curriculum content is coherently sequenced so that pupils build secure, connected knowledge and can apply relevant skills with increasing independence;
- hold high expectations for all pupils, including disadvantaged pupils and pupils with SEND, while identifying and removing barriers to participation, learning and achievement;
- develop pupils' cultural capital through high-quality texts, visits, visitors, local heritage, the arts, sport, outdoor learning and community experiences;
- promote pupils' spiritual, moral, social and cultural development, understanding of fundamental British values, protected characteristics, equality and respectful relationships;
- prepare pupils to be safe, responsible and critical users of technology and information, including age-appropriate digital and media literacy;
- promote physical and mental health, wellbeing, citizenship, sustainability and responsible participation in school and community life;
- use enquiry and pupil voice purposefully, without allowing activities or themes to weaken the integrity, content or progression of individual subjects.

Our values are Happiness, Self-Belief, Independence, Aspiration, Love of Learning, Empathy, Kindness and Resilience.

3. Statutory framework and guidance

This policy is informed by the following current requirements and guidance:

- Education Act 2002 and the requirement for maintained schools to teach the National Curriculum in England;
- National Curriculum programmes of study and attainment targets for Key Stages 1 and 2;
- Early Years Foundation Stage statutory framework;

- Special educational needs and disability code of practice: 0 to 25 years, including the duty to use best endeavours to secure special educational provision;
- Equality Act 2010 and the Public Sector Equality Duty;
- Relationships education, relationships and sex education and health education statutory guidance, together with current school policy;
- current statutory assessment and reporting arrangements;
- DfE maintained schools governance guidance and the governing board's strategic and compliance responsibilities;
- Ofsted's state-funded school inspection toolkit, used proportionately as an external evaluation framework rather than as a requirement to create inspection-specific paperwork.

Where guidance or statutory requirements change, the school will review its curriculum, policies and published information promptly and will communicate material changes to staff, governors and families.

4. Curriculum principles

Entitlement and ambition

Every pupil is entitled to a broad and balanced curriculum. Leaders ensure sufficient teaching time for all statutory subjects and guard against narrowing the curriculum for any group. Intervention is focused, time-limited where appropriate and designed to support pupils to re-engage with the full curriculum.

Knowledge, skills and progression

Subject leaders identify the important knowledge, concepts, vocabulary and disciplinary practices pupils need to learn. Progression documents set out a coherent sequence from EYFS to Year 6. Teachers revisit and connect prior learning, check what pupils know and remember, address misconceptions and provide opportunities for purposeful application.

Reading, language and vocabulary

Reading is prioritised because it is fundamental to access, achievement and participation across the curriculum. Systematic synthetic phonics is taught from Reception and pupils who are at risk of falling behind receive timely support. Teachers explicitly teach subject vocabulary, model high-quality spoken language and create structured opportunities for pupils to explain, discuss, reason and present.

Meaningful experiences and local context

Educational visits, visitors, authentic audiences and Buxton and Peak District heritage enrich the planned curriculum. These experiences add depth and relevance but do not replace systematic subject teaching.

5. Organisation and planning

The school uses the following whole-school themes as an organising structure while maintaining clear subject-specific progression:

Autumn: Discover	Spring: Explore	Summer: Create
A history-rich emphasis that develops chronology, enquiry and understanding of how the past shapes the present.	A geography-rich emphasis that develops knowledge of place, people, environments and physical and human processes.	An arts-rich emphasis that provides sustained opportunities in art and design, music, drama and creative expression.

Teachers plan from statutory content and subject progression documents. Medium-term plans identify intended learning, key vocabulary, prior knowledge, likely misconceptions, assessment opportunities, adaptations and

purposeful enrichment. Cross-curricular links are made when they strengthen learning; subject objectives and standards remain explicit.

Entry points, enquiry questions and pupil voice are used to motivate and deepen learning. Pupil voice informs teachers about prior knowledge, interests and experience, but does not replace professional curriculum decisions about the content pupils need to learn.

6. Teaching, assessment and adaptive practice

Teachers have secure subject knowledge and present new material in manageable steps. They model, explain, question, provide guided and independent practice, check understanding and give feedback that helps pupils improve. Teaching is adapted responsively while maintaining ambitious curricular goals.

Assessment is used to identify what pupils know, understand and can do, not simply whether activities have been completed. Teachers use observation, discussion, questioning, retrieval, practical work and pupils' written or creative outcomes. Summative assessment is used where it adds valid information. Assessment information informs teaching, support and curriculum review and is handled in line with the school's assessment policy.

Teachers identify pupils who need additional explanation, practice, scaffolding or intervention. Support is reviewed for impact and adjusted or withdrawn when it is no longer needed, to promote independence and avoid over-reliance on adult support.

7. Inclusion and equality

The curriculum is designed to be accessible and ambitious for all pupils. Leaders and teachers consider the needs of pupils with SEND, disadvantaged pupils, pupils with English as an additional language, pupils with medical needs, pupils with high prior attainment and pupils who face other barriers to learning.

- identify barriers early and use assessment and trusted knowledge of the pupil to plan appropriate provision;
- make reasonable adjustments and provide accessible resources, environments and teaching approaches;
- work with pupils, families, the SENCO and relevant professionals when planning and reviewing support;
- ensure that interventions complement, rather than routinely replace, the curriculum entitlement;
- use representative texts, examples and resources and challenge stereotypes and discriminatory language;
- monitor participation, attainment and progress to identify patterns and take timely action.

