



Curriculum Policy

Date of last review	Spring Term 2026	Date of next review	Spring Term 2028
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Signed by

Headteacher	Chair of Governors
Date:	Date:

Our Curriculum Vision

Pupils and their learning lie at the heart of everything that we do at Willows. The bedrock of our curriculum design is based upon the drive to optimise achievement, equity and enjoyment for all pupils. Our aim is to provide every child with the perfect start in life that successfully prepares them for their continuing education and ultimately as lifelong learners and great global citizens. To achieve these aims, it is vital that we offer a curriculum that goes above and beyond statutory content.

Curriculum Intent

Rich and Deep Knowledge

We recognise that there is a breadth of core knowledge; facts, concepts, principles and fundamental operations which open doors for us all in further education and in future employment. Powerful knowledge is transferable. Our curriculum planning recognises the need to carefully sequence knowledge throughout.

Mastery

Our curriculum encourages pupils to study at a pace that enables the formulation of a robust understanding of central ideas, key concepts, key bodies of knowledge and fundamental skills. Our curriculum promotes study at greater depth; it is not about coverage and moving on as quickly as possible without time to consolidate and use and apply skills. Our aim is to ensure that all units of learning have a high impact on pupils' development.

Sequence and Progression

Pupils learn within a coherent and progressive framework. We have implemented schemes of work, carefully sequenced to build upon knowledge and skills. Learning flows from EYFS, into KS1 and KS2 ensuring pupils are fully prepared for the next phase of learning.

A Broad and Balanced Curriculum

We offer an exciting broad and balanced curriculum based upon The National Curriculum. However, this is a bare minimum, and our offer encompasses much more. The basics of literacy and maths lie at the heart of the curriculum as they have far reaching impact on pupils' life chances, however, of equal importance are the foundation subjects, the locally agreed syllabus for RE and our wider curriculum offer. Our curriculum is intended to develop the whole child; educationally, socially and emotionally, morally, physically and personally.

Exemplary Behaviour and Positive Attitudes to Learning

Behaviour for learning is based upon a set of defined core values that promote resilience, resourcefulness, reflection and reciprocity.

- Building **resilient** learners is vital if we want our pupils to achieve their full potential. Resilience in learning is about being able to persevere through setbacks, take on challenges and risk making mistakes to reach a goal. As such, our curriculum promotes a growth mindset and develops character by encouraging perseverance and self-belief.
- Our vision is for pupils to experience the challenge and enjoyment in becoming independent and **resourceful** learners, who question, make links, imagine, reason, capitalise on their interests and passions and go on to be lifelong learners.
- Our pedagogical approach to delivering the curriculum aims to inspire and motivate pupils' learning, promoting **reflection**. We strive to enable pupils to be ready, willing and able to become more strategic about learning through planning, revising, distilling and meta-learning.

- **Reciprocity** and being ready, willing and able to learn alone and with others is central to our philosophy. We want pupils to be able to show interdependence, collaboration, empathy and imitation.

Creativity and Cultural Strategy

Our curriculum is enriched by a wide variety of creative and cultural experiences. We are committed to offering as many high-quality opportunities in sport, music and the creative arts, including dance and drama, as possible. This we believe is the entitlement of our pupils.

Equalities and Inclusion

The Willows offers an inclusive curriculum and is committed to overcoming all barriers that prevent pupils from succeeding. Our curriculum aims to ensure equality of opportunity for all children. Disadvantaged pupils and those pupils with SEND and EAL will receive additional support – this will include dedicated time with TAs and access to specialist resources and equipment where required.

TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help but are also able to minimise disruptions where necessary. In addition, they offer tailored support to meet need through a suite of interventions.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

School Values

We help pupils understand the fundamental British values and enable them to be positive citizens in society who can make a difference.

Our curriculum also aims to promote our own school values of:

Care – We expect the pupils to care for, and respect themselves, each other and the environment.

Challenge – We inspire the pupils to have the courage to accept challenges and show resilience in all that they do.

Responsibility – We expect the pupils to take personal responsibility for their learning, their actions and their words.

Self-belief – We strive to enable the pupils to grow in confidence and belief in themselves.

High Expectations

We set high expectation for all pupils. We expect all pupils to achieve well, regardless of their starting point and endeavour to find the right strategies to enable all pupils to be successful. As such, we set ambitious, aspirational targets to drive continual improvement of all learners. We will always look for suitable and appropriate opportunities to stretch and challenge every pupil. We intervene in a timely manner, to ensure pupils stay on track.

