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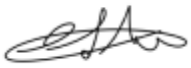
Curriculum Policy

Reviewed on: 28th September 2026

Next Review due: Autumn 2028

Signed by:  Chair of Governors

Signed by: Headteacher

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1. Introduction

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of activities that the school organises in order to enrich the experiences of the children at Ranelagh Primary School through themed days, visits, visitors and a range of extra-curricular clubs.It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

2. Values

Our school curriculum at Ranelagh Primary School is underpinned by the values that we hold dear:

- We are caring
- We are curious
- We are happy
- We are resourceful
- We are resilient

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives

3. Aims and objectives

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. The National Curriculum is just one element in the education of every child and provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

At Ranelagh, our children come from a variety of backgrounds; many of our children have English as an additional language and come from a variety of ethnic minority backgrounds and various religions. Many of our children begin their journey at Ranelagh from below average starting points. We recognise that the majority of our children come from our close locality and that mobility is increasing. With these facts in mind, our curriculum needs to embrace varying viewpoints and beliefs, encourage debate and discussion, be based on a global dimension, give children a good basic skill set and equip them for life and learning beyond Ranelagh.

We want every child's Ranelagh journey to provide a platform to build self-esteem, confidence and the skills to aspire and succeed in life. We actively promote British values to ensure children are well prepared for life in modern Britain. Community involvement is an integral part of our curriculum; we are all learners and learn from each other by sharing our values, experiences, knowledge and skills.

The aims of our school curriculum at Ranelagh Primary School are to enable children to:

- Feel safe and valued as part of a caring community that celebrates success
- Be independent thinkers / learners who are able to seek solutions creatively and cooperatively
- Develop an enquiring mind and be able to ask questions
- Be confident enough to take risks in their learning

- Experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all
- Be able to listen and articulate responses showing consideration to others
- Be polite and courteous
- Be proactive in their responsibilities towards the community, society, the environment and economy, linking 'real life' with their learning
- Understand and respect diversity
- Be aware of and recognise their own learning needs and be involved in planning future steps
- Develop a sense of self-esteem: be well balanced and healthy individuals

4. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

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 bodys set out in the Department for Education's Governance Handbook.

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.

5. Roles and responsibilities

5.1 The Governing body

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

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children 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
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

5.2 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 body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body 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 children with SEN

5.3 Subject Leaders

The role of the subject leader is to:

- provide a strategic lead and direction for the subject
- support and offer advice to colleagues on issues related to the subject
- monitor pupil progress in that subject area
- provide efficient resource management for the subject

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work and seen within books. The subject leader records how they spend their release time so that it can be monitored and a record is easily accessible to anyone of how their release time is being spent. These will then feed into yearly action plans.

Subject leaders for English, maths and science have an overview of attainment and progress across the school, noting the strengths and development points of each subject. It is developed throughout the year but it is intended to be an easily accessible way of giving a snapshot of the core subjects and the direction in which they are heading.

All subject leaders work hard to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational needs.

5.4 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

6. Organisation and planning

At Ranelagh, we have designed our curriculum with children's learning at the centre. We recognise that a curriculum has to be broad, balanced and offer our children opportunities to grow and make progress as individuals, as well as learners, from whatever their starting points may be.

From the very start of their Ranelagh journey, our children show us that play is our brain's favourite way of learning, which is why it's the centre of our EYFS and KS1 curriculum. We believe that continuous provision helps independent, inquisitive and motivated learners to flourish by meeting the language, social, emotional and physical needs of our children. Continuous provision at Ranelagh enables children from all backgrounds to have the same opportunities, providing a rich variety of practical experiences. Children are encouraged to take responsibility for extending and practicing what they have been learning and complete challenges which are designed to foster and ignite their curiosity. Children are taught to use life-long skills such as perseverance, problem solving and responsibility in their day to day routine and plan their own learning enquiries. The flexibility and ownership that children have of their learning means that opportunities can be easily adapted to meet the specific needs of each individual child – no matter what their starting point.

Our curriculum recognises children's prior learning and builds progressively upon their knowledge and skills, whilst ensuring coverage of the statutory requirements of the National Curriculum 2014. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Staff have pulled together areas of learning from different curriculum subjects which contain similar themes or links. This allows for a more creative and cross curricular approach to learning and encourages children to apply skills in a variety of ways; supported by high quality engaging texts.

Our curriculum promotes enjoyment of learning through discussion, creativity, purpose and relevance. Discussion, communication skills and vocabulary are very important and are planned for within our curriculum so that children can achieve well. At Ranelagh we believe that developing a love of reading is an essential part of what we do and we aim to teach children to speak and write fluently, so that they can communicate their ideas and emotions to others and, through their reading and listening, others can communicate with them. Through our English curriculum, children will be exposed to a wide range of quality texts that will develop them culturally, emotionally, intellectually, socially and spiritually. The Ranelagh curriculum has a focus on developing pupils' reading, literacy and numeracy skills as they are key for our children in order to access other areas of the curriculum and develop as learners.

Some of our children are taught in mixed age classes so our curriculum is designed over a two-year cycle, as detailed in our long term overview. Our medium term plans or curriculum maps ensure coverage of English, Science and the foundation subjects around a key text. Maths is planned separately although links are made, where relevant.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each session and to identify activities with differentiation identified as well as resources we will use in the lesson.

7. Inclusion

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 can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

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.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

8. Recording and Assessment

Where children's learning is not recorded in individual books, a record of learning is collated by class teachers in class books/ journals. Assessment in foundation subjects is managed by the class teacher and is reported in annual reports to parents.

9. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through a variety of ways including: school visits, learning walks, pupil perceptions, attending meetings with staff and external agencies.

Planning is monitored by the leadership team to ensure that planning is current and used as a working document. Book looks are also carried out to ensure clear progression is evident in books. They ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work in line with the school's feedback policy. The leadership team and subject leaders also conduct learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children. Subject leaders also monitor the way in which resources are stored and managed. SLT and subject leaders' feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.

This policy will be reviewed every 2 years by the Teaching and Learning Committee. At every review, the policy will be shared with the full governing body.

10. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Policies and procedures for the Early Years Foundation Stage (EYFS)
- Relationships and sex education policy
- Maths: Calculation policy
- Other subject specific polices