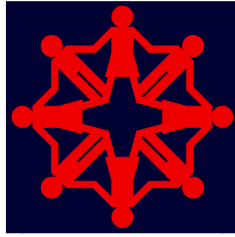


All Saints' CofE Primary School



Curriculum Policy

Reviewed: September 2026 | Next review: September 2027

All Saints' C of E Primary School Curriculum Policy

Policy owner	Headteacher and Governing Body
Operational leads	Deputy Headteacher, SENCo, EYFS Leader and Subject Leaders
Applies to	Nursery to Year 6
Review cycle	Annual, or sooner if statutory guidance changes

Our Christian vision and curriculum purpose

All Saints' is an open and caring Christian community. Our curriculum is rooted in love of learning, social justice, inclusion and responsibility, and in our commitment to "All Believing, All Achieving".

"What does the Lord require of you? To act justly and to love mercy and to walk humbly with your God." Micah 6:8

Our curriculum gives every pupil the knowledge, vocabulary, skills and personal development needed to achieve, belong and thrive. It reflects our diverse Upper Norwood and Croydon community, including pupils with SEND, disadvantaged pupils, pupils known to social care, pupils learning English as an additional language and children who are new to the UK or join the school at different points.

We maintain high expectations for every pupil. We identify barriers early, teach the essential foundations securely and provide the adaptations, reasonable adjustments and additional support pupils need without narrowing their entitlement.

Statutory framework and 2026 context

The school teaches the current statutory National Curriculum for Key Stages 1 and 2, the Early Years Foundation Stage statutory framework, Religious Education, Relationships Education and Health Education. The curriculum is broad, balanced and at least as ambitious as the National Curriculum for all pupils.

The Government has announced a refreshed national curriculum for first teaching from 2028. During 2026–27, leaders will follow consultation and implementation guidance and prepare carefully, while continuing to meet all current statutory requirements. Preparation will include strengthening coherence, subject mastery, oracy, digital and media literacy, financial education, citizenship, climate and sustainability education where appropriate.

Curriculum intent

Our curriculum is designed so that pupils know more, remember more and can use what they know with increasing independence. Each subject identifies its distinctive knowledge, vocabulary, concepts and ways of working. Meaningful links are made across subjects, but subject integrity and progression are not lost within a topic.

- Secure strong foundations in communication and language, reading, writing and mathematics, including urgent support for older pupils who have not yet secured them.
- Teach a coherent and appropriately sequenced body of essential knowledge and skills from EYFS to Year 6, with clear end points.
- Build pupils' spoken language, vocabulary, reading competence and disciplinary literacy across every subject.
- Represent diverse people, cultures, faiths, histories and achievements, challenge stereotypes and prepare pupils for life in modern Britain.
- Develop curiosity, creativity, physical and mental wellbeing, cultural capital, digital confidence and responsible citizenship.
- Provide memorable first-hand experiences through visits, visitors, performance, Forest School, worship, themed events and links with the local community.

- Enable pupils to make connections, reason, solve problems, create, perform and explain their thinking.

Curriculum organisation and schemes

Subjects are planned through long-term curriculum maps and progression documents. Overarching themes help pupils connect learning, while teachers make explicit which subject is being studied and what it means to think and work as a reader, writer, mathematician, scientist, historian, geographer, artist, designer, musician, linguist, athlete, theologian or computing specialist.

- English: Literacy Tree is the established whole-school writing programme, supported by Literacy Tree Reading Leaves for reading. Read Write Inc. (RWI) Phonics provides the systematic synthetic phonics programme. Fluency, comprehension, spelling, handwriting and oracy are taught explicitly. Literacy Links supports oracy in EYFS and Key Stage 1.
- Mathematics: the National Curriculum is taught through a mastery approach. Maths Mastery is being strengthened in EYFS and Key Stage 1, with concrete, pictorial and abstract representation, fluency, reasoning and problem solving.
- Science: Kapow Primary supports coherent curriculum sequencing, practical enquiry and secure scientific knowledge.
- Foundation subjects: programmes of study and progression documents identify the most important knowledge, vocabulary, skills and end points. Sing Education supports music across the school.
- Religious Education: taught in accordance with the school's status as a Church of England voluntary-aided school and the agreed syllabus, alongside collective worship and the school's Christian values.
- EYFS: provision follows the statutory framework and is ambitious, language-rich and responsive to children's starting points, interests and needs. Learning is planned across the seven areas and prepares children for Year 1.

Teaching and learning

Teaching is responsive to the subject, phase and pupils' starting points. Consistent routines support learning, but teachers use professional judgement rather than a single lesson formula. Our shared approach includes:

- connecting new learning to prior knowledge and checking what pupils already know;
- explaining clearly, breaking complex content into manageable steps and using precise, age-appropriate language;
- live modelling, worked examples and examples and non-examples, including thinking aloud and addressing misconceptions;
- gradual release through "I do, we do, you do", with scaffolds reduced as pupils become secure;
- purposeful questioning, discussion, mini-whiteboards and other checks for understanding so teaching can be adjusted immediately;
- regular retrieval, spaced practice and opportunities to apply knowledge in different contexts;
- clear learning intentions and success criteria used actively for modelling, guided practice, self-checking and improvement;
- guided and independent practice that enables all pupils to think hard and experience success;
- specific feedback that helps pupils understand what they have achieved and what to improve.

