

Stanborough Primary School & Nursery

Curriculum Policy



Approved by:	Date:
Last reviewed on:	July 2025
Next review due by:	August 2026

Vision

The curriculum at Stanborough Primary School seeks to inspire a lifelong love of learning. It seeks to nurture the self-belief and respect for learning and knowledge which will encourage curiosity and the opportunity to find out new things. It works to guide pupils appropriately at every stage of their life at the school. At its core is a belief in every individual's academic and wider personal potential. It offers depth and breadth of provision and ensures that all children are able to access a broad range of personal development opportunities. Our rigorous, well-planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people. These opportunities are embraced within and beyond the core academic curriculum. It understands that different pupils have different needs and aptitudes and ensures this is at the heart of curriculum planning.

Values:

Every learner is valued as an individual; we aim to nurture well-rounded, respectful and confident individuals who will develop skills for life-long learning. We support our learners on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We understand that the curriculum, both within taught lessons and beyond them, and in everything we say and do, should create an environment where academic risk-taking, questioning and debating, challenging thinking and the freedom to learn from mistakes are all encouraged. We take our responsibility to prepare learners for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. We seek to kindle creative fires in a pupil's mind that will last a lifetime.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We are fortunate at Stanborough Primary School to have a spacious learning environment of which includes an ample outdoor space, a wellbeing room, woodland areas, gardening beds, bark area with climbing frames to not only build children's core strength, stamina, balance, flexibility, coordination and muscle strength but also boost positive mental attitudes. This environment is respected and used by all in school, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

At Stanborough Primary School our values permeate all areas of school life and are reflected by the school's vision:

'Let your light shine before others, so that they may see your good works and give glory to your Father in heaven' – Matthew 5:16

Aims:

At Stanborough Primary School, we aim to offer a balanced and broad curriculum which enables all pupils to:

- To embed a values-driven love of learning in pupils
- Feel successful in their learning and to promote high self-esteem
- To ignite the curiosity for lifelong learning
- To provide breadth, balance and outstanding learning opportunities for pupils through a carefully designed and managed curriculum
- Innovative ideas will form an ongoing part of curricular development and bold, imaginative teaching and learning will be encouraged

- To equip pupils with appropriate knowledge and skills across the curriculum
- Be given significant time to learn new skills and have time to practise those skills
- To achieve excellence in all aspects of teaching and learning
- To prepare its pupils effectively for transition to the different phases across the school and to be academically suited to their chosen school when moving onto secondary school
- To develop in its pupils their capacity for intellectual, physical, spiritual, social, artistic and moral growth
- To make the children aware of the skills they require to pursue particular future career and academic opportunities
- To meet the individual learning needs of all pupils at all stages of their schooling
- Prepare its pupils to be truly global citizens

OUTCOMES

- Pupils feel encouraged to reach the highest personal standards in their work
- Pupils feel intellectually and creatively challenged in their learning
- Pupils will transfer to a senior school which will continue to meet their educational needs and to provide the best chance of on-going success across the curriculum
- The education offered at Stanborough Primary School will meet the statutory requirements as delineated in the Independent School Standards
- Pupils will develop into global citizens with a secure understanding of the world, their role within it and capacity to impact change.
- It will be clear that pupils' successes and academic and personal progress are connected to their time at Stanborough Primary School

Organisation and Planning

At Stanborough Primary School, our curriculum is designed to provide a robust foundation for all pupils, particularly focusing on our youngest learners. We adhere to the September 2014 National Curriculum for Key Stages 1 & 2, alongside the Early Years Statutory Framework (2023) for our Early Years Department, which caters to children aged 2 to 5 years.

Curriculum Framework:

- **2014 National Curriculum for Key Stages 1 & 2**
- **Early Years Statutory Framework (2025)** for our Early Years Department (ages 2-5)

Curriculum Delivery: Our curriculum is delivered through a range of engaging approaches and resources tailored to the specific needs of the children and the nature of the subject being taught. For more details, please refer to the separate subject policies.

Separate Curriculum Statements and Policies: The school has separate curriculum statements and policies for the following subjects:

- English
- Mathematics
- Science
- Physical Education
- Music

- History
- Geography
- Religious Education
- Computing
- Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE)
- Modern Foreign Languages (Spanish)
- Art
- Design Technology

Nursery Provision (Ages 2-3): Our Nursery curriculum is designed to support the holistic development of children as they begin their educational journey. Key focus areas include:

- **Communication and Language:** Encouraging verbal expression and listening skills through interactive storytelling and conversation.
- **Physical Development:** Engaging in activities that promote fine and gross motor skills, such as play with building blocks, drawing, and outdoor play.
- **Personal, Social, and Emotional Development:** Supporting children in forming relationships with peers and adults, understanding their emotions, and developing self-confidence through play and guided activities.

