



Curriculum Policy

Calcot Infants and Junior Schools

1. Document Control

Adopted / Adopted and Adapted / Schools own: **School's own**

Review period: **Biennial**

Responsible committee: **Curriculum**

Statutory: **No**

Required on website: **Yes**

Ratified by committee: **February 2026**

Review due: **February 2028**

Chair of Governors' signature: **Mrs Julia Kidd**

2. Change History

Version	Date	Amendment or No Change
1	2022 June	Created
2	2023 September	Amended
3	2026 February	Amended

3. Website History

Version	Date on website
4	Feb 2026



Curriculum Policy

INTENT

The importance of an individual child's education should never be underestimated as education is the major factor in creating life opportunities. At Calcot Schools, we aim to provide our children with an engaging, exciting and empowering curriculum that provides a vehicle for all talents to be nurtured, encouraged, developed and praised. When our children leave school they will be equipped and excited to embrace their next stage of learning showing resilience and intellectual curiosity.

We believe that every child should feel valued and experience the feeling of success in a wide range of curriculum areas. Through our curriculum we strive to impact on how our children feel about themselves and their learning, so we place high priority on ensuring we foster children's physical and mental wellbeing.

We have extremely high aspirations and expectations of our children and staff. We are dedicated to support learners to reach their full potential, nurturing talents and enabling everyone to succeed in a safe and secure environment. Our curriculum is ambitious, extends opportunity, raises aspiration, develops resilience, opens children's eyes to the world beyond their immediate environment, enables our children to live happy, healthy and productive lives and inspires children to learn more.

At Calcot Schools, the curriculum is designed to recognise children's prior learning, provide first hand experiences, allow the children to develop interpersonal skills, build resilience and independence and become creative, critical thinkers. Every child will be regarded and valued as an individual person with academic potential, needs, challenges, and aspirations; a person who can make a distinct contribution to the life of the school and with a unique potential for learning. Our aim is to enable each child to participate fully in current and future society as a responsible, self-confident citizen. The ability to learn is underpinned by the teaching of skills, knowledge, progression, and values with a vision to prepare the children for life beyond primary school. We constantly provide enrichment opportunities to engage learning and believe everything and anything is possible. We will nurture self-esteem and ensure that scholarship is valued and encouraged so everyone will have high aspirations for themselves.

We strive for excellence in all that we do at Calcot Schools. Through academic achievements, wider curricular opportunities, individual talents and collaborative projects in school and in the wider community we seek to achieve the highest standards. Children and staff are discerning learners who recognize and celebrate excellence both in effort and achievement.

We believe that childhood should be a happy, investigative, and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. At Calcot we are keen to promote the diversity of life and celebrate difference and promote respect for all. Our curriculum is inclusive and accessible to all children and through our teaching and learning we give children key knowledge and understanding around discrimination and prejudice including the prevention of bullying. We are also committed to

developing our children so that they respect the rights of others and are proactive in making the world a better place to live.

At Calcot Schools, we care for our community. The children are the centre of our school community and we see the education we provide as key to opening up life opportunities for children. We will work with parents and carers to ensure a consistent supportive approach; we engage with the wider community to ensure they can be proud of the school and the children at Calcot Schools. Every experience the children have in school will influence the people they become and the way they interact with each other and within the wider community. We encourage our community to be compassionate and kind to those around them, inclusive and collaborative to ensure all members of the school community feel valued and can work together to achieve the highest standards. Families within our community are key partners in developing their children's knowledge and children leave Calcot Schools with a strong sense of belonging where they have the confidence and skills to make decisions, self-evaluate, make connections and become life-long learners.

IMPLEMENTATION

At Calcot Schools, we know that only the very highest quality teaching is good enough for our children. This is essential in ensuring our children meet their full potential. Excellent teaching is focused on:

- 1) Knowing the children's starting points and inclusivity,
- 2) Ensuring subject knowledge is built upon and retained,
- 3) Pupils are motivated, actively involved and enjoying their learning,
- 4) Promoting excellence and scholarship,
- 5) Providing children with enrichment opportunities to enhance their personal development, build cultural capital and provide opportunities for individual talents to be nurtured

1) Knowing the children's starting points, monitoring and evaluation of learning

- Our teachers ensure that their planning is progressive and builds upon the skills previously taught. They plan units of work that are sequential and have clear learning intentions
- Lessons are well planned, prepared and well-paced and these are flexible and frequently adapted to meet the needs of every child
- Lessons have a clear focus through explicit Learning Intentions and Success Criteria, which identify what learners need to understand and be able to do in order to achieve
- Formative assessment including starter activities, focused questioning, cold quizzes and assessments will be used to help determine the starting points of the children in class and to aid planning.

2) Ensuring subject knowledge is built upon and retained

- Lessons will begin with warm ups to develop fluency and recall of previously taught facts.
- In some lessons (particularly foundation subjects) the use of quick recap quizzes are used at the start of lessons to recall subject knowledge and check that children are remembering and building upon their subject knowledge. Staff are trained in metacognitive strategies to promote retention of learning;
- Teachers use sentence stems and model to children how to articulate answers and definitions.

