



South Wingfield

PRIMARY SCHOOL

Curriculum Policy

2025-2026

Introduction

This policy sets out the principles, aims, and structure of the curriculum at South Wingfield Primary School. It ensures that all pupils receive a broad, balanced, and inclusive education that meets statutory requirements and reflects the school's ethos and values.

Our curriculum is designed to provide a broad and balanced education that promotes spiritual, moral, cultural, mental, and physical development. It equips pupils with the knowledge, skills, and attitudes needed for lifelong learning. We aim to foster curiosity, creativity, and resilience through engaging and challenging experiences, preparing pupils for the next stage of education and life in modern Britain. The curriculum also promotes British values, equality, and respect for diversity.

The curriculum complies with the National Curriculum requirements for Key Stages 1 and 2 and the Early Years Foundation Stage statutory framework. It also follows statutory guidance on Relationships Education, Health Education, and safeguarding.

Curriculum Structure

In the Early Years Foundation Stage, learning focuses on prime and specific areas through play-based and structured activities. At Key Stages 1 and 2, pupils study core subjects such as English, Mathematics, and Science, alongside foundation subjects including History, Geography, Art and Design, Design and Technology, Computing, Music, Physical Education, and Languages. Cross-curricular themes such as PSHE, SMSC, and enrichment activities are integrated throughout.

Teaching and Learning

Lessons are inclusive, and adapted to meet the needs of all learners. We place emphasis on active learning, problem-solving, and collaborative work. Assessment for learning is used to inform planning and track progress effectively.

Assessment

Assessment is both formative and summative. Teachers use ongoing observations and feedback to support learning, while termly and end-of-year

assessments measure attainment against national standards. Parents receive regular updates through reports and meetings.

Inclusion and Equality

The curriculum is accessible to all pupils, including those with special educational needs and disabilities (SEND) and those learning English as an additional language (EAL). We provide reasonable adjustments and additional support where necessary and are committed to closing attainment gaps and promoting equity.

Enrichment

Learning is enhanced through educational visits, visitors, and themed days. Pupils have opportunities to participate in music, sports, and creative arts beyond the classroom. We also build strong links with the local community to broaden experiences.

Monitoring and Review

Subject leaders and the senior leadership team monitor curriculum implementation and impact. The policy and curriculum are reviewed annually to ensure relevance and compliance, and feedback from pupils, parents, and staff informs development.

Roles and Responsibilities

The headteacher has overall responsibility for curriculum delivery. Subject leaders ensure progression and quality in their areas, while teachers plan and deliver lessons in line with this policy. Governors monitor and support curriculum development.

Policy Review

This policy will be reviewed every two years or sooner if statutory guidance changes.