Activities in the Nursery will involve:

- Exploring sensory play materials to stimulate curiosity and creativity.
- Engaging in simple group activities to foster social skills.
- Introducing basic concepts of numbers and letters through playful interactions and songs.

Reception Provision (Ages 4-5): Our Reception curriculum builds on the foundations laid in Nursery, focusing on both the Prime and Specific Areas of Learning:

- **Communication and Language:** Developing vocabulary and comprehension through discussions about stories, experiences, and community members.
- **Physical Development:** Enhancing coordination and balance through structured physical activities and outdoor exploration.
- **Personal, Social, and Emotional Development:** Encouraging independence, self-regulation, and the ability to work collaboratively with others.

In Reception, children will also engage in:

- **Understanding the World:** Exploring the local environment, learning about different cultures and beliefs, and recognising the impact of seasons on nature.
- **Expressive Arts and Design:** Participating in creative activities using various media, including painting, music, and role play, to express their ideas and emotions.

The curriculum for both the Nursery and Reception provisions is planned on a yearly basis, ensuring it is flexible and responsive to the interests and developmental stages of the children. Practitioners observe and assess each child's progress, using this information to create challenging and enjoyable learning experiences that foster a lifelong love of learning.

In KS1 & 2, we follow a two-year cycle of planned teaching and learning for our mixed year group classes (appendix 1) to ensure that teaching and learning is well sequenced, and all year group expectations are covered. This change has been made to strengthen the teaching and learning sequence across the school, particularly in mixed classes, and to ensure that children have a clear understanding of the progression in their learning through each subject and year group (see Curriculum Pages on school website). Their learning will interleave and build more seamlessly each year and make more sense for them. In making these links more clearly, their learning will be committed to their long-term memory more easily. Teaching and learning for our foundation subjects are theme-led, each subject's learning journey is carefully planned from the EYFS up to Year 6.

Learning Environment

Our learning environments are used as teaching tools. As a school, we keep them organised and for the most part make key knowledge and vocabulary accessible so that children can locate and use this key information easily and efficiently. This can be done by signposting or using neutral backgrounds and selecting and organising display carefully. Overcrowded and 'busy' displays are discouraged. In the EYFS displays and resources are organised and labelled to enable learning and teach children organisational and ordering skills.

Displays around school are also used to showcase, value and celebrate children's achievements and great work. Children have input into these displays and the aim of them is to promote children's self-esteem and recognise good learning.

Assessment, Recording, Monitoring and Evaluation

Short- and medium-term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning. In the EYFS, this includes ongoing observations of children's interactions, play, and learning experiences, which are documented in individual learning journals. These observations help to identify developmental milestones in line with the Early Learning Goals (ELGs) and inform future planning.

Formative assessments take many different forms and are reflected in the pupil's books/work in the detailed marking and provision of constructive feedback (not every piece of work is marked in depth). In the EYFS, feedback is often verbal and immediate, allowing for a supportive learning environment where children can easily engage with their next steps. Feedback follows the school's Marking and Feedback policy and identifies areas for children to improve, giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve.

Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed format to minimise anxiety. For our youngest pupils in the EYFS, these assessments are integrated into daily activities, ensuring that they feel comfortable and confident while demonstrating their learning. This holistic approach allows teachers to build a comprehensive understanding of each child's progress throughout the Early Years.

Reception pupils are assessed using the Early Years Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Early Years Foundation Stage Profile Statements. Please refer to the following policies for further information:

- Assessment, recording and reporting
- Marking and Feedback Policy Assessment

Pupil progress will be reported to parents at two points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

ROLES

Pupils will learn to:

- Be inquisitive
- Be creative
- Participate fully in lessons, enjoying their own and others' successes
- Be self-motivated, as well as willingly collaborative
- Complete homework carefully and on time
- Develop realistic expectations
- Respond appropriately and effectively if they are presented with difficult situations
- Enjoy working to the best of their ability
- Seek help when required
- Develop confidence and self-esteem
- Take growing responsibility for their own success
- Aim to become independent learners
- Be respectful of authority
- Be respectful of others
- Have their own opinions and voice them with discernment
- Be resilient and show initiative
- Be tolerant and understanding towards other cultures and beliefs in a diverse world
- Take an active interest in the world around them
- Support each other in their learning through good behaviour

