

# Curriculum Policy Statement



*Priory Primary School*  
At the heart of the community

<b>Approved by:</b>	Full Governing Board	<b>Date:</b> 12 <sup>th</sup> January 2026
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<b>Last reviewed:</b>	Summer Term 2023
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<b>Next review due by:</b>	Summer 2027
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# 1. Intent of our School Curriculum

At Priory Primary School, we provide curriculum coverage based on all of the National Curriculum subjects guided by the programmes of study; we follow the Agreed Syllabus for Religious Education and ensure pupils receive the statutory learning of Health and Relationships Education. In Nursery and Reception classes – the Early Years provision – we promote the learning and development of our youngest pupils as set out in the Early Years Foundation Stage statutory framework.

In our School Vision, we state that we seek to “provide irresistible learning experiences within the school curriculum”, and in support of this we take an integrated approach where pupils work to a topic or theme each half term.

This enables staff to enliven the learning, to make links across the subject areas and put children’s learning into a meaningful context. These topics (and the linked learning) quite specifically take account of our pupils and our community – what they might already know and be familiar with, and what experiences will really stretch their learning and expand their opportunities.

Our School Curriculum Intent is to prepare pupils to be / have:

➤ **INDEPENDENT THINKERS**

**An approach to the curriculum which teaches children how to learn:** it encourages and facilitates the development of independent learning skills. This will enable pupils to access knowledge, understanding and appreciation of all areas of learning within and beyond the school curriculum – a foundation for lifelong learning

➤ **USEFUL & KIND**

**A curriculum delivered within a happy and caring environment:** it fosters in pupils a positive, sensitive and respectful attitude towards themselves, others and the wider world

➤ **SKILLS FOR LIFE**

**A curriculum which embeds opportunities for pupils to develop and flourish physically, emotionally, spiritually and intellectually** In addition to key skills of literacy and numeracy, the curriculum will develop pupils’ skills to manage their mental well-being and physical health, to ask the ‘big questions’, to develop and appreciate self-discipline, co-operation, problem-solving and, crucially to access all these successfully, to flourish in their **language and communication skills**

## 2. Implementation of our School Curriculum

### 2.1 English

#### 2.1.1 Phonics

We use Little Wandle Letters and Sounds Revised programme. Pupils in Nursery, Reception and Year 1 follow the scheme which includes 'rapid catch up' and 'daily keep up' plans for those pupils who fall behind.

The scheme also provides home reading books (see 2.1.2) and class reading practice sets which exactly match the phonics level pupils are learning.

While the core Phonics programme concludes in Year 1, the school remains committed to daily systematic literacy instruction throughout Year 2 to ensure all pupils transition from "learning to read" to "reading to learn."

For pupils who have not yet reached the expected standard in the Year 1 Phonics Screening Check, we provide targeted support through the Little Wandle Rapid Catch-Up programme.

Pupils who have successfully achieved the expected level in phonics progress to the Little Wandle Spelling programme. This scheme is designed to bridge the gap between word recognition and competence in spelling. Spelling units mirror the familiar structure of Little Wandle Phonics lessons, allowing children to apply their existing phonetic knowledge to increasingly complex tasks.

Significant numbers of pupils join us as children New to English or EAL 'support needy' throughout the school. Key Stage 2 support staff have been trained to assess and deliver the Little Wandle Letters and Sounds Revised Rapid Catch Up support to recently arrived pupils.

#### 2.1.2 Reading

Pupils are expected to have an individual reading book with them at all times, which will move between home and school, and be changed once the class teacher is satisfied that reading skill, reading for pleasure and reading for comprehension opportunities have been fully explored with the current book. This is managed through the Accelerated Reader scheme for Year 2 to Year 6 pupils, which provides a motivating 'Star Quiz' at the end of each book, also providing the teacher with important data about pupils' reading skill and comprehension.

**Individual reading books** are selected by teaching staff or self-selected according to the pupils' age and stage, motivation and attitude to reading. These individual reading books are usually kept in pupils' school book bags for reading at home, reading 1:1 with an adult and 'quiet reading' time at school.

