

# Arnold Mill Primary and Nursery



## Curriculum Policy 2026-2028

Approved by:	S&P Committee
Last Review Date:	January 2026
Next Review Date	Spring 2028

## Introduction:

At Arnold Mill we pride ourselves on having a curriculum that flows from nursery all the way to Year 6 and we call this the golden thread. The golden thread enables a high-quality curriculum, which is teacher led and develops children's learning throughout their time at Arnold Mill. We believe the golden thread curriculum enables pupils:

**FIRST HAND EXPERIENCES** - to enhance their learning through educational visits or visitors / workshops in school.

**KNOWLEDGE** - learning the key information and facts needed to access the whole curriculum, creating building blocks of understanding which they can use as a foundation for being lifelong learners.

**SKILLS** - to apply the knowledge learned in a range of contexts, as well as learning skills specific to different subject areas or of a practical nature.

**PERSONAL ATTITUDES AND ATTRIBUTES** - being able to use the knowledge and skills learned when working individually and with other.

## Vision and Values:

Our curriculum is determined by a set of values, which are underpinned by the belief that 'learning transforms lives'.

Our school vision outlines our curriculum intent as we want to make sure:

- Children are equipped with skills for life.
- Self-belief is nurtured.
- Creativity can flourish.
- Everyone and everything is treated with respect.
- Everyone is encouraged to think for themselves, take risks and learn from their mistakes.
- Good behaviour is expected and everyone learns to take responsibility for their own actions.
- Diversity is celebrated and inclusion promoted.
- Children are happy, safe and secure.
- Success and achievement is celebrated.



By promoting these values and teaching these skills Arnold Mill provides children with the cultural capital they need to succeed in life.

**Our Statement:**

The curriculum at Arnold Mill is designed to inspire happy, motivated children and promote high standards and expectations through appropriate levels of challenge and support. Its effectiveness is a result of:

1. Inclusivity

- Meaningful
- Relevant
- Differentiated

2. Promoting learning for life

- Encouraging independence and enquiry
- Development of key skills;
- Communication;
- application of number;
- information communication technology;
- working with others;
- improving own learning and performance;
- problem-solving.
- Citizenship and emotional well-being
- The four 'R's
  - Resilience - sticking at something, despite problems,
  - Resourcefulness - using resources to find solutions
  - Relationships - working with people effectively
  - Reflection - evaluating and making improvements

3. Creativity

- Developing partnerships
- Encouraging flexibility and adaptability
- Showing an awareness of learning and teaching styles
- Interpreting excellence and enjoyment

4. Effective organisation

- Quality leadership and management
- Clarity of outcomes
- Deployment of resources
- Use of summative and formative assessment

5. Regularly planned review and development

- Continued professional development
- Review of planning cycle
- Effective monitoring and evaluation

### **Organisation and Planning:**

We plan our curriculum in three phases. We start from our golden thread curriculum booklet which then supports our long-term plan for each key stage and determines the coverage and key skills taught.

Our medium-term plans highlight the key objectives to be taught and cross-curricular links, they also focus on the progression of key skills and knowledge. The use of knowledge organisers has been implemented throughout KS1 and KS2 to help support children retain knowledge and make links to previous learning.

Our short-term plans cover a week, a day, or a lesson, and consist of the working notes for the structure and content of a planned learning experience. These may contain details of key questions to ask, success criteria and outcomes, teaching strategies and resources, scaffolding and assessment opportunities.

All subjects have their own policy with more subject specific details.