

Malmesbury Primary School



Curriculum Policy

Prepared by	Lucy Rivaldi
Committee responsible	Standards
Date ratified by Governors	October 2024
Date for review	October 2026
Signed (Chair of Governors)	
Signed (Headteacher)	

Malmesbury Primary School Curriculum Policy

Core purpose

At Malmesbury we see our role as educators in developing an enthusiasm for life-long learning. Through the learning experiences we provide, we aim to ensure that all children develop the skills, knowledge and understanding necessary for a successful future. We believe that the Malmesbury learning environment helps children to lead happy and aspirational lives.

This policy should be read in conjunction with the Assessment policy, Marking and Feedback policy, Educational Visits policy, Home Learning policy and Curriculum Map. Together they comprise our Teaching and Learning policy.

Curriculum Definition

The Malmesbury Primary School Curriculum comprises all learning and other experiences planned for our pupils. It is based on the statutory framework for the Early Years Foundation Stage and the National Curriculum for England (including provision for the teaching of Religious Education and Personal, Social, Health and Economic Education.)

It is defined as being:

- learned by pupils and embedded in their values, knowledge, understanding, skills, attitudes and behaviour
- modelled, intentionally and unintentionally, through the attitudes and behaviours of all members of the school community
- planned to be inclusive and provide progression and continuity, matched to individual pupils' needs
- broad, balanced, relevant, challenging and flexible
- actively promoting the spiritual, moral, cultural, social, mental and physical development of pupils

Through the curriculum our aim is that all children should:

- Learn to learn by being adaptable, solving problems in a variety of situations both working independently and as members of a team
- Be able to listen, read and convey their meaning accurately and appropriately through speech and writing, all for a variety of purposes
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data
- Develop an enquiring mind and scientific approach to problems
- Have an opportunity to solve problems using technological skills
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, dance and drama acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- Know about geographical, historical and social aspects of the local environment and national heritage, be aware of other times and places recognising the links there are between family, local,

national and international communities

- Have some knowledge of the beliefs of the major world religions
- Develop agility, physical co-ordination and confidence in and through movement
- Know how to apply the basic principles of health, hygiene and safety including online safety
- Develop the ability to make reasoned judgments and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Be happy, cheerful and well balanced
- Be enthusiastic and eager to put their best into all activities
- Begin acquiring a set of moral values, such as honesty, sincerity and personal responsibility, on which to base their own behaviour
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions
- Care for and take pride in their school
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- Develop non-sexist, non-racist and non-stereotyped attitudes

Curriculum Entitlement

At Malmesbury Primary School we believe that the curriculum should build upon the knowledge and experience that children bring to school.

In order to enable all pupils to access the curriculum we will:

- Plan and organise a range of interactive learning opportunities to engage and develop the whole child and enable pupils to make connections between different aspects of their learning
- Plan for learning opportunities outside the classroom, before, during and after school hours, to enhance and extend the National Curriculum
- Use real life and first-hand experiences to develop children's knowledge and understanding of the world
- Act as role models, inspiring learning through enthusiasm, professional expertise and by using innovative approaches and ideas
- Encourage risk taking, enquiry and experimentation and create an environment in which children and adults are challenged to question and investigate
- Use high quality texts which engage children and raise achievement in reading and writing
- Promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

We will ensure that each pupil has an entitlement to a curriculum which:

- enables them to feel confident, valued and successful and to respect themselves and others as life-long learners
- enables them to work and learn together in a high-quality teaching and learning environment
- is broad, balanced, flexible, inclusive, challenging and well planned
- is matched to individual need

- provides the context for in-depth learning
- enables them to make a significant contribution to the school community and the wider world
- provides continuity that is effective and provides successful transition (home-school, preschool-school, class-class, school-school)

How we design our curriculum.

We plan a creative curriculum which has at its base, high-quality texts as provided by the “Power of Reading” from the Centre for Literacy in Primary Education (CLPE) and the Programmes of Study in the National Curriculum (2014).

Texts are chosen to provide a focal point for the teaching of the complete range of literacy skills but also allow links to be made wherever possible across other subjects including; mathematics, science, history, geography, music, dance, art and design, design technology, modern foreign languages, RE and PSHE. Teaching and learning is therefore broadly thematic as can be seen in the whole school curriculum map and the medium-term plans for each year group. Where thematic links do not occur naturally, subjects are taught discretely. In addition, all children have a daily mathematics lesson as well as Maths Moments during the day to reinforce and rehearse key skills to develop rapid recall of number facts.

Subject leaders have a responsibility to ensure that there is coverage of the Programmes of Study in the National Curriculum in each subject and that continuity and progression is embedded into each subject and year group.

Educational visits or visitors are planned for each theme at the initial stage of planning with current events (locally, nationally or worldwide), children’s interests and key aspects of the School Development Plan also being considered. Flexibility is key to this process so that the curriculum planned is appropriate for the current cohort of children whilst still ensuring that the Programmes of Study are delivered. When appropriate whole-school themed days are planned eg Earth Day, World Book Day, Science Week and these alongside parental engagement workshops provide an opportunity for parents and carers to be involved in their children’s learning at school.

All of the above seeks to build upon the children’s exposure to Cultural Capital, or ‘the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement’.