

## **Curriculum Policy**

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### **Appendix 1: Curriculum Overview**

**Member of staff responsible  
for this policy in consultation  
with staff and governors:**

**Jo Wilson**

**Governing Body Committee  
responsible for review:**

**Children & Learning**

**Date of next review:**

**Spring 2027**

**Ratified by Governing Body:**

**Spring 2026**

## 1. Introduction

Education and learning are lifelong processes. We view our rich, relevant, broad and balanced curriculum as a tool with which to promote an understanding of how to learn, a love of learning, curiosity about, and respect for, the world and its citizens. We are committed to providing enriched experiences which meet the learning and developmental needs of all pupils in order to prepare them with the necessary knowledge and skills to be successful, independent and motivated learners in readiness for their next stage of education. Our curriculum approach is underpinned by our strong school ethos which fosters and promotes respect, alongside our school's key values of unity, inspiration and excellence. (See Appendix 1 – Curriculum Overview)

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 bodies set out in the Department for Education's [Governance Handbook](#).

**The staff of Westfields Junior School and the Westfields Federation's Governing Body believe that the curriculum should:**

- meet or exceed all relevant statutory requirements as set out in the National Curriculum in England Key Stages 1 and 2 framework document as well as other non-statutory key curriculum documents e.g. Hampshire RE's Living Differences IV and the PSHE Association's Programme of Study;
- provide a framework of rich, varied opportunities for learning that take place in and beyond the classroom;
- provide for spiritual, moral, social, cultural, intellectual, physical and personal development and awareness;
- allow all pupils equal access to the curriculum and meet the needs of all pupils in line with the 'School Equalities' and 'SEND' Policies; and
- foster and develop the partnership of the school with pupils, parents and the wider community.

## 2. Curriculum Intent

The intention of our curriculum is to:

- **Deliver a comprehensive & purposeful curriculum** - To provide purposeful & enriched learning experiences which meet the learning & developmental needs of all our children to enable them to achieve their personal best
- **Ensure active engagement in learning** - To give every child an understanding of how best to learn, involving them fully in the learning process
- **Develop a love of learning** - To promote a love of learning which challenges, motivates, inspires & develops our children's curiosity about, & respect for, the world & its citizens
- **Prepare for the next stage** - To prepare our children with the necessary vocabulary, knowledge & skills to be successful, independent & motivated learners in readiness for their next stage of education & for our ever-changing world
- **Broaden interests & experiences** - To offer a wide range of well-being based & varied extended curriculum opportunities for personal development

To achieve our curriculum intentions, at Westfields Junior School, we:

- ✓ ensure that all pupils are given their statutory curricular entitlement and develop the skills, knowledge and understanding necessary for them to feel confident about the next stage of their learning journey;
- ✓ promote high expectations through thoughtfully planned learning experiences;
- ✓ enable pupils to be articulate, literate and numerate with an ability to apply their knowledge and skills to real life situations, problems and different contexts;
- ✓ promote a positive attitude and thirst for learning with an understanding that we learn from the mistakes we make so that pupils become resilient learners who enjoy coming to school and acquire a solid basis for lifelong learning to build upon;
- ✓ enable all pupils to reflect, be self-evaluative and take responsibility for their own learning in order to experience success, instilling a sense of pride in the learning and achievements of themselves and others;
- ✓ enable pupils to have respect for themselves, high self-esteem and confidence and be able to live and work co-operatively with others;
- ✓ develop an understanding of right and wrong and of the effect that behaviours and actions have;
- ✓ promote enquiring minds which enables pupils to be creative and innovative so that they develop into independent learners and thinkers who have the ability to find solutions for problems as they arise;

- ✓ prepare all pupils for an increasingly global and technological future;
- ✓ help pupils understand their place in the world and gain a sense of the importance and nature of British values;
- ✓ teach pupils about their ever-changing and developing world, including how their environment and society locally, nationally and globally have changed over time and continues to evolve;
- ✓ enable pupils to be positive citizens in society who respect and celebrate difference and diversity between themselves and others;
- ✓ help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- ✓ teach pupils to have an awareness of their own spiritual, moral, social and cultural development; and
- ✓ enable pupils to be healthy individuals who understand the value of being active and having a healthy lifestyle.

