

# Jennett's Park CE Primary

## Curriculum Policy



|                            |          |
|----------------------------|----------|
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## 1. Aims

*'The national curriculum 2014 provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum 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.'* National Curriculum 2014

The aims of our curriculum here at Jennett's Park CE Primary are to ensure we live out our vision:

**Empowering our children to flourish and achieve under God's love**

## 2. Rationale

The purpose of this curriculum policy is to state clearly the factors that we feel are important in influencing the effective route to learning of the pupils in our care, to create a shared ethos among the staff and to give a consistency of approach across the school. It pervades every aspect of school life. We ask ourselves often 'What do our children need to do in order to be successful citizens and global contributors?'

Our aims here at Jennett's Park are to ensure we live out our vision: Empowering our children to flourish and achieve under God's love. This comes from the passage in the bible where Jesus says: I have come to let you live life in all its fullness (John 10:10).

Our Rainbow Promise underpins everything we do at school. Just as the Rainbow was a sign of God's promise to Noah that from that moment God would enable Noah and the people of the earth to flourish and experience life in all its fullness. So as a school community we promise to do our best to enable all the pupils and adults of our school to flourish academically and professionally so that they might reach their potential.

The Rainbow is also a symbol of the diversity of our school community, but as a church school we recognise that we are all created and valued by God, and so as a school community we commit to care for and value each other.

The dove symbolises our need to persevere in some aspects of life as it is not always the first time we find success. It was not the first time that Noah had tried to find dry land and so we much seek strength within ourselves and from God to achieve.

All children and young people have a right to a primary education, which should be free. Our aim is that learning at Jennett's Park CE Primary School should empower children. It should celebrate success and progress for all, and be part of our role as heart of the local community.

These are our Promises to keep to our children to be able to serve the common good with our work as part of the Church of England. By following our Promises we know our curriculum suits local needs

| At Jennett’s Park we are:                               | Our Promises:   |
|---|---|
| <b>Educating for Wisdom, Knowledge and Skills</b>       | To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.                   |
| <b>Educating for Hope and Aspiration</b>                | To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds   |
| <b>Educating for Community and Living Well Together</b> | To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.                         |
| <b>Educating for Dignity and Respect</b>                | That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions. |

*Rainbow Promise*

This is at the heart of what we do. Our values are central to us achieving and being well.

These are our Values we try to live each day

Love

Honesty

Respect

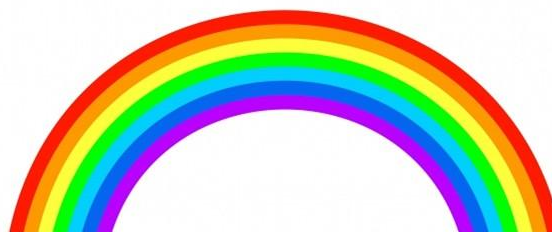
Peace

Forgiveness

Patience

Support

Kindness & Joy



Our adapted PSHEC and Circle time curriculum covers the following,

- Sex and relationship education
- Spiritual, moral, social and cultural development
- British values

### *Owl Learning Behaviours*

Each week children are chosen for showing Owl learning behaviours or following our Rainbow Promise. As a school, we have developed a set of values which reflect what we believe to be key attributes to being a successful learner. We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn.

**C - Collaboration**  
**O - Optimism**  
**P - Perseverance**  
**P - Pride**  
**I - Independence**  
**C - Challenge**  
**MD - Managing  
Distractions**



### *3. High Expectations*

Our expectations are very high because our learners deserve the very best. High expectations are flattering; they tell our students that we fully believe they have what it takes to achieve the things we want them to achieve. Low expectations convey the opposite: that they can't achieve, can't behave, and can't get along with each other. High or low, achievement and behaviour move in the direction of the expectation.

We set three types of high teacher expectations: academic (attainment and progress), behavioural (learning behaviours and conduct) and social (how the students interact with staff and each other). We are trained to give our children the best and to provide learning opportunities and experiences that maximise learners' progress.