To ensure alignment with our systematic synthetic phonics programme, pupils in Reception and Year 1 are primarily issued books from the 'Collins Big Cat for Little Wandle' range. These are carefully selected by the class teacher to match each child's current phonic knowledge.

To provide breadth, pupils may also select from a supplementary range of high-quality books from other commercial schemes. These titles are rigorously vetted to ensure they remain closely matched to the pupil's phonic level, ensuring children only encounter words containing familiar phonemes.

Thereafter, when pupils are ready in Year 2, and throughout KS2, pupils progress through the Accelerated Reader scheme.

### **Guided Reading**

Pupils will also read in small groups with their peers and teachers, for explicit teaching of reading skills in a 'reading practice' or 'guided reading' group, and using texts or books which remain in school.

### **Wider Reading**

Every class has its own supply of fiction and non-fiction books, including those related to the current Curriculum Topic. These are periodically refreshed by the class teacher to keep the 'book corner' appealing and interesting. Pupils can access these books at any appropriate time as directed by the class teacher (for example, during Golden Time, free reading time or wet playtime). These can also move freely between school and home at the discretion of the class teacher.

Finally, the school has a very well-stocked Library housed in its own space adjacent to the Hall, and pupils have set times that they can visit to borrow books of interest to them.

## **2.1.3 Writing**

### **Writing composition**

The school uses a structured approach to the teaching of writing skills, based on aspects of the Write Stuff methodology, which organises lessons into tightly focused 'learning chunks'. This is a book-led approach, so that skills are seen modelled in the writing of real authors, and is particularly helpful for bilingual and multilingual pupils as it links experiential lessons, building spoken vocabulary, modelling and sharing sentences, through to independent writing. Teachers use the principles of this structured approach and are free to apply it to their own chosen texts or use a text provided by the scheme.

### **Spelling, Punctuation and Grammar**

In the Early Years, the foundations for spelling are embedded in the structured teaching of phonics. As pupils progress towards the end of Key Stage 1, we use Spelling Shed and EdShed programmes, which sequences the learning and prepares pupils for the expectations at the end of each key stage. Teachers use this resource in both explicit Spelling and Grammar lessons in school and to set home work.

### **Handwriting**

Handwriting is taught through a structured, whole-school continuum that begins with pre-writing patterns in the Nursery and culminates in a refined cursive style by the end of Key Stage 2. Our carefully sequenced long-term plan ensures that letter formation, orientation, and joining are revisited and built upon annually to promote legibility and stamina.

It is not necessary for teachers to use cursive fonts in their displays, as pupils are taught to read a range of fonts. The cursive approach is for handwriting only. Teachers are asked to use cursive script when they model handwriting on the board or in exercise books.

### 2.1.4 Spoken Language

The English spoken language is the underpinning of all other aspects of the English curriculum, and this presents a particular challenge for our high percentage of pupils who are bilingual, multilingual or completely New to English.

We therefore make explicit and teach skills for Oracy, including but not limited to:

- Use talk partners and table discussions in all lessons
- Have a 'live' vocabulary wall and sentence prompts in every classroom
- Explicitly model full sentences in class when pupils are New to English, until we can...
- Require pupils to respond to questions in full sentences, no matter how 'quick fire' the question
- Encourage 'Pupil Voice' roles throughout school life
- Provide multiple opportunities for pupils to practice public speaking within school, in class and whole school settings
- Have a programme of public speaking and debate in upper Key Stage 2

## 2.2 Maths

At Priory Primary, we aim to develop confident mathematicians who see beyond numbers. Our curriculum focuses on **problem-solving, logical thinking, and deep understanding** rather than just memorizing facts.

- **Mastery Approach:** We use a Maths Mastery approach to ensure every child develops a deep, lasting understanding of concepts before moving on.
- **Building confidence:** We equip pupils with the analytical skills to tackle mathematical challenges in any context.
- **Real-world application:** We treat maths as a creative activity, using exploration and discussion to link learning to real-life situations.

Features of the Maths Mastery curriculum include:

- **CPA Approach:** Pupils progress from **Concrete** (using physical objects) to **Pictorial** (drawings) and finally **Abstract** (numbers and symbols) to ensure they truly grasp the "why" behind the mathematical concept.
- **Small Steps & Stem Sentences:** We break learning down into manageable steps and use precise mathematical language (Stem Sentences) to build a solid foundation.