For pupils with EAL, teachers distinguish between language acquisition needs and special educational needs, build vocabulary and background knowledge, and enable full participation in all subjects. Home languages and pupils' cultural knowledge are valued as assets.

8. Early Years Foundation Stage

The EYFS curriculum follows the statutory framework and reflects the school's wider vision. It builds from children's starting points through purposeful play, direct teaching, high-quality interactions, stories, talk, systematic synthetic phonics, mathematics and a language-rich environment. Adults use assessment proportionately to understand children's learning and plan next steps. The curriculum prepares children for Year 1 while preserving the distinct principles and practice of the EYFS.

9. Personal development and the wider curriculum

The wider curriculum includes assemblies, educational visits, visitors, clubs, sport, music, arts, outdoor learning, leadership roles, school and ECO councils, house captains, prefects and community activity. Leaders monitor access so that pupils who may face barriers are supported to participate.

Through PSHE, Relationships and Health Education, computing, assemblies and the wider curriculum, pupils learn how to stay safe, maintain healthy relationships, seek help, understand rights and responsibilities, respect difference and contribute positively. Content is age-appropriate and taught in line with statutory guidance and school policy.

10. Roles and responsibilities

Governing board

- sets and monitors the school's strategic curriculum priorities and assures compliance with statutory duties;
- holds the headteacher to account for curriculum quality, inclusion, achievement and the effective use of resources;
- assures itself that all pupils receive a broad and balanced curriculum and that leaders identify and address disparities;
- uses visits, reports and professional discussion to build understanding without undertaking operational management or creating unnecessary workload.

Headteacher and senior leaders

- ensure that statutory and school curriculum requirements are met and that sufficient time and resources are allocated;
- secure coherent curriculum design, effective teaching, appropriate assessment and professional development;
- ensure leaders respond to evidence about pupils' learning, participation and achievement;
- keep the governing board informed and review published curriculum information for accuracy.

Subject and phase leaders

- define and communicate curriculum intent, content and progression in their area;
- support teachers' subject and pedagogical knowledge, including through exemplification, coaching and professional dialogue;
- monitor implementation and impact through proportionate first-hand evidence, including discussion with pupils and staff, work and learning visits;
- identify actions, evaluate their impact and report accurately to senior leaders and governors;
- ensure resources are current, inclusive, safe and well managed.

The allocation of subject and area leadership is maintained in the school's current staffing and leadership records rather than fixed within this policy, so that the policy remains accurate when responsibilities change.

Teachers and support staff

All staff implement the curriculum in accordance with this policy, maintain high expectations, make appropriate adaptations, assess pupils' understanding, promote reading and language, contribute to professional development and raise concerns promptly where pupils are not accessing or benefiting from the intended curriculum.

11. Monitoring, evaluation and improvement

Leaders evaluate whether the intended curriculum is being taught well and whether pupils, including those with SEND and those who are disadvantaged, learn, remember and apply the important content. Evidence is gathered proportionately through:

- curriculum and planning review;
- learning visits and professional dialogue;
- discussion with pupils, including case sampling of pupils who may face barriers;
- review of pupils' work and other curriculum outcomes;
- assessment information, including statutory outcomes where relevant, considered alongside context and first-hand evidence;
- participation information for enrichment and the wider curriculum;
- feedback from staff, families and governors where it informs improvement.

Monitoring is developmental and leads to clear, manageable actions, support and follow-up. The school does not create documents solely for inspection. Normal business records should provide leaders and governors with the information needed to assure quality and drive improvement.

12. Withdrawal, disapplication and remote education

Requests to withdraw pupils from aspects of Relationships and Sex Education, Religious Education or collective worship are managed in line with the relevant law, statutory guidance and school policy. Any proposal to disapply a pupil from all or part of the National Curriculum will be exceptional, lawful, time-limited where appropriate, made in the pupil's best interests and reviewed carefully.

Where remote education is required, the school will provide learning through its established online systems, including Microsoft Teams where appropriate. Provision will be accessible, safeguarded, aligned to the school curriculum and adapted to pupils' needs and circumstances. Details will be shared with families when required.

13. Publication, review and linked information

The school publishes curriculum information on its website, including subject information and knowledge and skills progression. Leaders will check that published information is current, accessible and consistent with this policy.

This policy will receive an annual light-touch check and a full review at least every three years, or sooner if statutory requirements, the National Curriculum, the EYFS framework, inspection arrangements or school practice change materially.

Reference links checked for this review

National Curriculum: https://www.gov.uk/government/collections/national-curriculum

SEND code of practice: 0 to 25 years: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Equality Act 2010: https://www.legislation.gov.uk/ukpga/2010/15/contents

EYFS statutory framework: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

Maintained schools governance guide: https://www.gov.uk/government/publications/maintained-schools-governance-guide

Ofsted school inspection toolkit and operating guidance: https://www.gov.uk/government/publications/school-inspection-toolkit-operating-guide-and-information

Burbage Primary School curriculum: https://www.burbage.derbyshire.sch.uk/Curriculum

Burbage Primary School vision and values: https://www.burbage.derbyshire.sch.uk/Vision-Values/