We have designed a fully comprehensive curriculum framework that meets the requirements of the latest National curriculum review. Our children's learning is both meaningful and benefits from a specific focus on the core requirements of the English and Mathematics curriculum.

Our curriculum continues to ensure that:

- We provide a broad and balanced education for all pupils
- We enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- We support children in developing both global and international perspective and the fundamental British Values.
- We support pupils' spiritual, moral, social and cultural development through following our Rainbow Promise
- We support pupils' physical development and responsibility for their own health, and enable them to be active
- We promote a positive attitude towards learning through our Owl Learning Behaviours
- We ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- We promote the learning and development of our children and ensure they are ready for life

#### *4. Legislation and guidance*

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010.

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 Governance Handbook.

It 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.

#### *5. Organisation and planning*

How our curriculum is organised and delivered at Jennett's Park CE school:

Every child at Jennett's Park CE Primary deserves to be challenged, stimulated and feel success within their learning. They are entitled to have feedback to as to how they are progressing within their learning and a chance to self-reflect as to how they think they are doing. They need to be provided with activities that teach them the core skills and values they will need as life- long learners and the eagerness to tackle new problems.

Skills, attitudes and values are developed to prepare the children for the next stage of learning and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking.

Our creative curriculum supports our four promises to serve the common good. We make connections across subjects and in our schema where possible and meaningful. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live.

We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

Our curriculum ensures all statutory guidance relating to the Early Years Foundation Stage and the National Curriculum is fully implemented.

#### *Raising Standards*

Learning is the purpose of the whole school and is a shared commitment, striving relentlessly for the best outcomes and impact. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis, therefore, any attempt to raise standards in our school must be focused on the classroom. Our curriculum is planned to help develop learning links.

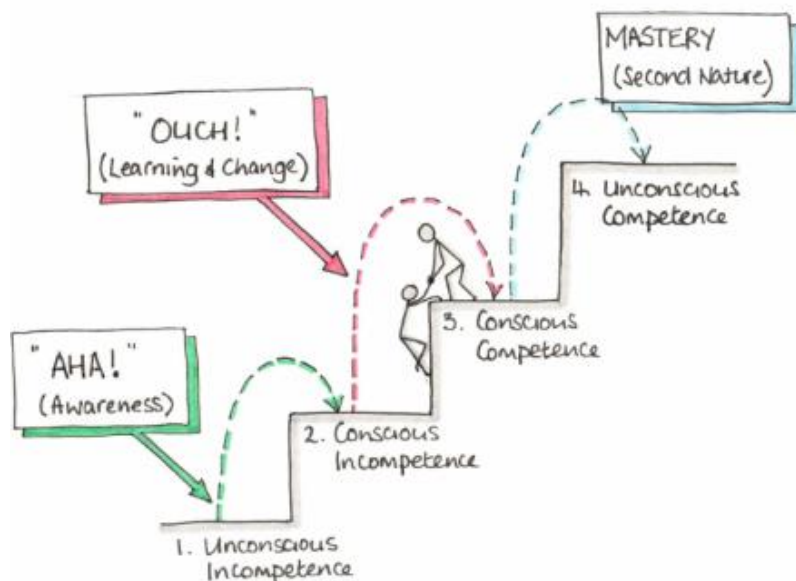
Learning is those changes in long term memory so you act, do and think differently.

We all learn by connecting new ideas or concepts to what we already know. This is as true for children as it is for adults. We can make accurate connections, or we can misunderstand something and labour under a misconception, connecting information to the wrong part of our mental map, or schema.

If we are missing too many parts of the puzzle or too many steps in the chain, then making the right mental connection can simply be too much of a leap for us, and we find ourselves unable to learn the new concept. We sometimes call the effect of those multiple gaps in the chain cognitive overload. We aim to close this with our interventions (see inclusion below).