Teachers will undertake to:

- Plan their work carefully to promote progression and consistency
- Review planning to ensure that the curriculum matches pupils' potential and abilities and needs
- Meet the individual learning needs of pupils through differentiation and using Individual Action Plans effectively
- Recognise differing learning styles and use a variety of adapted activities
- Be conscientious in adhering to the school's assessment system
- Mark pupils' work regularly and give constructive feedback to enable progress
- Follow schemes of work and review them regularly
- Incorporate the school's moral values and vision in their teaching being ever mindful of embedding these within the context of modern British values
- Innovate, collaborate, share best practice and enjoy opportunities for continuing professional development to ensure learning and teaching is good to outstanding

Subject Leaders will undertake to:

- Support, encourage and direct their colleagues
- Identify relevant CPD for their teams
- Monitor the work being completed in each year group via lesson observations and book scrutiny
- Moderate results
- Constantly strive to find ways to maintain high standards
- Contribute to the School Development Plan in order to drive school improvement
- Motivate the pupils in their subject by ensuring their teachers offer a supportive, dynamic atmosphere in their classrooms

- Work with SLT to ensure that classrooms are outstanding learning environments

The Headteacher will:

- Effectively ensure that the curriculum is delivered purposefully
- Motivate and support staff to offer outstanding learning experiences
- Work to ensure the curriculum offers outstanding opportunities for pupils
- Review the curriculum annually as part of the school's self-evaluation process
- Report progress regularly, and no less than termly, to the Proprietors
- Ensure that the curriculum fulfils all statutory requirements under the Independent School Standards Regulations
- Request proper budgetary support for the curriculum and for new developments, ensuring that innovation is at the heart of teachers' practice
- Provide relevant CPD that is beneficial to staff
- Ensure pupil progress is tracked at all stages of the school
- Ensure a coherent programme of standardised testing is in operation across the school

The Proprietors undertake to:

- Satisfy themselves that statutory requirements are being met as delineated in the
- Independent School Standards Regulations
- To review the curriculum policy annually
- Consider carefully the Headteacher's reports and recommendations regarding the curriculum
- Provide appropriate funding for the on-going work of departments
- Make budgetary plans to support agreed initiatives

Parental Involvement

To keep parents informed of the topics that the children are learning about, teachers will send out a curriculum map at the start of each school year detailing the subject coverage for the following academic year; as well as being made available on the school website. The curriculum map and website page will give general information about the subject area, a brief overview of the things the children will be involved in and a summary of the key learning areas. Work carried out will be shared at parents evening and within the school and through the class as part of the celebration of the project.

Home School Links

Our school website promotes the school and children's achievements as well as providing information and communication between the school, parents and the local community. Class Dojo, our preferred online platform, is used to keep parents up to date and to share children's achievements in a more accessible way.

Enhanced Provision

We aim to enrich our pupils' lives by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, sporting events etc). In addition, we seek to enhance our pupils' learning through developing positive two-way relationships with our local community. As part of our enhanced provision, each year we have a team of school leaders (Prefects, Faith Ambassadors, Digital Leaders, Sports Captains, School Councillors and Librarians). These are really important roles and give our children the opportunity to apply for and commit to a role for the year. In doing this they develop a number of the learning behaviours which we place so much importance on children acquiring in their time at Stanborough Primary School. By giving our children these opportunities, we are equipping them with life skills and ambition.

Resources

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to subject leaders and budgets spent with these in mind to ensure a high-quality delivery of our curriculum.

Monitoring and Review

The Senior Leadership team will review the Curriculum Policy annually as part of the school's annual self-evaluation process. The Proprietors, if they are satisfied that their responsibilities are being met, will endorse the Curriculum Policy when the review is complete.

Appendix 1

Mixed Aged Classes

At Stanborough Primary School, we have mixed year groups across the school, including Nursery/Reception, Year 1/2, Year 3/4, and Year 5/6. We began implementing this mixed-age class structure in September 2019, based on our pupil numbers. To support this approach, we have developed a two-year rolling programme.

What is a Mixed Age Class?

A mixed age class is a class in which there are children who are from more than one-year group within the same classroom.

How are the classes structured at Stanborough Primary School

At Stanborough Primary School we have the following class structures from September 2023

2 Year Olds	EYFS Nursery & Reception	Year 1 & Year 2	Year 3 & 4	Year 5 & Year 6
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In all classes, whether mixed age or not, there is a wide range of ability and ensuring every child in every class makes accelerated progress is what we do every day.