Reading language and vocabulary

Reading is fundamental to accessing the whole curriculum. Pupils at the early stages of reading are taught through Read Write Inc. (RWI) Phonics and read books matched closely to the sounds they know. Staff act promptly when pupils fall behind. Older pupils who need support receive accurate assessment and focused teaching in decoding, fluency, vocabulary and comprehension.

Teachers identify and teach the vocabulary pupils need in each subject. Structured talk, sentence stems, modelling, rehearsal and repeated encounters support all pupils, particularly those with speech, language and communication needs and those learning English as an additional language.

Inclusion and adaptive teaching

High-quality inclusive teaching is the starting point for all pupils. Teachers use assessment and knowledge of pupils to anticipate barriers, make reasonable adjustments and adapt teaching, resources, communication, environment, grouping, task and recording method. Adaptation preserves the intended subject learning and does not lower expectations.

The SENCo leads the graduated approach of assess, plan, do and review. EHC plans, specialist advice and pupil and parent views inform provision. The school also considers the needs of disadvantaged pupils, pupils known or previously known to social care, pupils with medical needs, pupils with high mobility, new-to-UK pupils and pupils facing other barriers. Additional support supplements, rather than replaces, access to the full curriculum.

The Beach Hut and nurture or targeted provision support regulation, communication, executive function and readiness to learn where appropriate, while maintaining meaningful participation in class and wider school life.

Assessment

Assessment is proportionate and serves learning. It is used to identify starting points, check understanding, diagnose gaps, inform teaching and determine whether pupils have learned and remembered the intended curriculum. It includes:

- day-to-day formative assessment through questioning, observation, discussion and review of work;
- low-stakes retrieval and carefully chosen tasks that reveal understanding rather than simple completion;
- periodic summative assessment where it provides useful information, including statutory assessment;
- assessment against subject-specific expectations and identified curriculum end points;
- analysis of attainment, progress and experience for individuals and relevant groups, interpreted carefully for small cohorts.

Assessment information is used alongside professional judgement. It does not create unnecessary workload or lead to teaching narrowly to a test. Feedback may be verbal, live, whole-class or written according to what will have the greatest impact.

Personal development faith and wider experiences

Our values of Respect, Peace, Love, Faith, Perseverance and Hope are developed through lessons, relationships, collective worship and class worship. Pupils learn about democracy, the rule of law, individual liberty, mutual respect and respectful engagement with people of different faiths, beliefs and backgrounds.

Curriculum enrichment includes Forest School, visits and visitors, arts and music experiences, church events, themed learning such as Black History, Windrush, Refugee, Science, Mathematics and Book events, pupil leadership and opportunities to perform. Enrichment is planned to deepen learning and widen experience, not as a substitute for the taught curriculum.

Safeguarding equality and accessibility

Safeguarding, online safety, relationships, health and age-appropriate personal safety are taught across the curriculum and through statutory Relationships and Health Education. Teaching follows the Child Protection and Safeguarding Policy and responds to the school's local context.

The curriculum promotes equality and challenges discrimination. Reasonable adjustments and the Accessibility Plan support disabled pupils' participation. Resources are selected carefully to be accurate, respectful, representative and suitable for pupils' age and development.

Leadership monitoring and governance

- The governing body approves this policy, assures statutory entitlement and evaluates the impact of leaders' work, including for vulnerable groups.
- The Headteacher and senior leaders maintain an accurate view of curriculum and teaching, deploy support and resources, and act promptly where quality is inconsistent.

- The SENCo leads whole-school improvement for pupils with SEND and advises on adaptive teaching and reasonable adjustments.
- Subject leaders know the curriculum from EYFS to Year 6, maintain progression and end points, support staff expertise and evaluate implementation and pupil learning.
- Teachers plan and teach the agreed curriculum, assess responsively and identify pupils who need additional support or challenge.
- Monitoring draws on planning and curriculum review, visits to lessons, discussion with pupils and staff, work and outcomes, and quantitative and qualitative evidence. It focuses on improvement and avoids creating documents solely for inspection.

Partnership with parents and curriculum information

The school publishes curriculum information that is accurate, current and accessible. This includes the content taught in every subject for every year group from EYFS to Year 6, including Religious Education, PE, PSHE, music and languages; the phonics and reading schemes used; the right to withdraw from all or part of Religious Education; and how parents, carers and members of the public can find out more.

The curriculum page links to the current Curriculum Policy, curriculum maps and subject progression information, the Accessibility Plan and the annually updated Music Development Plan summary. Superseded documents are archived or removed, links are checked regularly, and all published documents are clearly dated. Paper copies and accessible versions are available free of charge on request from the school office.

Review

This policy will be reviewed annually. Leaders will update curriculum documents when statutory requirements change and will prepare for the revised national curriculum in line with confirmed DfE timescales. Approved by the governing body: September 2026