Since this is how our minds work, we think about what we teach with real clarity. What end points do we wish children and young people to reach: what do we want them to know and be able to do? We have laid these out in our promises. We want all children to move from conscious incompetence to unconscious competence!

We think about what are the key concepts that will enable pupils to get to those endpoints. And to help them make the right connections, we think about the order in which those concepts are taught.



## 6. EYFS

In Reception and Nursery, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, updated 2023 by the DfE. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

*For more details please read the EYFS policy*

## 7. Planning

**Progression:** With each year group in a team following the same theme, it is important to ensure that progression takes place. Subject Leaders ensure that there is progress in disciplinary and substantive knowledge through the year groups.

Substantive knowledge is the specific, factual content for the subjects, which must be connected into a careful sequence.

Disciplinary knowledge is best described as the action taken within a particular subject to gain knowledge i.e. how we gain substantive knowledge.

*Long Term Planning* **consists of a grid to layout an overview of the year. (Appendix 1)**

The grid has been developed from subject leader progression maps and considers National Curriculum objectives. It reflects school vision, targets and personalised aims for the community. This planning is essential as it ensures that progression is taking place across the school within the whole school theme.

*Termly Overview Planner* (Appendix 2) is the planning which is completed by the class teachers to show the lessons within a unit or theme. It clarifies learning objectives across the term within each subject taught. The learning objectives on these plans will be taken directly from the long-term plan or reflect a need identified by the class teacher's assessment for learning.

These should:

- Be cross curricular relating to the connector where possible
- Include key knowledge, skills and link to our 4 promises
- Include experiences to engage and motivate the children
- Lead up to the challenge and/or celebration
- Include key learning objectives
  - Consider the sequence of learning across the topic
  - Consider prior learning and long-term memory

*Daily teaching tools* will identify clear steps to Success to help children achieve the Learning Intention, Higher order questioning to extend children's thinking, as well as differentiation and the role of other adults.

The whole curriculum is enhanced through an exciting and diverse range of trips.

See our EYFS policy for information on how our early year's curriculum is delivered.

### *Planning Non-negotiables*

Planning should be focussed on the learning taking place. There may be comments made about activities that are being set but these should reference the knowledge, skills and understanding that should be taught and learned. Planning should be succinct but be understandable by others.

The following expectations are in place for all KS1 and KS2 classes. This will be monitored during planning scrutinies.

#### Literacy

\*Long term Literacy plan for whole year, showing units covered and the lengths approximately taken.

\*Literacy unit plan for each unit taught.

\*Literacy weekly plan following generic proformas.

## Maths

\*Long term Maths plan for whole year, showing units covered and when, with a counting focus and maths mission per half term.

\*Maths weekly planning following generic proformas.

## Foundation subjects

\*Long term curriculum map for whole year, per year group.

\*Tick sheets with new curriculum objectives on showing coverage of year group/key stage objectives.

\*Termly Overview Planner

\*Notebook files where required which make clear learning objectives, success criteria and key questioning.

\*RE/PE other schemes followed can be photocopied and evaluated/annotated when taught.

### *9. Learning Weeks & Pause days*

Each year we hold a range of themed curriculum weeks and learning days. The following were held in 2024-25:

- Black History Month
- Reading Month
- Friendship Week
- Arts Week
- International Week - including the International Tea for families
- Esafety Day
- World Book Day
- Pause days ( see RE policy)

### *10. Children's' Leadership*

At Jennett's Park CE Primary, we believe that all children should have the opportunity to develop their leadership potential. There are many informal opportunities given to children to do this during their time at school. We provide many formal opportunities to develop leadership as well. Children do this through the:

- Children's' School Council Team
- Digital Leaders Team
- Prefect System
- Playground Buddies

### *11. 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 and Gifted and Talented pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL) or Advanced Bi Lingual (ABL)

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.

