



Kenilworth Primary School

Curriculum Policy

Our Vision

*'High Aspirations Today, Inspiring
the Leaders of Tomorrow.'*

To be read in conjunction with:

- All individual subject policies
- Curriculum Statements
- Teaching and Learning Policy
- Feedback and Marking Policy
- SEND Policy and Information Report
- Inclusion Policy
- Equality Policy
- RSE Policy

Approved by: Governing Body	Date: October 2025
Last reviewed on: October 2025	
Next review due by: October 2026	

Curriculum Aims

At Kenilworth Primary School, we aim to offer a balanced and broad curriculum which enables all children to thrive.

We aim to:

- Promote a positive attitude towards learning in all learners
- Provide opportunities for children to develop as **independent, resilient**, successful learners with **high aspirations**
- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils to make a positive contribution to their community and the wider society
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Ensure the statutory entitlement of every pupil to a balanced provision of all subjects within the National Curriculum ~~is met~~
- Ensure all learners achieve well in all aspects of the curriculum, making appropriate rates of personal progress so that they leave Kenilworth fully prepared for the next stage of their education
- Inspire children to be **curious** and ask questions to deepen their understanding
- Ensure that children are well prepared for life in modern Britain
- Support children to envision the endless **possibilities** ahead of them and to dream big

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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](#).

Roles and Responsibilities

The Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

The Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
- The amount of time provided for teaching and the required elements of the curriculum is adequate and is reviewed by the governing board;
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum;
- They manage requests to withdraw children from curriculum subjects, where appropriate;
- The school's procedures for assessment meet all legal requirements;
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- The governing board is advised on whole-school targets in order to make informed decisions;
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

Subject Leaders and Curriculum Leader

It is the role of each subject leader and the curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into bespoke, well sequenced schemes of work. The subject leader also keeps a portfolio of children's work/a set of children's work books, which s/he uses to show examples of the achievements of children at each key stage and to demonstrate the expectations of attainment. Where appropriate, a team or pair of teachers will share responsibility for a subject area.

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject
- Support staff development and improve the quality of teaching and learning
- Monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil voice, learning walks and planning scrutiny;
- Monitor and evaluate teachers' planning and teaching
- Keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and updates;
- Liaise with appropriate bodies e.g.: other schools, governors, the LEA etc. about matters relating to their subjects;
- Provide efficient resource management for the subject;
- Map coverage of the curriculum to long term plans;

- Engage with subject associations and disseminate information to staff

The Assistant Headteacher as Curriculum Leader maintains an overview of the curriculum provided by the school and works in partnership with the Headteacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and that there is consistency across all areas of the curriculum. Their role is to share good practice and ensure that engagement, enjoyment and hard work underpin Kenilworth's curriculum development.

Organisation and Planning

- The curriculum at Kenilworth is organised through topics, although there are clear subject boundaries
- A yearly overview/long term plan is produced to ensure the correct National Curriculum coverage and to outline key learning questions/enquiries for each term or half term
- National Curriculum requirements are met alongside clear skills progression. We have reviewed and adapted our curriculum provision in line with our curriculum aims. These aims were generated with staff, governors and parents to suit the needs of our children
- Subjects have been designed and sequenced to ensure skills and knowledge progression within and across year groups. Where schemes of work are used, they are adapted to meet the needs of our pupils/individual cohorts
- Relationships and Sex Education is covered through our science and PSHE lessons. For PSHE, we use the scheme 'Jigsaw' and for science, we have developed our own, bespoke curriculum. For further information, please read the 'Sex and Relationships Policy'
- For more information on the values and vision of the school (including British Values) please see our website.
- Long term plans are set by the curriculum lead – using the relevant schemes of work. Medium and short-term plans are developed by class teachers

Curriculum Communication to Parents

Communication with our parents about how their children are performing and what they are learning in school is a high priority for us and we do this in a number of ways:

- Formal reporting to parents three times a year, either in the form of a written report or a Parent Consultation evening where parents make an appointment with their children's teacher to discuss progress.
- Meet the Teacher meetings for all classes at the beginning of every academic year to share year-group priorities and topics for the year ahead
- The school's website, curriculum and year group pages inform parents what is happening in the wider curriculum
- Weekly newsletters showcase children's learning in every class. Parents receive a link to view this every Friday and can it inform them instantly of class, whole school or enhanced activities which are taking place.
- The school's Twitter feed informs parents instantly of whole school or enhanced activities which are taking place.

Teachers are also available at the start and end of each day for any necessary communications. Teachers regularly use year group emails to communicate with parents and the school office is another option.

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 pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

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 the following policies: Inclusion Policy, Equality Policy, SEND Policy and the SEND information report.

Monitoring Arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Governor visits, pupil voice, headteacher's reports, book looks

Curriculum and Subject Leads monitor the way their subject is taught throughout the school through:

- Planning scrutinies, learning walks, book scrutinies, pupil voice, staff voice, staff meetings and pupil progress meetings

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

This policy will be initially reviewed annually as the curriculum is being developed by the Assistant Headteacher and Curriculum Lead. At every review, the policy will be shared with the full governing board.