- **High-Quality Resources:** Using the *MathsNoProblem* scheme, we provide a structured sequence of learning supported by hands-on manipulatives in every classroom.
- **Independence:** As pupils move into KS2, we transition them from worksheets to logical, independent recording in exercise books.
- **Reinforcement:** Homework is used strategically to recap and embed previous learning, keeping parents informed and ensuring skills are retained.

## Maths Fluency

Class teaching of Maths will include a daily Fluency session in addition to the daily Maths lesson. We follow the Mastering Number programme devised by the NCETM.

In the Early Years and KS1, children are offered a NumBots account which is accessible to pupils at home or in school. This is a super, interactive and fun way to practice maths fluency skills at home.

The learning of times tables, one of the cornerstones of learning for mathematical fluency, is supported by the online resource TimesTables Rockstars (TTRockstars), also accessible to pupils at home or in school. All pupils are expected to know multiplication facts (to 12x12) by the end of Year 4, and are subject to a statutory Multiplication Tables Check in the summer term of Year 4.

The school Calculation Policy can be read at <https://prioryprimary.co.uk/policies-2/>

## 2.3 Science

Through our Science curriculum and wider opportunities, we aim to nurture inquisitive minds and develop the next generation of scientists. Our curriculum is designed to spark curiosity, encouraging pupils to explore, observe, and question the world around them through a rigorous, evidence-based approach.

- **Inquiry-Led Learning:** We provide children with opportunities to ask 'Big Questions' that they would like to answer during their unit of work, placing pupil voice at the heart of the scientific process.
- **Working Scientifically:** This is a core pillar of our curriculum. We focus on developing the essential skills of predicting, observing, measuring, and concluding, ensuring pupils learn *how* to be scientists rather than just memorising facts.
- **Longitudinal Studies:** To develop an understanding of change over time, every year group from Nursery to Year 6 conducts an ongoing longitudinal study, observing shifts in the natural world or specific scientific phenomena throughout the academic year.

**Features of the Science Curriculum include:**

- **Twinkl Scheme of Work:** From **Year 1 to Year 6**, we utilise the Twinkl Plan-It scheme to provide a robust, progressive structure that aligns with National Curriculum objectives.
- **Progressive Mapping:** Our **Long Term Plan** details the half-termly content covered from **Nursery to Year 6**, ensuring a seamless transition and a clear spiral of knowledge and vocabulary as children move through the school.
- **Hands-on Investigation:** Science is taught through practical exploration. We use a wide range of equipment and resources to allow children to test their hypotheses in real-time.
- **British Science Week:** We participate in this national event annually, providing an intensive focus on STEM careers, high-profile experiments, and cross-curricular links to celebrate the impact of science on society.
- **Scientific Vocabulary:** We prioritise the use of precise technical language, enabling pupils to articulate complex ideas and findings with clarity and confidence. For children who have SEND needs or English as an additional language, scientific vocabulary is pre taught using dal-coded resources to aid understanding.

## 2.4 Statutory Learning

### 2.4.1 Religious Education

Religious Education (RE) is taught using the RE Agreed Syllabus for Bedford Borough, Central Bedfordshire and Luton SACREs, and has three aims at the heart of all the units:

- Making sense of a range of religious and non-religious beliefs
- Understanding the impact and significance of these beliefs
- Making connections between the range of beliefs, concepts practices and ideas

### 2.4.2 Relationships & Health Education (RHE) - taught within the Personal Social and Health Education (PSHE) curriculum

Relationships and Health Education is compulsory for all state primary schools. The RHE curriculum teaches fundamental building blocks for healthy lives, focusing on friendships, family, and respecting differences, alongside physical and mental well-being, digital safety, and healthy habits. Key topics include understanding boundaries, online safety, mental health, physical fitness, and basic first aid, preparing children for a complex world. It is delivered as part of a broader PSHE curriculum, with two sessions of Sex Education offered in Year 4 (introductory session about puberty) and Year 6 as optional and after parent consultation.

