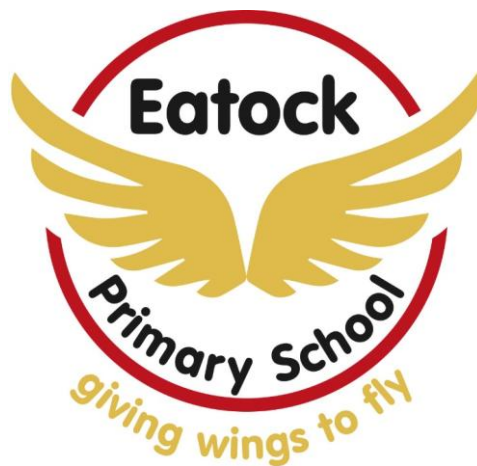


Curriculum Policy



EATOCK PRIMARY SCHOOL CURRICULUM POLICY

Curriculum Intent

At Eatock the key drivers in our curriculum design are the school's mission statement, vision and aims. We believe that children should experience **excellent teaching** and develop a **deep love of learning**. Our school curriculum is **bespoke and tailored** to meet the needs of all of our children. We want our children to be **confident, articulate and effective communicators and be able to read at an age-appropriate level** by the time they leave our school.

We want our children to have a **secure understanding of Fundamental British Values**, gain an **understanding of equal opportunity** and be able to **celebrate the richness and diversity of the society in which they live** so they are fully prepared for life as a global citizen. Through the curriculum, we want our children to be able to **make positive choices in terms of their social interactions, health and personal wellbeing**. We want our children to **acquire knowledge, skills and understanding that they will be able to draw upon throughout their lives**.

We take a Growth Mind set approach to delivering the Eatock curriculum and we want all our **children to develop an 'I can' attitude towards their learning** and a strong resilience to challenge (GRIT) by understanding the importance of the **'Power of Yet'** and the **value of making mistakes**. In delivering our curriculum we aim to remove any barriers to learning so that **ALL children are able to make progress across the whole school curriculum**. A key approach to achieving our curriculum intent is for our curriculum to **utilise technology and be filled with rich first-hand experiences**.

Curriculum Implementation

To ensure that our bespoke curriculum is delivered to the highest standard, Eatock has a clear strategic overview for curriculum implementation. Ensuring the teachers have secure subject knowledge is a priority and the CPD programme at Eatock has been developed to ensure that all staff training needs are identified and that teachers attend high quality training. All policies relating to the curriculum and teaching and learning support the ethos of the school and ensure that all learning (including homework) is effective and well planned. Ensuring the children are able to read with fluency and understanding so they are able to access all subject areas takes high priority, as does the focus on improving the children's long-term memories. We want all children to be able to remember the content taught and be able to integrate new knowledge into larger concepts through providing opportunities for revisiting. Subject knowledge, skills and concepts are taught as individual disciplines and English and mathematical skills are effectively promoted across all subjects. The progress of all children (including those with SEND and those in receipt of pupil premium funding) is closely monitored and the curriculum is designed to ensure that any identified gaps are closed. Learning Outside the Classroom plays a pivotal role in the delivery of the Eatock curriculum and is effective in breaking down any barriers to learning by offering additional opportunities for experiential and practical learning. (LOTIC)

Curriculum Impact

Evidence of the impact the Eatock curriculum is having on the children as learners is rigorously evaluated and closely monitored by senior and middle leaders. Precise and focussed action plans within the School Improvement and Development Plan drive the continual refinement of the curriculum to ensure it remains 'fit for purpose' and continues to meet the needs of our children at Eatock. Through the triangulation of evidence, the progress of ALL children is carefully tracked and the impact of the curriculum for all groups of children in school is closely monitored. Eatock teachers and leaders have produced bespoke pupil progress tracking systems and documents to ensure that knowledge and skills are progressive and build on the children's previous learning. The outcomes of National assessments demonstrate that when the children leave Eatock, they are very well prepared for the next stage in their education.