### *12. Monitoring arrangements for Impact (Appendix 5)*

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School External Visits reviews
- School Internal Visitors reviews
- Mid-year
- Governor Visit Days
- School Council meetings
- Staff, parent and Child questionnaires

Subject leaders/curriculum leaders monitor the way their subject is taught throughout the school by holding conversations with children, parents and staff but may use methods such as planning scrutinies, learning walks book scrutinies, observation of teaching and learning, team / joint teaching and mini audits (e.g. of standards of work on display/ knowledge of teachers in ... ) to ensure quality control.

Subject leaders/curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

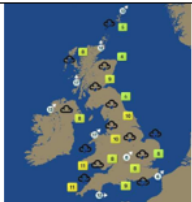
### *13. Links with other policies*

This policy links to the following policies and procedures:

- EYFS policy
- Teaching & Learning Policy
- Assessment policy
- SEND policy
- Equality Policy

| Topic                 | Fire! Fire! Great Fire of London  | Healthy Living   | Who lives in a castle   | Dinosaurs  | Under the sea   | Animals and plants   |
|-----------------------|---|--|---|--|---|--|
| WOW, trips, resources | Firemen visit   |  | Windsor castle trip   |  | Adopt a sea turtle  |  |
| Literacy              | <p><b>Fiction</b><br/>Narrative – Here we are by Oliver Jeffers</p> <p>Vlad and the Great Fire of London</p> <p><b>Writing to inform:</b><br/><b>Non-fiction – reports</b><br/>All about the fire service</p> | <p><b>Writing to entertain:</b><br/><b>Fiction – narrative</b><br/>A new adventure for Supertato (character description, innovating characters and plot). Read them to partner class.</p> <p><b>Writing to inform:</b></p> | <p><b>Narrative</b><br/>George and the Dragon;<br/>The Dragon Machine</p> <p><b>Recount</b><br/>Visit to Windsor Castle</p> <p><b>Narrative</b><br/>Paper Bag Princess – sequencing focus</p> | <p><b>Non-chron reports</b><br/>Dinosaurs – created own dinosaur</p> <p><b>Narrative</b><br/>The Day the Crayons Quit- persuading the crayons to come home</p> | <p><b>Narrative</b><br/>Flat Stanley</p> <p><b>Writing to entertain</b><br/><b>Fiction – narrative</b><br/>(creating a new 'Flat Stanley' character and sending them on an adventure. character</p> | <p><b>Narrative</b><br/>Fantastic Mr Fox</p> <p><b>Writing to entertain</b><br/><b>Fiction – narrative</b> – what did Mr Fox do next? What tricks? New story about fantastic mr fox.</p> |

## Appendix 2 Termly Overview planner

| Year Group - One   | Term - <u>Aut 2</u>  |   |  |
|--|--|---|--|
| Name of Unit Overview –<br><br><b>Wonderful Weather</b>  |   | <p>Educating for Wisdom, Knowledge and Skills</p> <p>Educating for Hope and Aspiration</p> <p>Educating for Community and Living Well Together</p> <p>Educating for Dignity and Respect</p> | <p>To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.</p> <p>To inspire and enrich lives beyond current opportunities and <u>experiences in</u> order to open minds to the potential their future holds</p> <p>To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.</p> <p>That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.</p> |
| <b>Context, Big Questions and Wider World impact</b>   |  |   |  |
| <ul style="list-style-type: none"> <li>✓ To build an understanding, through observation, of the world around us. Children explore changes in nature throughout the transition between Autumn and Winter. (These observations will continue throughout the remaining seasons, even when topics have moved on) <ul style="list-style-type: none"> <li>✓ What is the impact of more extreme weathers?</li> <li>✓ What impact do the 4 seasons, weather and the length of the day have on our lives?</li> <li>✓ What are the roles of a Meteorologist and a weather forecaster? Why are their jobs important?</li> </ul> </li> </ul> |  |   |  |
| <b>Subject specific learning areas</b>   |  |   |  |
| <b>Science</b>   |  |   |  |
| Prior learning and where the objectives are revisited later in the year.   | Key year group learning.   | Main journey of the unit  |  |
| <ul style="list-style-type: none"> <li>✓ EYFS Scientific observational skills</li> </ul> <p>Revisit</p>  | <p><b>Can we ....?</b></p> <ul style="list-style-type: none"> <li>✓ Ask simple questions and recognise that they can be answered in different ways</li> <li>✓ Observe closely, using simple equipment such as a rain gauge, weather vane, thermometer and anemometer (where weather conditions allow)</li> <li>✓ Use their observations and ideas to suggest answers to questions</li> </ul> | <p><b>Week 1 – Science Focus</b></p> <p>Identify weather types and how they affect us<br/>Measuring rain<br/>Measuring wind</p> <p><b>Week 2 – Science/Geography Focus</b></p>              |  |

