Curriculum Policy
VERSION: September 2026
REVIEW: September 2028

Curriculum Intent

At Ashby Hill Top Primary School, our curriculum aims to support both academic achievement and personal development, preparing our children well for the next stage of their education and beyond. We strive to provide an engaging, relevant and broad curriculum which equips our children with the knowledge, skills and personal qualities necessary to lead a fulfilling and rewarding life.

Our curriculum is built around the objectives set out in the EYFS Framework, the National Curriculum for all subjects in Years 1 to 6 and the Locally Agreed Syllabus for Religious Education.

Our school curriculum has been designed to provide pupils with a clear, progressive framework of skills, knowledge and understanding that build sequentially year on year.

In light of educational research about cognitive load, horizontal, diagonal and vertical links have been plotted within our curriculum to ensure that pupils revisit key information and concepts in different contexts, subjects and at different ages. These logical connections are planned purposefully and explicitly to build the structure of our curriculum and enable staff to refer back to prior learning on which new layers of knowledge can be successfully laid. Building retrieval into our curriculum, as well as our teaching methods, helps us to embed learning into children's long term memory

We have chosen a range of topics, influential people and themes that provide our young learners with a reflection, not only of our modern and diverse world but also of our collective journey. Our choices represent the knowledge necessary to develop an understanding of the main movements for change and progress that have shaped the world that we know.

Pupils study people of importance within their fields and these reflect the power players of their time. As we study the past, diversity is less well represented, as it was in the social and political nature of the time. The inclusion of influential women and people of colour enable discussions about past inequality and our society's movement towards non-discrimination and equal opportunities. More recent influential figures to be studied reflect the diversity of our modern World.

Alongside movements of global and national significance our curriculum has also planned learning on a more local scale. To help enable pupils to become responsible citizens who make a positive contribution to society we will develop their sense of pride in our locality through studying its rich history, local environment, culture and traditions.

The development of a rich vocabulary is structured clearly within our curriculum, ensuring that pupils have the understanding of the words needed to access high quality texts, contribute to discussions and share their

own views and opinions. A rich and varied vocabulary will prepare our learners for their future education. Language will be explicitly taught throughout all areas of learning and vocabulary enhanced.

Through our curriculum we aim to give our pupils the skills and knowledge necessary to enable them to become:

- **Responsible Citizens** who aim to **inspire** others and make a **positive contribution** to society
- **Successful Learners** who **enjoy** learning, make progress and **achieve**
- **Confident Individuals** who are able to live **safe**, **healthy** and fulfilling lives

We believe our curriculum to be ambitious and inclusive to all pupils, giving them the knowledge and cultural capital that they need to succeed in their next steps in education. Where necessary, individual adaptations are made to meet the needs of children with high levels of SEND.

Curriculum implementation

Research into cognitive science has provided us with our rationale for successful teaching and learning. Rosenshine's Principles of instruction lay the path for our ten principles for excellent teaching.

- Present learning in small, coherent steps
- Ask key questions
- Provide explicitly clear and excellent examples
- Guide children's practice
- Systematically check children's understanding
- Obtain a high success rate
- Provide scaffolds for challenging activities
- Provide opportunity for independent practice
- Review learning monthly/ weekly

Cognitive load theory highlights the need for timely retrieval of information to embed learning into the long term memory. Reducing demand on the learner's working memory helps pupils to learn more effectively. This theory is strategic in our teaching and learning methods.

Retrieval practice is built into our weekly routines through a variety of games, quizzes and activities. Spaced retrieval and interleaving are used to remember knowledge and learning from previous units and topics. This 'low stakes' testing is a powerful tool in enabling pupils to remember key information automatically, leaving more mental capacity in their working memory.

Knowledge Organisers are used throughout Key Stage Two, as well as with younger children where appropriate. They identify the key knowledge for a unit of work or theme that we wish pupils to have in their long term memory. These are shared with families as well as being used frequently in lessons.

With younger children retrieval is built into classroom routines in a range of ways. Simple low stakes games and quizzes are used regularly, however, providing opportunities for children to meet skills and knowledge in different contexts is achieved via their independent learning in the zoned areas of the classroom. Within these, spaced retrieval and interleaving are provided regularly.

Our curriculum is organised into two year bands, which match our Phase Groups, and enable the mixed age classes to work on a rolling programme. Phase Teams plan together, resulting in consistency across the Phase and equality between classes.

Themes or topics are planned that last up to a term for the older children, less for the younger children. These interweave knowledge between subjects where links are beneficial for children's understanding of bigger ideas, however, some units are taught as stand-alone. Each topic begins with an inspiration day and a knowledge harvest from which we can evaluate the children's prior knowledge.