At Stanborough Primary School our teachers always ensure that:

- Children are identified not just according to ability.
- Our classroom practice allows pupils to take pride in their abilities as individuals, giving them constant motivation to improve.
- The pace of learning is more individualised and occurs in small groups.
- Our children are viewed as unique individuals where we concentrate on what children can do, rather than what they can't do. Our teachers focus on teaching each child according to his or her own strengths.
- There is challenge for all pupils at their own pace.
- Children develop a sense of family with their classmates.

What are the Benefits of Mixed Age Classes?

Research shows that mixed-age classrooms are beneficial for young children's development. Not only do children out-perform peers of the same age academically, but studies also show that they thrive socially and emotionally. Mixed-age classrooms generate a family of learners who support and care for one another. Older children have the opportunity to serve as mentors and take leadership roles. These children model more sophisticated approaches to problem solving, helping younger children to accomplish tasks they would not be able to do independently whilst completing their own learning. This dynamic increases the older child's level of independence and competence while

increasing the younger child's spirit of belonging in a community of learners. Younger children will have the opportunity to extend their learning and increase their vocabulary whilst working alongside older children. Mixed year classrooms are both socially and psychologically healthy because they promote friendship and provide extended contact with adults and peers of varying ages. Children in these classes therefore show a notable increase in self-esteem.

How do Mixed Classes Work at Stanborough Primary School

At Stanborough Primary School our highly skilled teachers tailor the learning into flexible smaller groups than setting the same pace for the whole class. This model allows children who are ready for the next challenge to advance without becoming bored and can move easily to another group and work at their own pace. It also provides children needing extra time the opportunity to learn at their own pace and with others without feeling rushed or pressured to move on prematurely.

The Curriculum

Our mixed age classes follow a two-year rolling programme of study. The rolling programmes have been developed to create a broad and balanced curriculum over a two-year period. National Curriculum content for children from both years within the key stage has been carefully considered to ensure that the progression of skills is clear.

Core Subjects

Science: We provide a rich Science curriculum that runs throughout both years, providing children with numerous opportunities to develop their skills in working scientifically throughout. To ensure the progression of skills within the National Curriculum is strongly embedded, we ensure that all skills from the year groups are taught over a period of 2 years, in order for children to learn and develop as Scientists.

English: We ensure that the children have an opportunity to write for a variety of purposes and forms. Oracy underpins the English Curriculum and builds the speech and vocabulary that will create confident writers. We use 'Talk for Writing' as an approach to encourage creative, imaginative, and confident writers. We ensure that the Key texts are well planned and chosen to incorporate a rich understanding of language, both within fiction and non-fiction. In addition, we are constantly looking for new ideas and responding to the children's suggestions to broaden the range of texts used. The children have weekly guided reading sessions and independent reading continues as often as possible.

Maths: We use the 'White Rose' maths units to underpin our blocks throughout the year. White Rose aims to ensure children work towards mastery where reasoning and thinking skills are key. At Stanborough Primary School we use these units as a starting point but create activities that reflect the needs of our children. Maths sessions are differentiated and scaffolded to reflect the National Curriculum for both year groups and we have a mixture of directed and independently chosen tasks depending on the unit and point of study.

RE: We utilise the 'Encounter' resource produced by the Seventh Day Adventist Church to develop a robust Religious Education rolling programme. This programme effectively integrates our Christian values and strong school ethos while also incorporating additional schemes to ensure both breadth and depth in our curriculum.

The Foundation Subjects

These subjects are not separated into the different year groups as the National Curriculum statements reflects the Key Stage as a whole. The foundation subjects underpin the topics each term. We ensure that differentiation is clear, and a progression of skills is highlighted throughout each subject. To ensure subjects are embedded we split them across the year; for example, Autumn Term 1 may focus on History and Art and Autumn Term 2 may focus on Geography and Design Technology. This ensures all the National Curriculum statements are met and the children have a secure understanding.

Progression

Our teachers spend a considerable amount of time revisiting and amending our programmes of study to ensure the National Curriculum for both years is soundly embedded and mirrors the needs and interests of our children. We aim to provide challenge and success for all our pupils. Assessment for Learning is vital to ensure that the children are progressing well, and gaps are not missed. This may mean that some weeks change slightly to support the children's learning. An effective Curriculum should always ensure flexibility and room for change that reflects the children's needs whilst encouraging high standards and excellent progress.

Essentially, our approach to mixed age teaching will reflect the best practice already in place at Stanborough Primary School.