PSHE – including the statutory requirements of Health and Relationships Education - is taught in line with the National Curriculum and delivered using the Cambridgeshire Personal

Development Programme. Whilst we look for opportunities for pupils to write and record their learning across the curriculum, PSHE is a taught lesson in which pupils can focus on oracy, discussion and organisational skills.

PSHE is not only delivered in weekly lessons, but is frequently linked to whole school assemblies and features as part of the half termly 'Triple E Days'. There are focus days and weeks, such as Anti-Bullying Week, Safer Internet Day and charity fundraising endeavours that all link to the curriculum learning.

## **2.5 Foundation Subjects - a Language & Knowledge Rich Mastery Curriculum (LaKRMaC)**

### **2.5.1 Geography**

### **2.5.2 History**

### **2.5.3 Art & Design**

### **2.5.4 Design Technology**

Having seen the benefits of 'mastery' approaches in the core subjects, the school has developed a curriculum that connects this with the drive to raise language skills across the school experience, hence the notion of teaching the foundation subjects in a 'language and knowledge-rich' environment. Each of the four subjects above has a detailed curriculum plan that introduces and revisits key vocabulary and concepts, progressive through the year groups, and increasingly ambitious, but allowing for a highly mobile student body and the arrival of pupils new to the UK education system.

These four National Curriculum subjects are all taught in line with the Programmes of Study recommended, contextualised using half termly topics. Each topic is underpinned by key knowledge learning, introduced with 'Stunning Starts' and concluded with an 'Exceptional Ending'. These are further opportunities for us to meet our mission of 'making learning irresistible', and may include an educational visit, a visitor in school, a special focus day in the classroom, etc.

### **2.5.5 Physical Education (PE)**

PE is taught in line with the National Curriculum and delivered using the GetSet4PE scheme. Pupils have two lessons per week and for two Units (half terms) per year are taught by specialist coaches.

As a 'river' town we give particular attention to swimming lessons which are taught from year 1 upwards.

Within the curriculum, all pupils participate in in-school events, *and there are also a range of extra curricular physical activity clubs on offer after school.*

## 2.5.6 Music

Music – based on the Model Music Curriculum includes singing, instrumental playing, learning about composers and musical forms, listening, composing and performing. We have an ambitious, additional focus on learning notation.

The school welcomes musicians, ensembles and workshop leaders into school whenever the opportunities are offered and can enhance the pupils' experience. Recently, for example, KS2 pupils have been invited to form a choir for a range of performance events.

*All this is further enhanced by opportunities for pupils to learn an instrument with visiting tutors, requiring a means-tested financial contribution from parents / carers, underpinned by school funds via the Pupil Premium.*

## 2.5.7 Modern Foreign Languages (German)

German is introduced to pupils from the Early Years. The National Curriculum recommendation is for its introduction from KS2, but as a multi-lingual, language-positive school, we have created a curriculum for all year groups. We are twinned with a school in Wuerzberg and pupils make pen pal links from Year 5. Pupils can both write and Zoom with their penpals, providing opportunities to practice their written and spoken language skills.

*In recent years (post-pandemic) the school has been fortunate to receive funding from a range of sources to enable a group of Y6 pupils to make a visit to Wuerzberg. They travel by train, stay in a hostel and participate in school activities with their pen pals, as well as some tourism. This will continue to be an aspiration, but will always be dependent on funding.*

## 2.6 Triple E Days - Essential Elements Events

The school has implemented 'Triple E Days' in response to our pupils' need to embed key skills that may be missing from their wider life. These are the key basic skills required to access the knowledge-rich curriculum, and it is also an opportunity for pre-learning or re-visiting previous learning.

Triple E Days are also timetabled at the start of each half term (except for the start of the school year in September) and help pupils to reintegrate back into school after an extended break from, for example, speaking in English or socialising with peers.

## 2.7 Early Years Curriculum

At Priory Primary School, we have engaging, ambitious, language rich curriculum to support all children, inclusive of back ground, culture, language and starting point, to achieve their full potential. We strive to provide children with exciting learning based on experience. This provides a strong foundation on which future learning and success can be built.