- Modelling is used to demonstrate learning during inputs and or when providing feedback to learning
- Varied and flexible teaching styles, dependent on the task and the individual needs of the learner are used.

3) Pupils are motivated, actively involved and enjoying their learning

- Teachers are actively involved in the children's learning and are not 'desk based' They make effective use of peel away and guided groups.
- Exciting, enthusiastic approaches to learning which inspire, motivate and engage our children are sought out and used.
- The use of I do, you do enables pupils to learn from modelling, learn alongside and practise key skills before working independently.
- Children are encouraged to ask questions and be actively involved in discussions

4) Promoting excellence and scholarship

- Children are encouraged to strive for excellence and be resilient learners
- Challenge is encouraged at all levels and our children show super learning attitudes towards their work
- Learning attitudes are taught to promote a high culture of learning. These are linked to our 3 Rs within our behaviour policy:
 - (i) Be Ready: ready to learn, ready for the next challenge, ready to listen, ready to contribute, ready for the next stage of learning and life.
 - (ii) Be Responsible: responsible for myself, responsible for others, responsible for my actions.
 - (iii) Be Respectful: respectful towards myself, respectful of my family, peers and teachers, respectful of others including their beliefs and opinions, respectful towards my community and the world that I live in.
- Teachers set work that is challenging and appropriate to the individual needs of the children. In maths we use sequenced challenges which allow the children to move on with their learning independently to access different levels of challenge, moving from concrete, to pictorial and abstract concepts.
- Teachers move the learning on when children demonstrate a secure understanding. This is through the use of peel away in input, using flexible groupings, providing additional challenge and adapting the lessons.
- Teachers provide quality feedback to children's work providing next steps. This is done verbally, by highlighting the success criteria or through written marking. Children act upon advice and respond to marking.

5) Providing children with enrichment opportunities to enhance their personal development, build cultural capital and provide opportunities for individual talents to be nurtured

- Specialist teaching in a wide range of subjects including music, physical education, modern foreign languages and history enriches learning opportunities, demands excellence in pupils' engagement and encourages independence as well as skill development.
- Broaden horizons by providing opportunities to take part in educational trips.

- As part of our curriculum, we celebrate and encourage our pupils STEM, sporting and creative skills through dedicated weeks such as Sports Week, Creative Arts Week and STEM day.
- We promote talents by sharing the children's personal successes through talent shows and assemblies.
- We enable our children to experience competitive fields by taking part in sporting and musical competitions
- In our Infant School, we have weekly Forest School Sessions allowing the children to grow in confidence and self-esteem through hands on experiences in a natural setting

Equal Opportunities and Special Educational Needs and Disabilities (SEND)

At Calcot Schools, we are committed to inclusion and equality of opportunity. All children have full access to the EYFS curriculum regardless of ethnicity, culture, religion, home language, gender, disability or background.

Children identified as having Special Educational Needs and Disabilities (SEND) are supported in line with the SEND Code of Practice. Provision is adapted to meet individual needs, and children may receive additional support through targeted strategies, intervention or involvement of external professionals.

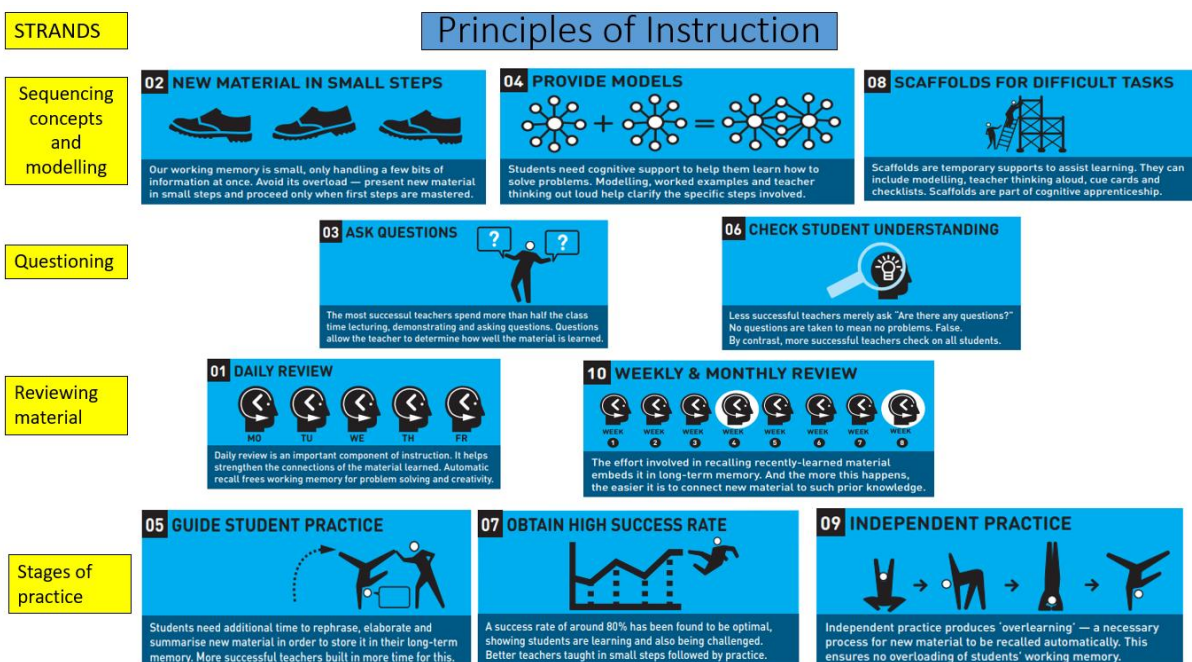
Children who demonstrate strengths or particular interests are provided with appropriate challenge through differentiated activities, open-ended learning opportunities and higher-level questioning.

