



BADSWORTH
CofE School

CARE – Prepare – Believe
'I can do all things through Him who strengthens me'
Philippians 4:13

Curriculum, Planning & Teaching & Learning Policy **March, 2026**

Curriculum Aims

Our school's curriculum is all the planned activities that we organise in order to promote learning, personal growth whilst seeking the highest standards of achievement, attainment and progress for all our children. We believe effective learning takes place when there is active involvement, opportunities to talk imaginatively, expressively and to explain and clarify thinking. We aim to foster creativity in our children, and to help them become independent learners. Our curriculum enables pupils to develop disciplinary and substantive knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations. As part of our curriculum, we understand that cultural capital is essential and that children need to be educated citizens. We use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged.

Our school vision allows all children to become educated citizens, having a strong understanding of personal development, as well as empowering all that they can achieve throughout the curriculum.

Our school vision:
CARE – Prepare – Believe
Consider and Respect Everyone as Jesus Taught,
Prepare for a bright future,
Believe you can make a difference
'I can do all things through Him who strengthens me.'
Philippians 4:13

Whilst our Church school status seeks to provide our children with a clear understanding of the Christian faith and Christian values where we support pupils' spiritual development. We also actively promote British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, which prepares our children for life in modern Britain.

Values

Through the school vision, we ensure we value:

- Children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
- The spiritual, moral, social and cultural development of each person, as well as their intellectual and physical growth.
- The importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
- The rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- Our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

Aims

- To provide our children with a broad and balanced education, a rich and relevant curriculum contributing to outstanding learning and achievement via the tool of books.
- To study their local area and understand why things have changed or developed.
- To engage and motivate children, so that they enjoy coming to school, have an excellent educational experience and acquire a solid basis for lifelong learning.
- To enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- To enable children to be creative and to develop their own thinking, to be able to express their feelings and deepen their spiritual development.
- To enable children to learn about the world, including how their environment and society have changed over time.
- To help children understand Britain's cultural heritage; appreciating and valuing the contribution made by all ethnic groups in our multi-cultural society.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- To enable children to be positive citizens.
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- To enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.
- To promote a positive attitude towards learning which enables all children to learn to the best of their ability.
- To support pupils' physical development and well-being, encouraging responsibility for their own health, and enable them to be active.
- To provide equal opportunities and access to learning for all children.
- To teach children to have an awareness of Christian values and to provide an understanding of Anglican traditions and practices.

- To teach the locally agreed syllabus for Religious Education.
- To make provision for a daily act of collective worship.

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 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook. 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.

Roles and Responsibilities

The governing body 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.
- The school's vision and Christian values are upheld through the planning and teaching of the curriculum.
- 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 and disabilities (SEND).
- 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.

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 intents 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 regularly ensuring that the implementation of all subjects is solid.
- 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 ensuring the impact of the curriculum is measured.
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing body 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 SEND.

Subject Leaders, Teachers and Other Staff

Subject Leaders develop and review the policy and the intention, implementation and impact of their subject and work with teachers and other staff to ensure it is implemented in accordance with the policy. Subject Leaders plan a spiral curriculum that develops children's disciplinary and substantive knowledge. Each subject leader monitors the implementation for their subject area and then monitors the impact of the teaching and learning of their subject through pupil voice.

Organisation and Planning

The National Curriculum objects are taught across KS1 & KS2 and the EYFS Framework is used in Reception. Subject Leaders have created a progression grid to ensure there is a progression of the subjects throughout school, which have clear end points for pupils in each subject by the end of Year 6. These at least meet and, in some cases, enhance the requirement laid out in the National Curriculum. Subjects are taught in a subject specific manner, but through long term planning, links between subjects are made when these are meaningful. As a result of this, children are able to make connections and draw upon prior learning across subjects to support new knowledge being retained.

Where possible, half termly units of work are linked to the local area and is based on a class book to be a vehicle to lead learning, in particular English. Units of work are linked to Badsworth's local area so children are more involved with their learning. For further details, see subject policies and progression grids on our school website.

Our planning reflects the content and challenge of the curriculum. We plan our curriculum in three phases:

Long-Term Planning

Our long-term plan is drawn from the National Curriculum statutory framework and the programmes of study for each year group. This also includes R.E. Spirituality is also incorporated into many areas of the curriculum and in many aspects of school life. Subject Leaders determine the programmes of study to be covered by each year group.

PSHE is the umbrella term which covers our RSE (Relationship and Sex Education). This is taught using the PSHE Association question based/thematic programme builders PSHE Association. See RSE Policy

The table below sets out the school curriculum:

Foundation Stage		Key Stage 1	Key Stage 2
Age 4 – 5 Years		Age 5-7	Age 7-11
Reception		Year Groups 1 & 2	Year Groups 3, 4, 5, 6
7 Areas of Learning & Development These are the prime areas: • communication and language • physical development • personal, social and emotional development The specific areas are: • literacy • mathematics • understanding the world • expressive arts and design	Core subjects		
	English	✓	✓
	Mathematics	✓	✓
	Science	✓	✓
	Foundation subjects		
	Art and design	✓	✓
	Computing	✓	✓
	Design & Technology	✓	✓
	Foreign Languages		✓
	Geography	✓	✓
	History	✓	✓
	Music	✓	✓
	Physical Education	✓	✓
	Religious Education	✓	✓
PSHE	✓	✓	
RSE (Relationships & Sex Education)	✓	✓	

Medium-Term Planning

From the long-term plans, our medium-term plans for each subject are produced, generally, each half-term. Through our medium-term plans teachers identify the teaching and learning activities and the assessment opportunities that will be delivered during the half term. These are planned to meet the disciplinary and substantive knowledge the subject leaders have planned as part of the subject progression grids.