In Foundation subject's classes are taught as a whole, using the Mastery Approach. More advanced learners working towards expanding the depth and understanding of a subject as others are mastering the basics of the key concepts. Core subjects provide Year Group expectations and, where necessary, classes may be split into smaller groups in some lessons, for example, phonics in Key Stage One.

The knowledge, skills, concepts and vocabulary that will be taught in each subject are laid out in our Subject Progression Documents, as are all of the links across our curriculum. This is enriched by a range of high quality experiences and extra-curricular activities.

The curriculum is designed with books and knowledge at its heart to ensure that children develop as strong readers and have a secure vocabulary base, which will encourage a deep understanding of the world.

The Mastery approach requires constant informal assessment to ensure that each pupil's needs are met and that the class can move on at just the right time to optimize learning for all. Staff assess informally in a number of ways, including low stakes testing, questioning and discussion, observation and marking written work.

Curriculum impact

The impact of our curriculum can be best seen in the body of skills and knowledge that our pupils accumulate over time. Pupils who can engage in high quality discussion, can question, understand wide concepts and make links in their learning whilst having the skills to produce an excellent standard of work is our desired output.

Staff measure pupil's progress towards this through a range of frequent formative assessments, as mentioned above. Teaching staff have an informed overview of their class, knowing when to move learning on or when further direct teaching is needed to ensure that all pupils are achieving their objective. Additional support and interventions are used successfully to support whole class teaching.

Pupil's progress is discussed termly between class teachers and key members of staff. Such meetings not only provide opportunities to analyse and evaluate the progress of individuals and groups but also to offer guidance in order to maximise learning opportunities within our curriculum.

Senior Leaders and curriculum coordinators monitor the curriculum through book looks, pupil interviews, classroom observations and analysis of internal data. Teacher judgements are shared at the end of the year with new class teachers as part of our transition process.

Curriculum coordinators provide an annual report on their subject, evaluating its effectiveness and our pupils' success within it. These enable us to identify any amendments that may be necessary to ensure that the flow of our curriculum and links within it are as valuable as possible.

Development and monitoring of our curriculum is a whole school process during which every age group and subject is closely scrutinized by senior leaders, subject coordinators and class teachers. Through this shared knowledge of best practice can we achieve a curriculum that develops children's skills, values and knowledge over their time with us in the most effective way.

Ashby Hill Top Primary School Curriculum

INTENT What are we trying to achieve?	**School Values**	**Belong**				**Thrive**				**Succeed**					
	Curriculum Aims	**Responsible Citizens** Who aim to **inspire** others and make a **positive contribution** to society				**Successful Learners** Who **enjoy** learning, make excellent **progress** and **achieve** well				**Confident Individuals** Who are able to live **safe**, **healthy** and fulfilling lives					
	Character Development	**During EYFS and KS1**				**During LKS2**				**During UKS2**					
		kind honest polite perseverance listening		curiosity independence risk-taking enthusiasm		accepting resilience motivated reflective confident		focused creative organised imaginative		appreciative empathetic ambitious teamwork		self-reflection initiative making links			
	British Values	Democracy		The Rule Of Law		Mutual respect and tolerance of those with different faiths and beliefs and for those without faith				Individual Liberty					
IMPLEMENTATION How are we going to organise learning?	**Ten principles for excellent teaching**	Daily review of learning	Present learning in small, coherent steps	Ask key questions	Provide explicitly clear and excellent examples	Guide children's practice	Systematically check children's understanding	Obtain a high success rate	Provide scaffolds for challenging activities	Provide opportunity for independent practice	Review learning monthly/weekly				
	Organisation of the Curriculum	**EYFS**	PSED	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design						
		KS1 KS2	English Reading Writing Phonics	Maths	Science	PE (School Sports)	Computing	History	Geography	Art	DT	PHSE	Music	RE	French
		• Curriculum themes span a term (shorter themes in EYFS linked to children's interests) • Each theme includes a focus on History/Geography/Science/DT/Art/PHSE with other subjects linked if appropriate on a two year rolling program • Each theme begins with and inspiration day and ends with an end product • Knowledge organisers provide information, vocabulary, facts, diagrams, maps, pictures that children need to know by the end of each theme													
IMPACT How well are we achieving our aims?	**Accountability Measures**	**Improved attainment and progress across the curriculum**			**Excellent behaviour and attendance, no exclusions**			**Healthy lifestyle choices- living safe, healthy and fulfilling lives**			**Further involvement in education/employment training**				