### **3. Curriculum Organisation**

- We organise our curriculum into purposefully planned half-termly or termly overarching topics, making meaningful links between subject areas and content whilst recognising that some subjects, units and objectives should be delivered discretely and time is allocated for this.
- Our aim is to set learning in a meaningful, challenging context and to give pupils the opportunity to make decisions and apply their existing knowledge and understanding as well as develop new skills.
- Our knowledge rich curriculum is promoted through metacognitive practices and knowledge organisers which are devised for science, geography, history and RE.
- Our curriculum ensures that time is allocated to the effective delivery of Relationships and Health Education (Please refer to our RSE policy for further information).
- Our pupils' spiritual, moral, social and cultural development (SMSC) and understanding of British Values are enhanced and promoted within well-planned and extensive curriculum subjects, experiences and opportunities.

### **4. Planning and Review**

Our curriculum is planned in two main phases:

- Long term overviews indicate the main topic themes to be covered in each half term or term in each year group.
- Medium term planning details the half-termly or termly content that should be delivered in all relevant subjects of the curriculum, alongside key questions and learning skills to be developed. These plans are generated from long term overviews in order to meet the requirements of the National Curriculum and are adapted when necessary depending on the needs and interests of the year group at the time. Prior learning and entries to and exits from themes are carefully considered in order to provide purpose, progression, direction, engaging hooks and memorable experiences to embed learning. Medium term plans for each subject area enable teachers to plan sequences of learning and they detail key assessment outcomes which ensure that pupils develop their knowledge and skills as they move through the school to support them in at least meeting the end of key stage expectations.
- IWB pages are key teaching tools which include the learning objective, success criteria and learning skill links as well as the key questions, retrieval practice, models, explanations and resources required for each lesson. They also contain scaffolds and activities which pupils can select from.
- Teachers review the learning and outcomes of pupils in order to plan future learning and keep parents, as well as other stakeholders, informed of pupils' progress, strengths and areas for development.

### **5. Learning Skills**

For our pupils to reach their full potential, key learning skills are promoted throughout our curriculum. The acquisition of these 7Cs (creativity, craftsmanship, collaboration, communication, curiosity, confidence, commitment) skills enables our pupils to become confident and independent life-long learners who are equipped for the next stage of their education.

### **6. Extended Curriculum and Enrichment Activities**

Each term, a variety of extended curriculum activities are offered to all pupils. At different times throughout the year these may include (but are not limited to): choir, animation, astronomy, coding, art, football, netball, rugby, young minds and judo.

Each year group has created Enrichment Calendars as well as Outdoor Learning Overviews which detail the wide range of activities on offer to pupils. Day trips take place in each year group and residential visits take place in Year 4 and Year 6 which aim to promote pupils' social skills, confidence and teamwork, as well as their learning skills and knowledge of associated curriculum areas.

## **7. Feedback for Learning**

- Teachers and other adults will discuss learning and outcomes verbally with pupils.
- Feedback on learning and marking of pupils' recorded outcomes is in accordance with the Feedback and Marking Policy (please refer to the Feedback and Marking Policy).

## **8. 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; and
- ✓ pupils with English as an additional language (EAL).

Teachers plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that they minimise any barriers so every pupil achieves. Teachers 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 (please refer to our Equalities Policy and our SEND policy and information report).

## **9. Responsibilities**

The Governing Body will 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; and
- ✓ it fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

The Executive Headteacher is responsible for ensuring that this policy is adhered to, and that:

- ✓ all required elements of the curriculum have aims and objectives which reflect the aims of the school (and federation) 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 body;
- ✓ 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 pupils from curriculum subjects, where appropriate;
- ✓ the school's procedures for assessment meet all legal requirements;
- ✓ the Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- ✓ the Governing Body is advised on whole-school targets in order to make informed decisions; and
- ✓ proper provision is in place for pupils with different abilities and needs, including pupils with SEND to promote equity of access to a rich, broad and balanced curriculum.

Our curriculum is overseen by the Curriculum Co-ordinator whose role is to lead the effective development of the whole school curriculum. This includes supporting subject co-ordinators, monitoring their roles and responsibilities. Subject co-ordinators are responsible for monitoring the effectiveness of teaching within their subject area which is achieved through learning walks, familiarisation visits, planning monitoring, pupil conferencing and book looks (carried out during 'Share my Learning' termly sessions), data analysis and governor monitoring. Subject co-ordinators are also responsible for supporting other teachers across the school to deliver effective, engaging and purposeful learning. We continually review the effectiveness of our curriculum which is evolving and enhanced in response to evaluations of its effectiveness and of the needs and interests of learners.