Aims

Through our curriculum, we aim to:

- Set high expectations for every pupil
- Promote high standards in reading, writing, maths and science and all foundation subjects
- Ensure children can use and spell a wider range of vocabulary including subject specific words
- Provide children with opportunities to develop their oracy skills in order to be effective communicators
- Ensure children are given the opportunity to revisit and consolidate previous learning
- Promote 'Growth Mind Set' and 'Metacognition' approaches
- Be fully inclusive and accessible to all pupils
- Develop children's resilience, determination, self-esteem and confidence
- Provide a range of opportunities for learning outside the classroom (LOTIC)
- Provide contextual links
- Encourage creative thinking
- Develop the children's ability to problem solve
- Promote spiritual and moral development
- Promote physical and mental development and an awareness of the importance of a healthy lifestyle
- Ensure progression in knowledge and skills of all subjects across the curriculum including foundation subjects
- To ensure the pupils' interests are an integral part of the curriculum
- To ensure the pupils' achievements and talents are celebrated
- To provide an interest-led, personalised curriculum for all EYFS pupils
- Enable children to be aware of the importance of and participate in the Arts and culture
- Enable pupils to develop moral sensibility through carefully taught values
- Develop the personal and social skills of each child
- Provide equality of access and the opportunity for all pupils to make progress
- Prepare pupils for the opportunities, responsibilities and experiences of adult life
- Prepare pupils to use and apply the skills taught in school in a variety of different contexts.

Through the provision of rich and varied activities, we aim to:

- teach a balance of subject specific skills and knowledge
- develop the children's bank of vocabulary including subject specific words
- encourage children to become confident and independent learners
- ensure children develop an understanding of perseverance and the achievement of longer-term goals
- ensure pupils have a secure understanding of Fundamental British Values
- enable pupils to make the best possible progress and the highest attainment
- enable pupils to make connections and apply skills across different areas of learning
- develop pupils' capacity to learn and work collaboratively
- enable pupils to respond positively to opportunities, challenge and responsibility.
- develop positive pupil wellbeing; both mental and emotional
- encourage pupils to achieve their personal best

Organisation

- The Key Stage 1 curriculum builds upon our Foundation Stage provision
- English, Maths and Science skills are taught discretely and cross-curricular links are made where appropriate
- Skills acquired in English, Maths and Science are applied across the foundation subjects
- There is a balance between the teaching of subject specific skills and knowledge and providing opportunities to apply this learning across the wider curriculum
- The curriculum takes account of transition i.e., from pre-school providers to EYFS, Year to Year within school and Year 6 to KS3
- Oracy, communication and talk for learning is a key element across all areas of the curriculum.
- Topics / themes are planned using the National Curriculum (2014). The termly overviews contain the detail of the work to be covered termly. This shows progression through the National Curriculum (2014) programmes of study. Within the termly overview there is provision for shorter topics, which can be pupil led.
- Opportunities are planned for local studies
- Teaching and learning is differentiated; it incorporates mastery approaches across the curriculum and includes opportunities for higher order thinking skills development to ensure all pupils are able to succeed
- The children are taught in mixed ability classes for all subjects
- Children are set into differentiated groups for Maths and English. This enables the teaching to focus on a particular level of ability
- Spanish is taught in Key Stage 2
- There is a high focus on cultural learning
- RE in school is delivered in line with Bolton LEA's SACRE agreed syllabus
- PSHE is based on the Jigsaw PSHE scheme of work
- Outdoor Education is a key element of the school curriculum. The use of the outdoors is used to deliver the objectives within the national curriculum subjects, promote children's mental health and well-being and develop the children's social and emotional skills. (LOTc)
- There is a high focus on mental, emotional and physical well-being

Roles and Responsibilities

The Head teacher has the responsibility for the leadership of the curriculum and delegate's responsibility to key staff:

- Class teachers are responsible for raising standards and achievement in reading, writing, maths and science.
- Class teachers are responsible for raising standards and achievement in the Foundation subjects, ensuring progression through the National Curriculum programmes of study.
- Subject leaders are responsible for standards and achievement within their designated subject.
- Foundation Subject Leaders are responsible for ensuring progression, breadth and balance within their subject
- The Outdoor Education Leads and class teachers are responsible for ensuring LOTc is planned and taught across all subjects
- Foundation Subject Leaders are responsible for monitoring and evaluating standards in the Foundation subjects within the Key Stages.
- Class teachers ensure that the National Curriculum (2014) is covered within the class curriculum to ensure the aims are achieved for the pupils.

- The Head teacher and SLT ensure that the progress of each pupil is tracked and that there is appropriate challenge support and intervention.
- The Head Teacher and SLT are responsible for organising the appropriate CPD for subject leaders.
- The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly Head teacher's report.
- Class teachers and senior leaders are responsible for promoting positive mental and emotional well-being and addressing the children's needs in a timely manner.

Last Reviewed January 2026 Reviewed by HT and SLT

This policy is under continual review and refinement