

# Curriculum Policy

## Queensway Primary School



Approved by: Quality of Education Committee

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## 1. Introduction

Queensway Primary School is committed to providing a curriculum that is broad, balanced, and ambitious, meeting the statutory requirements of the National Curriculum while reflecting the unique context of our community. Our curriculum is designed to inspire curiosity, creativity, and a lifelong love of learning. It aims to develop the whole child—academically, socially, emotionally, and physically—so that every pupil can thrive and achieve their full potential.

We believe that education should be meaningful and relevant. By celebrating our local community and embedding cultural capital, we ensure that children understand where they come from, who they are, and what they can become. Our curriculum promotes inclusion, equality, and diversity, creating a welcoming and supportive environment where all achievements are valued.

At Queensway, we aspire to nurture confident, resilient, and responsible learners who are prepared for the challenges of an ever-changing world. Through high-quality teaching, enrichment opportunities, and values-based education—including British Values—we equip pupils with the knowledge, skills, and attitudes they need to succeed academically and personally. Our approach encourages independence, problem-solving, and critical thinking, while fostering respect, compassion, and a sense of belonging.

We are committed to continuous improvement, ensuring that our curriculum evolves to meet the needs of all learners. By working in partnership with families and the wider community, we aim to prepare children to become skilled citizens who contribute positively to society and shape a hopeful, thriving future for themselves and others.

## 2. Curriculum aims

**Our curriculum intends to:**

- 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' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Ensure that all pupils develop the knowledge, skills and confidence to use artificial intelligence and modern technologies safely, responsibly and creatively, preparing pupils for a rapidly changing world, while upholding strong safeguarding, ethical and data-privacy laws.

**These curriculum aims are underpinned by our values:**

- Our school values of respect, kindness and resilience.
- For every child to have the opportunity to 'Rise to the challenge to be the best I can be.'

## 3. 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 [maintained schools governance guide](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## 4. Roles and responsibilities

### 4.1 Governors

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

The governors will also make sure that:

- A robust framework is in place for setting curriculum priorities
- 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 pupils with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### 4.2 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 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 advised on whole-school targets, in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including pupils with SEN

### 4.3 Other staff

At Queensway we have Subject Leaders who make sure that the school curriculum is implemented in accordance with this policy and are responsible for:

- Monitoring the teaching and learning within their subject area
- Providing high quality CPD where necessary
- Ensuring that there are adequate resources to deliver the curriculum
- Up-dating the Progression of skills and Curriculum Overview Documents and any relevant policies.

## 5. Organisation and planning

### 5.1 Organisation

Our curriculum will be provided through:

- Classroom topics
- Subject lessons
- Activities outside the classroom
- The values promoted by the school and its community
- The context in which our pupils live, both locally, nationally, and globally
- Visits, visiting specialists or workshops
- Some subjects are delivered through the use of schemes for example Kapow for French, NATRE for RE and Charanga for Music.

Teachers will link subjects wherever appropriate and relevant; the curriculum will not be constrained by subject boundaries, much of the work will be topic based, with an emphasis on learning English and Maths skills. Pupils will practice and reinforce these skills in topic-based work, whilst some subjects, which do not fit into the topic, will be taught discreetly. In some terms there may be a special theme day or week across the whole school. For example, Parliament Day, Anti-Bullying Week or Science Day.

Wherever possible, children should be involved and have a say in what they would like to learn about-teachers will need to be innovative in providing as many “First Hand” and concrete experiences as possible.

## **5.2 Planning**

For subject areas where the school does not use a scheme, teachers write medium term plans using the school’s Long Term Plan, Progression of skills documents and Curriculum Overview documents.

## **5.3 Relationships and Sex Education**

This will be taught by the class teachers with support from resources from external agencies such as the School Health Nurses where necessary. Parents will be informed of the lesson content prior to learning commencing.

## **5.4 British values**

These are weaved throughout our curriculum, but particularly through PSHE. Details are outlined on our school website which shows in which year group and curriculum area each British Value is taught.

## **5.5 EYFS**

See our EYFS policy for information on how our Early Years curriculum is delivered.

## **5.6 Resources**

To support planning the curriculum teachers will use:

- The National Curriculum
- Queensway’s Progression of Skills documents
- Queensway’s Long Term Curriculum Plan
- Queensway’s Curriculum Overview Documents
- Statutory Framework for the EYFS (Dfe, April 2017)
- Birth to five in the EYFS (March 2021)
- ‘Little Wandle’ for phonics teaching
- Support for Spelling (Spelling in Yr 2 to 6)

- Nelson Handwriting Scheme
- Mastering Number EYFS, KS1 and Year 3
- NATRE for RE
- Kapow for French
- Charanga, Oxfordshire's online Music Resource
- Get Set 4 PE for PE
- SCARF and SCIB for PSHE
- Subject Policies and guidelines as agreed by the Governing Body of this school

*Please follow this link for information regarding further detail for each subject and the EYFS curriculum:*

<https://www.queensway.oxon.sch.uk/learning/our-curriculum>

*Please follow this link to see individual curriculum policies linked to this document:*

<https://www.queensway.oxon.sch.uk/learning/curriculum-policies>

## 6. 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:

- Most able pupils
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- 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 our statement of Equality Information and Objectives, and in our SEN Policy and Information Report.

## 7. Monitoring arrangements

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

- School visits
- Meetings with curriculum leaders
- Presentations by subject leaders at Governor meetings
- Pupil interviews

Subject Leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies
- Book scrutinies
- Interviews with pupils

- Learning walks
- Lesson observations
- Cycle of moderation

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

**This policy will be reviewed every three years by Quality of Education committee.**

## **8. Links with other policies**

This policy links to the following policies and procedures:

- RSE Policy
- EAL Policy
- Equality Policy
- Early Years Policy
- Pupil Premium Policy
- Special Educational Needs Policy
- Assessment Policy

<https://www.queensway.oxon.sch.uk/information/policies>