## Appendix 1: Curriculum Overview

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|  <p><b>Our Curriculum Overview 2025-2026</b></p> <p>Our curriculum approach is underpinned by our school aims of <b>Unite ~ Inspire ~ Excel</b></p> <p>Our vision is for a school where everyone in the community is inspired to learn with &amp; from each other, where there is mutual respect &amp; self-belief in the pursuit of excellence for all.</p>   |  <p>Our rich, relevant, broad &amp; balanced curriculum has clear intentions:</p> <ul style="list-style-type: none"> <li>➤ <b>Deliver a comprehensive &amp; purposeful curriculum</b> - To provide purposeful &amp; enriched learning experiences which meet the learning &amp; developmental needs of all our children to enable them to achieve their personal best</li> <li>➤ <b>Ensure active engagement in learning</b> - To give every child an understanding of how best to learn, involving them fully in the learning process</li> <li>➤ <b>Develop a love of learning</b> - To promote a love of learning which challenges &amp; inspires as well as develops our children's curiosity about, &amp; respect for, the world &amp; its citizens</li> <li>➤ <b>Prepare for the next stage</b> - To prepare our children with the necessary vocabulary, knowledge &amp; skills to be successful, independent &amp; motivated learners in readiness for their next stage of education &amp; for our ever-changing world</li> <li>➤ <b>Broaden interests &amp; experiences</b> - To offer a wide range of well-being based &amp; varied extended curriculum opportunities for personal development</li> </ul> |   |
|  <p>Subject co-ordinators &amp; year group teams work closely to create curriculum overviews &amp; year group long term plans which ensure topics, units &amp; lessons build upon previous learning. We organise our curriculum into purposefully planned half termly or termly overarching topics, making meaningful links between subject areas &amp; content whilst recognising that some subjects, units &amp; objectives should be delivered discretely &amp; time is allocated for this.</p> | <p>The impact of our curriculum is maximised through quality first teaching which incorporates 'The Westfields Way', recognising metacognitive practices, fully utilising our timetable, support staff &amp; resources within &amp; outside of our school. All children, regardless of ability, are challenged to achieve their potential at whatever level that might be. Children with additional needs are appropriately supported so that they can experience success &amp; further challenge is given to our higher attaining children to ensure they deepen their knowledge, understanding &amp; skills.</p>    | <p>The design, approaches &amp; organisation of both the English curriculum &amp; the Mathematics curriculum have been reviewed, trialled, developed &amp; implemented after considerable research, liaison with local authority consultants &amp; in collaboration with local schools. These subjects are taught in mixed ability classes. In all year groups, there are a range of interventions in order to support children in gaining the key skills to become successful readers, writers &amp; mathematicians.</p>                  |
| <p>We recognise &amp; highly value the importance of promoting the spiritual, moral, social &amp; cultural development of our children; woven into our curriculum is 'The Respect Charter' which promotes core values of our society.</p>   | <p>Key learning skills (Our 7Cs – Creativity, Collaboration, Commitment, Communication, Confidence, Craftsmanship &amp; Curiosity) have been identified to support our children &amp; have been incorporated across our curriculum.</p>    | <p>We assess our curriculum using a range of formative &amp; summative assessment tools. We make use of whole class, targeted group and 1:1 feedback &amp; review opportunities, progression documents &amp; our assessment procedures &amp; systems to support children's progress. To validate our judgements, we moderate within our school &amp; with professionals within the locality.</p>    |
| <p>All subject coordinators are given in-house &amp; external professional training &amp; network opportunities to keep developing their own subject knowledge, skills &amp; understanding so they can support curriculum development &amp; their colleagues. In addition to this, our CPD library is available for all staff &amp; 'Blog of the Fortnight' ensures we all keep up-to-date with educational matters linked to our school priorities.</p>   | <p>We are well-resourced &amp; place high emphasis upon the safe &amp; responsible use of technology to enhance school life which include iPads, laptops, keyboards, CTouches, IWBs, a green screen &amp; our very own S'Cool Radio Station. We are fortunate to be able to provide our children with additional learning spaces e.g. woodland themed Library, Room of Boom (a soundproofed flexible learning space) primarily used for Music, Nurture Room (used for well-being support &amp; ELSA).</p>   | <p>Whole school and Federation special events (sporting, creative &amp; academic), themed weeks, workshops, day trips, residential visits, external resource providers &amp; other opportunities within &amp; beyond school all enrich &amp; develop the children's enjoyable engaging learning experiences. Before, during &amp; after school clubs extend these opportunities further. Our outdoor environment &amp; the local area are considered valuable opportunities for active and memorable learning for all our children.</p>  |
|  <p>In partnership with parents, underpinning our curriculum is our focus on supporting our children with their well-being which is achieved through a wide range of learning experiences, roles &amp; responsibilities, pastoral provision (including ELSA) &amp; use of Trick Box. Our children are encouraged to have high expectations as well as a sense of responsibility to enable them to become happy, healthy, successful citizens of the future.</p>                                  |  |   |