Our curriculum covers the **seven areas of learning** as detailed in the statutory Early Years Foundation Stage Curriculum.

We prioritise the **Prime Areas** initially:

- **Communication and Language:** This includes attention, listening and speaking skills.

- **Physical Development:** Building fine and gross motor skills and the muscle strength
- **Personal, Social and Emotional Development:** Understanding our feelings and learning to regulate our responses.

As children grow, we bridge these skills into the **Specific Areas:**

- **Literacy and Mathematics:** reading, writing and maths.
- **Understanding the World:** This includes understanding about differences in place, time and religion as well as understanding the physical world.
- **Expressive Arts and Design:** music, drama, dance, art and imaginative play.

Our approach balances structured adult led teaching and learning and child led (play based) learning. Our focus on communication and language is supported by the ShREC approach in which the adult first **S**hares focus with the child, focussing on what the child is engaged with, then **R**esponds. Next they **E**xtend the child's learning or language. Finally, they share a rich back and forth **C**onversation with the child.

These approaches ensure children leave the EYFS as confident, capable learners ready for the challenges of Key Stage 1.

## 2.8 Inclusion

Teachers plan topics and individual lessons so that pupils with SEND can study every National Curriculum subject, by taking account of, and wherever possible removing, individual pupils' barriers to learning. Every pupil will have equal opportunity to experience the full school curriculum. When a pupil has a very high level need, this school curriculum may be adapted to their individual stage of development.

Teachers will also take account of the needs of pupils whose first language is not English. The curriculum at Priory Primary School has been planned, in part, to take account of the (typically) 80 – 85% pupils who are learning with us in their second language, and to build English vocabulary and communication skills.

Included in our reading provision, there is a collection of library books in home languages. Additionally, there are reading books specifically written with age-appropriate subject matter for less able or new-to-English readers in Key Stage 2.

At Priory Primary School we have a qualified teacher and SENDCo on the Leadership team, who supports both teachers and individual pupils to achieve these ambitious inclusion objectives.

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

## **3. Impact of the School Curriculum**

Teaching staff, Senior Leaders and Governors monitor the impact of our Curriculum, in a number of ways:

### **3.1 Monitoring Achievement**

Pupil progress in Years 1 to 6 is considered every half term, by class teachers assessing the extent to which each pupil has absorbed the learning and can demonstrate their understanding through the class lesson activities. Depending on the subjects this may be recorded in exercise books, in practical tasks or in low stakes testing.

Teachers discuss pupil progress with Senior leaders and plan the next term's learning accordingly. This process also dovetails with the implementation of small intervention groups, which are also monitored every half term, but through more detailed tracking sheets to ensure they are effective in meeting the pupils' needs and progress is evident.

Pupil progress and data trends are analysed by the Head Teacher and SENDCo, and presented to the Governors every term.

### **3.2 Statutory Assessments**

The school also administers the key statutory assessments:

- Reception Baseline Assessment
- EYFS Early Learning Goals
- Phonics Screening Check
- Multiplication Tables Check
- Key Stage 2 SATS tests and Teacher Assessment

The school reports to parents and publishes results of these statutory assessments on the school website.

### **3.3 Curriculum Monitoring and Review**

Every curriculum subject has a lead teacher and a link Governor. Subject Leaders are offered time to monitor the impact of their subject on the pupils' learning, and to support colleagues in delivering a structured and progressive curriculum threading through the topics.

Link Governors are on hand to meet subject leaders twice a year, to offer challenge and support, and help the subject leader plan continuous improvements in their subject area, to the benefit of our pupils. Subject Leaders and Link Governors will jointly present a short reports to the Full Governing Body. Through this process, we aim that every curriculum area is efficiently resourced and given appropriate weighting so that pupils really do get a broad

and balanced curriculum, and that staff are able to model and pass on their enthusiasm – to pupils and colleagues alike – for learning in a particular subject area.

As with pupil outcomes, the School Development Plan is the mechanism for making sure the curriculum is alive and improving year on year and is monitored termly by the Full Governing Body.

The Curriculum Policy Statement is reviewed by the Head Teacher and Governing Body every two years.