Oracy

The ability to express one's ideas orally with confidence is a fundamental aim of our curriculum and as such the development of good speaking and listening skills is given a high priority. Our curriculum encourages pupil voice giving pupils an opportunity to make a positive contribution to the school and take part in democratic activities.

Wellbeing

Our curriculum promotes pupils' well-being giving them the opportunity to:

- Engage in sport and physical education including dance, gymnastics, swimming, and games.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle
- Develop their self-esteem, confidence and resilience
- Learn in a calm, purposeful and supportive environment
- Learn how to respect themselves and others working and be able to work co-operatively in a range of groupings/ settings
- Have specific time set aside to focus on well-being

CURRICULUM IMPLEMENTATION

Curriculum Organisation and Planning

We offer a curriculum which is inspiring, challenging and creative. It is broad and balanced, covering as a bare minimum, the requirements of the National Curriculum - but actually much more. Considerable thought and strategic decision making have gone into blending the right mix of knowledge and skills using a combination of discrete subjects and a thematic-based approach, where meaningful and appropriate, to help children link up knowledge and to use and apply learning across different curriculum areas.

Through both our curriculum and extra-curricular offers, we want pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.

The National Curriculum and Beyond

A PAN of 45 means we have mixed age classes. Where possible, we plan and deliver Maths and English in specific year groups, and our foundation subjects are planned appropriately for mixed age classes on a two-year cycle. Our curriculum is based on, but not restricted by, the requirements of the National Curriculum 2014. This can be found on the National Curriculum website:

[The National Curriculum in England](#)

We offer breadth and depth of learning through thirteen subjects including: English (comprised of reading, writing, speaking & listening and drama/ role play) Maths, Computing, Science, History, Geography, RE, Art, D&T, Music, PHSE (& SRE), French and PE (comprised of dance, gymnastics, games and swimming).

All maintained schools in England must offer the basic statutory curriculum as set out in Section 80 of the Education Act 2002 (as amended), comprising of:

- The National Curriculum (NC)
- Health Education
- Relationships Education
- RE

Health Education and Relationships Education

The school is aware that all state-funded primary schools have a statutory obligation to deliver these subjects, as appropriate, to their relevant age phase.

The school will plan and deliver the content set out in [DfE guidance](#), in the context of a broad and balanced curriculum.

Sex Education

We understand that sex education is not compulsory in primary schools; however, we are mindful of the fact that the DfE recommends that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils in order to support their ongoing emotional and physical development during the transition to secondary school.

When planning the sex education curriculum the school will consult with parents about the school's overall policy, and about the detailed content of what will be taught.

The school will allow parents the right to withdraw their children from sex education lessons.

Personal Social Health Economic (PSHE)

The school understands that PSHE is a non-statutory subject that the DfE recommends all state-funded schools should offer.

As the DfE does not specify subject content, we have adopted a scheme of work which we believe reflects the needs of our pupils. The school will use PSHE education to build on the statutory content outlined in the National Curriculum, and the statutory guidance on health and relationships education, forming the basic statutory school curriculum.

All provisions made regarding PSHE lessons will be made in line with the school's PSHE Policy.

Religious Education

The school will ensure that RE is taught according to the locally agreed syllabus.

Planning

Medium and long term plans formalise what is to be taught when and where, and ensures appropriate pitch and progression across the school. Some schemes of work have been developed in school with teachers working together in teams, while other schemes are tried and tested government approved or commercial schemes. Additionally, each year group has a year-long overview, which details what is to be taught when.

Good quality children's literature and the promotion of speaking and listening run throughout our curriculum. Planning indicates which curriculum themes and which National Curriculum objectives are taught in each year/term.

Aspects of our curriculum are thematic with a cross-curricular approach to enable joined up and purposeful learning to take place, whilst some subjects are taught discretely as we want learning in all subjects to be meaningful and not forced to fit into a theme.

Long-term planning has been carefully designed or chosen to ensure coverage and progression term on term, across years and from one Key Stage to the next. Teachers also carry out short term planning on a weekly basis. This ensures planning is amended and tailored to meet the precise needs of the cohort, group, and where appropriate, individuals.

We run intervention groups which both support those pupils with gaps in their learning as well as challenge groups for more able students. We ensure we meet the bespoke needs of our pupils.

Assessment for learning is used to continually inform planning and teaching and learning, adapting provision to the precise needs of the children.

Short term planning details the learning objectives and success criteria for each session, and identifies what resources and activities are to be used within the lesson. Weekly plans are written for English and Maths (for which we use White Rose Maths), ensuring work matches the needs of all pupils. A weekly plan shows what other areas of the curriculum and objectives are being covered. They also show the teaching activities and differentiation within these lessons.