**JPACE Primary School Subject Summary Sheet**

| Subject & Leader Name |  | Date updated: |       |
|-----------------------|--|---------------|-------|
|                       |  | Mid-Year      |       |
|                       |  | End of Year   |       |
| Sections              | Summary evaluation   |               |       |
| 1                     | Introduction<br>Key features of subject  |               |       |
| 2                     | My vision for this subject<br>(how do you hope it will develop in Jennett's Park?)   |               |       |
| 3                     | Areas for subject development<br>Especially achievement and teaching   | ▮             |       |
|                       |  | ▮             |       |
|                       |  | ▮             |       |
| 4                     | Successes in the subject since September this year<br>Focus should include the contribution of the subject to meeting whole school priorities  | ▮             |       |
|                       |  | ▮             |       |
|                       |  | ▮             |       |
| 5                     | Achievement<br>Attainment, progress and the quality of learning for individuals, different groups, particularly send pupils. – including EYF5, pupil premium. Emphasise key skill development across curriculum  | Strengths     | Grade |
|                       |  | ▮             |       |
|                       |  | ▮             |       |
| 6                     | Teaching – evidence for<br>Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, reading and literacy skills, assessment and next steps in learning, marking, feedback.   | Strengths     | Grade |
|                       |  | ▮             |       |
|                       |  | ▮             |       |
| 7                     | Learning behaviours<br>Including behaviour in lessons & around the school, attitudes to learning. Pupils' enjoyment and engagement in the subject, views of pupils/parents. Include SMSC   | Judgement     | Grade |
|                       |  | ▮             |       |
|                       |  | ▮             |       |
| 8                     | Leadership/management<br>How well you as a leader demonstrate ambition vision, high expectations improve teaching and learning, develop staff, sustain improvement.<br>Communications with governors.<br>Appropriate curriculum, equal opportunities, parental engagement, | Strengths     | Grade |
|                       |  | ▮             |       |
|                       |  | ▮             |       |
| 9                     | Overall effectiveness  |               |       |

| Subject Leader Monitoring Summary and Evaluation End of Year  |               |
|---|---------------|
| Name:   | Subject area: |
| Main points arising from subject action plan at beginning of year   |               |
|   |               |
| I have monitored standards in the following ways (please tick):   |               |
| <input type="checkbox"/> Book scrutiny (top, middle, bottom)  |               |
| <input type="checkbox"/> Teachers' plans  |               |
| <input type="checkbox"/> Observation of teaching and learning   |               |
| <input type="checkbox"/> Talking to children  |               |
| <input type="checkbox"/> Talking to teachers  |               |
| <input type="checkbox"/> Team / Joint teaching  |               |
| <input type="checkbox"/> Learning walk  |               |
| <input type="checkbox"/> An audit (please state what e.g. of standards of work on display/ knowledge of teachers in ... )   |               |
| <input type="checkbox"/> Reviewed policy  |               |
| <input type="checkbox"/> Other (please state what)  |               |
| Main points arising from my monitoring are:   |               |
|   |               |
| Value for money statement from monitoring my budget based on the bid approved this year here is an evaluative summary of the resources with the most and least impact on children's learning and achievement. |               |
| Most effective purchases and impact   |               |
|   |               |
| Least effective purchases and impact –  |               |
|   |               |