We work closely with parents/carers, the Inclusion Manager and external agencies to ensure that every child is supported to achieve their full potential.

Rosenshine Principles

To ensure that pupils can reach the highest standards in every subject area, teachers' planning takes account of what we know about how pupils learn, how memories are formed, the importance of memory in bringing about a change in understanding and the impact of cognitive load upon learning.

Teachers plan and structure lessons with an understanding of the principles of instruction (Barak Rosenshine 2012) to enable pupils to hold in to their learning. In every subject area, specialist leaders have designed sequenced curriculum plans which have identified key subject concepts from the National Curriculum which pupils will learn and remember. Key knowledge has been captured in knowledge organisers and medium term plans along with technical subject specific vocabulary. Opportunities to recap and revisit previous learning as children develop ensures firm foundations on which children are able to build their knowledge and skills.



Continued Professional Development

To ensure that we provide the highest quality teaching it is essential that we provide high quality professional development opportunities for all staff and at every level including at an individual, subject, team and whole school level. By doing this, staff are equipped to deliver curriculum goals. CPD is a mixture of external providers, school expertise and the National College of Education. Training is delivered through staff meetings, training sessions and In Service Training Days.

CPD needs are identified by teachers through their performance management reviews and peer coaching sessions. In addition, line managers and subject leads identify CPD through monitoring and skills audits/questionnaires.

The purpose of CPD is to ensure the highest quality of pedagogy to have the greatest impact on teaching and learning and the education our children receive.

IMPACT & MONITORING

Monitoring and evaluation are critical to successful learning. Assessment for learning includes formative and summative assessment and ongoing questioning and marking carried out throughout lessons. Assessment and moderation is a shared responsibility across the school starting with the children and through to SLT. Staff will receive high quality CPD have the opportunity to work in curriculum teams, sharing their own passion and enthusiasm for subjects developing exciting opportunities for children.

- Children are encouraged to reflect critically and identify errors, editing their own work.
- Teachers need to monitor continuously throughout learning opportunities, asking effective questions to gather information about children's knowledge and skills, and change plans and learning experiences based on the individual progress children are making;
- Team leaders need to work alongside their colleagues to provide the best possible learning opportunities following accurate ongoing assessments of need;
- Subject leaders will have excellent subject knowledge to enable them to lead proactively across the school ensuring all teachers have secure subject knowledge to motivate children and enable cross curricular links; They will evaluate the data within

their subject area to look for trends and patterns that can inform planning decisions and opportunities that will enrich the curriculum; Subject leaders will also support staff to identify and challenge misconceptions and clarify substantive concepts;

- SLT will monitor provision across the school, supporting when middle leaders have identified an area of need, and ensuring pedagogy continuously improves to provide outstanding learning opportunities in every area of the curriculum. SLT will report on curriculum design and implementation to the governors;
- Governors will sample curriculum opportunities and have assessment information to inform their monitoring; They will also celebrate enrichment opportunities with the children by attending assemblies and performance opportunities, as well as joining trips and key learning weeks during the year including Sports Week and Arts Week.

The impact of our curriculum implementation is evident in the day-to-day learning within our school. Children show excellent attitudes to learning and seek to challenge themselves across all areas of the curriculum. Children make excellent progress from their starting points and are excited and ready for their next stage of learning.

At Calcot schools, we provide an excellent foundation for learning. Our most able children secure places at the local grammar schools and our SEND pupils are matched carefully to the secondary school that will meet their needs.

Children have rich opportunities for learning and this supports the development of cultural capital, contributing to the spiritual, moral, social, and cultural development of our children. This enables children to articulate and communicate well, showing empathy and understanding for the whole community recognising and celebrating differences.

Children's behaviour is excellent both in the classroom and around the school. Children show their 3 R's – readiness and responsibility and respect and they are ambassadors for our school. They have confidence in their own ability and show resilience when challenged.

This policy will be reviewed by the Governors' Curriculum Committee on a biennial basis.

Links to other policies

- Assessment Policy
- Behaviour Policy
- SEND Policy