Monitoring and the Role of the Subject Co-ordinator

Subject co-ordinators and the SLT monitor planning, identifying strengths and areas for further development.

Subject co-ordinators are responsible for:

- providing a strategic lead and direction for the subject
- inspiring others and actively promoting a love of learning in their subject area
- supporting and advising colleagues on issues related to the subject
- monitoring pupil progress in that subject area
- Developing and managing high quality resources to support their subject area

Subject co-ordinators have opportunity to network with other subject leads/co-ordinators to promote learning across the curriculum. Subject co-ordinators review the way the subject is taught in the school and plan for improvement. The subject co-ordinator ensures the plans set out the progression through the curriculum in greater detail. New co-ordinators are supported in their work by SLT and experienced colleagues.

Monitoring and the Role of the Governing Body

In addition, the governing body holds the school accountable for implementing a high-quality curriculum. Governors monitor the way the school curriculum is implemented. Governors review the curriculum and areas for improvement on a regular basis through regular Head Teacher reports, the School Development Plan and Self Evaluation Form. A termly meeting of the Curriculum team of Governors takes place. Subject co-ordinators monitor the way their subject is taught throughout the school and ensure all classes are taught in line with school policies and the requirements of the national curriculum. They monitor long-term and medium-term planning and ensure that appropriate teaching strategies are used. The work of Subject co-ordinators feeds into the Head Teacher's reporting to the Governing Body.

Enrichment

At The Willows, we offer an enriched curriculum by:

- Fully exploiting links with the local community
- Opportunities to perform for an audience at every phase in school – EYFS, KS1 and KS2.
- Organising regular trips and visitors
- Holding specialist curriculum days/ weeks
- Welcoming parents to take part in children's learning experiences
- Using a breadth of quality resources in and out of the classroom
- A range of after school clubs organised and run by Willows staff
- A wide range of after school clubs run by outside organisations

Here are some examples of the impressive range of enrichment activities we currently offer:

<i>Art of Chocolate Day</i>	<i>Bramall Hall Visit</i>	<i>Children's Music Concerts</i>
<i>Sports Competitions</i>	<i>Inter School Sports Matches</i>	<i>Stockport Air Raid Shelters</i>
<i>World Book Day</i>	<i>Open Afternoon</i>	<i>10 Week Clubs run by staff</i>
<i>Themed days e.g Pirate Day</i>	<i>Sports Competitions</i>	<i>Quidditch Day</i>
<i>Robinwood Adventure Holiday</i>	<i>Blackpool Zoo Visit</i>	<i>Sports Day</i>

A Knowledge-based Curriculum

At Willows, we appreciate the knowledge rich National Curriculum. However, we also believe skills-based learning focuses on developing practical abilities such as critical thinking, problem-solving, communication, and collaboration, rather than solely emphasising rote memorisation of facts. This approach is important because it equips our children with foundational competencies that are essential for lifelong learning and adaptability in a rapidly changing world. By engaging in hands-on activities and real-world applications, our children not only deepen their understanding of academic subjects but also build confidence and resilience. Incorporating skills-based learning early ensures that children are prepared to navigate future challenges, fostering creativity and independence while promoting a more holistic and meaningful educational experience.

CURRICULUM IMPACT

At our school, we strive to create an environment where every child feels safe, healthy, and fulfilled. We believe that learning goes beyond the classroom, helping pupils understand that challenges and even failure are stepping stones to success. We celebrate academic achievements and provide the support needed for the next stages of education, ensuring every child feels prepared for life beyond school. Our aim is to nurture responsible individuals who contribute positively to their community and the environment, achieve their personal best, and develop a wealth of knowledge and experience. We encourage critical thinking, cooperation, and mutual respect, fostering a strong sense of belonging within our school community. By embedding these values, we help every child thrive academically, socially, and personally.

We measure the impact of our curriculum through:

- Lesson observations and drop ins
- Learning walks
- Work scrutiny
- In-school termly pupil progress meetings
- Termly summative assessment
- Reception Profile
- Y1 Phonics Screening Check
- KS1 SATs
- Y4 Multiplication Tables Check
- KS2 SATs
- Pupil voice
- In-lesson assessment for learning, plenaries and marking and feedback

- Pupil behaviour and attitudes to learning
- Celebrations of learning, e.g. performance, assemblies, end of unit display, written outcome, end of unit outcomes where pupils demonstrate the knowledge they have gained, using and applying across the curriculum and problem-solving tasks
- In-school moderation
- Trafford cluster moderation
- LA moderation and monitoring visits providing external moderation
- Parent view
- AFL