Curriculum Policy

September 2026

Recommending body	Mulberry Baird Primary
Approval body	Mulberry Baird Primary LGB
Approval date	05.11.26
Implementation date	06.11.26
Review date	01.09.27
Policy status	Approved
Version	1

Contents

1. Curriculum aims 2
2. Legislation and guidance 2
3. Roles and responsibilities 3
4. Organisation and planning 3
5. Inclusion 5
6. Monitoring arrangements 6

1. Curriculum aims

We aim for our pupils to develop as independent, resilient and successful learners with high aspirations for what they can achieve. Our inclusive school supports pupils to develop as respectful individuals who know how to make a positive contribution to society.

We aim to deliver an aspirational and relevant curriculum, based on the national curriculum, capturing children's interest and curiosity, fostering a real love of learning. Our curriculum is carefully mapped to ensure that is it coherently sequenced, progressive and accessible for all pupils, whatever their starting points. Learning sequences across year groups have been designed to support children to know and remember more. We achieve this through building on prior knowledge and supporting pupils to make connections in their learning.

We strive to ensure that pupils are well prepared, not only for the next phase of their education, but to be successful citizens of the future. We emphasise the holistic development of our pupils and motivate them to believe in themselves and inspire them to achieve their potential. We strive to promote a culture of high expectations and encourage pupils to have high aspirations for themselves. We celebrate pupils' achievements and support children to recognise those positive feelings of pride and accomplishment.

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and make sure they are ready for Key Stage 1

These curriculum aims are underpinned by our school values:

- Respect – our rich personal development curriculum (including SMSC and British Values) promotes the importance of diversity and respect.
- Resilience – our curriculum provides children with challenge at all levels and encourages them to develop resilience to strive to succeed.
- Aspiration – our curriculum is aspirational and challenges children's thinking, developing a love of learning.
- Connection – our curriculum provides opportunities to work collaboratively with others. Through a rich PSHE curriculum, we strive to teach our pupils how to develop as citizens of the future, ensuring that they are well-equipped to connect with others in a pro-social manner.
- Pride – our curriculum encourages all children to take pride in their learning, progress and achievements.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

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 boards set out in the Department for Education's academy trust governance guide.

As a Trust, this policy also complies with our Funding Agreement and Articles of Association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the principal to account for its implementation.

The governing board will also make sure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including pupils with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

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

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school 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 board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets, in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including pupils with SEN

3.3 Other staff

The Vice Principal holds the overarching responsibility for curriculum and supports subject leaders who hold specific subject responsibility. Subject leaders, alongside the Vice Principal ensure the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

Children begin their educational journey with us in EYFS, where their curriculum covers the seven areas of development, as outlined in the EYFS statutory framework:

- Personal, social and emotional development

- Physical development
- Communication and language
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Children at this stage in their development experience frequent adult-led inputs balanced, carefully planned learning experiences and protected extended periods of child-led learning.

Priorities for adult-led learning across the EYFS curriculum have been determined to ensure strong progression of knowledge across the school. This knowledge progression is detailed on subject-specific plans. The acquisition of early language and literacy skills drive this, with language concepts and vocabulary taught intensely.

See our EYFS policy for detailed information on how our early years curriculum is delivered.

Our curriculum includes:

- English
- Maths
- Science
- Computing
- History
- Geography
- Art and Design
- Design and Technology
- Music
- Religious Education
- Physical Education
- Personal, Social, Health and Economic Education (PSHE), including Relationships and Sex Education (RSE)
- Modern Foreign Languages (Key Stage 2) – Spanish

English

Reading sits at the heart of the curriculum, ensuring that pupils are able to read fluently and accurately, understand a range of texts and have a love of reading. We understand that if children are able to read widely, they will develop an ever-growing rich vocabulary and in turn, become confident writers across different genres. Systematic, synthetic phonics is taught through Sounds-Write twice daily in EYFS and Key Stage 1 with targeted intervention provided where required. Reading comprehension, vocabulary development and opportunities to read widely continue throughout Key Stage 2.

Within writing, we have adopted Pie Corbett's Talk for Writing. This underpinning Talk for Writing process allows children to explore a variety of genres in depth, using high-quality models as a stimulus for the children to plan, revise and evaluate their writing, whilst developing a crucial awareness of the audience and the purpose of their work. In-depth study, spanning three to five weeks, allows for a secure understanding of generic language patterns and an opportunity for the children to develop their own internal writer's voice. Within this process, children are navigated through three stages - imitation, innovation and invention.

Maths

Within maths, we follow the NCETM Maths Mixed-Age Curriculum. Children are taught in separate year groups in reception, year 1 and year 2 and then in mixed-age year groups within key stage 2. The curriculum is carefully

sequenced, following a coherent and equitable two-year rolling programme which ensures that all pupils develop deep mathematical understanding.

Mastering Number is also taught daily from Year 1 to Year 6 ensuring a deep understanding of place value, additive reasoning and multiplicative reasoning.

The wider curriculum

Subjects are taught discretely to ensure the appropriate acquisition of both substantive and disciplinary knowledge. Where appropriate, meaningful links are made between subjects to strengthen understanding, while maintaining the integrity of individual subject disciplines.

Our curriculum, which is based on the national curriculum, is tailored to meet the needs of our pupils and takes account of our context. As we operate mixed-age classes, our curriculum follows a 2-year cycle. A structured, progressive, long-term curriculum plan details the knowledge to be taught so that two consecutive year groups are taught together using a rotating curriculum. Content is alternated across Year A and Year B so that no child repeats the same lessons.

Curriculum maps for each subject outline the knowledge for each unit of work in each year group and how this fits into children's learning journey within the subject. The sequence of teaching is carefully mapped to support the acquisition of knowledge. Teachers personalise the unit plan to meet the needs of all the children in the cohort, unpicking vocabulary that is essential for the learning and creating carefully considered resources to support core knowledge.

We aim to provide a range of experiences to broaden pupils' horizons and promote first-hand experiences to make learning relevant and utilise real-life opportunities, to enhance and enrich our curriculum. We utilise assemblies and wider opportunities, such as theme days and educational visits, to actively promote British Values and Spiritual, Moral, Social and Cultural development and broaden our curriculum further.

5. Inclusion

We believe that all pupils should have access to the same ambitious curriculum and should be supported effectively, through appropriate adaptations, to enable both access to the curriculum and successful achievement. Pupils with Special Educational Needs and Disabilities are identified early and supported through a graduated approach, in partnership with parents, carers and external agencies.

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 SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities are fully included in the whole curriculum and that barriers to learning are identified early and addressed so every pupil can achieve.

Teachers will 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.

Provision for vulnerable learners, to support their access to the curriculum, may include:

- small group teaching
- individual interventions
- additional scaffolding such as word banks, sentence starters etc.
- speech and language support
- emotional wellbeing programmes including nurture provision
- pre-teaching of a concept

- personalised learning targets

6. Monitoring arrangements

The local governing board monitors whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Principal's reports focused on teaching and learning at LGB meetings
- Regular monitoring visits with learning walks, including some that are subject-specific

The Vice Principal, Principal and Subject Leaders monitor the teaching of the curriculum, following a termly monitoring schedule through:

- Book Bingo – weekly book monitoring
- Work scrutiny
- Planning scrutiny
- Learning walks and lesson visits
- Theme days

This policy will be reviewed every two years by the Principal. At every review, the policy will be shared with the full governing board.