The plans are in sufficient depth to ensure that subject leaders are able to monitor the curriculum coverage and the activities the children will engage in.

As part of each lesson children are assessed on the previous lesson, previous unit and previous year. Children who are not confident at recalling key learning are recorded on the medium-term plan at the end of the unit of work. This helps teacher record if the children are assessed at working below the year group expectation, at age expected or working above age expected.

A Medium-Term Planning Proforma is in place for all foundation subjects and Science

Short-Term Planning

Clearly developed medium term plans feed into teachers' short-term plans. Our **short term plans** are developed on a weekly or daily basis. We use these to set out the learning objectives for each lesson, to meet the needs of all children and to identify what resources and activities we are going to use in the lesson.

In English and Maths, the optional **short-term planning proformas** identify each day's detailed activities. Learning objectives, introductory tasks, main teaching input, adult support, resources etc. are identified. Teachers prepare SMART board slides for these subjects.

Short-term planning for Science and the foundation subjects may simply refer to an activity / lesson from the Medium Term Plans or it may provide more detail if the planning has evolved, as the unit has progressed.

Half Term Newsletters

These single page year group documents give a summary of the learning and activities taking place each half-term. They include National Curriculum Programmes of Study, RE, PSHE, RSE and/or activities specific to a class. They also identify the class book for that half-term. Half term newsletters are shared with parents/carers.

Weekly Timetables

A timetable enables teachers to plan the subjects for each day and lessons to be taught during the week. The weekly timetable is used to show when the subjects are being taught.

Monitoring of Planning

At Badsworth, we recognise that the purpose of planning is to aid the teacher in delivering the curriculum effectively. As such the main audience for any planning is the teacher. However, if the quality of teaching is a concern, short-term planning will be monitored. Long-term plans are accessible to all staff electronically on the school system.

All teacher's medium-term plans are saved on Google Drive in half-term folders to allow for Subject Leaders to monitor the teaching and learning in their subject.

Half-term newsletters are sent out to parents/carers. They are also displayed in the classroom, in the outdoor notice boards and in the Headteacher's office.

English and Maths short term plans or SMART notebooks and weekly timetables are also saved on Google Drive.

Medium-term plans and half-term newsletters should be saved on the Google Drive by the Friday of the first week of each half-term.

EYFS

Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Teaching in the Foundation Stage class builds on the experiences of the children in their pre-school learning.

An EYFS long term plan is in place. This is drawn from the EYFS framework and identifies the development and progression of the areas of learning during the year to provide a "big picture" map of the year, ensuring full coverage and a logical progression across all seven areas of learning. This is further refined through medium-term planning, where each half-term is dedicated to specific themes designed to spark curiosity and allow for a deeper exploration of key concepts. Finally, weekly timetables bring this strategy to life; they are carefully balanced to blend high-quality, adult-led teaching with dedicated periods for both structured and unstructured play, giving children the space to apply their new skills in creative, self-directed ways.

Each child's level of development must be assessed against the end of year early learning goals. Practitioners must indicate whether children have met or not met the age expectations at the end of EYFS, in preparation for Year One.

Inclusion

The curriculum in our school is designed to be accessed by all children who attend the school. The curriculum is available at an appropriate level to all our students regardless of race, ability or gender. 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)

If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements in the SEND Code of Practice. The school provides a 'Supporting Me To Learn Plan' (SMTLP) for each child who is on the special needs register. This sets out the nature of the special need/s, and outlines how the school will aim to address it/them. The SMTLP also sets out SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Teachers will plan lessons so that pupils with SEND 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 SEND policy and information report. The school has a Pupil Premium Policy and all children in this group are closely monitored and where necessary additional support / action is provided.

Half-termly pupil progress meetings take place for every year group. Children are identified, across a range of factors, and strategies/interventions are planned.

The school has a Single Equality Policy in keeping with the expectations of the 2010 Equality Act.

Monitoring And Review

Governors monitor coverage and implementation of National Curriculum subjects and compliance with other statutory requirements through the Standards and Pupils committee. Governors also visit school termly as part of governor open days. There is a named governor assigned to each curriculum area. These governors liaise with the respective subject leaders, and monitor the way in which these subjects are taught. There is also a named governor assigned to special needs, who liaises with the SENDCO, and monitors the ways in which special needs are addressed.

The Headteacher is responsible for the day-to-day organisation of the curriculum. The Headteacher monitors plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

A monitoring schedule is developed annually. This identifies the different aspects of monitoring to be undertaken by the Headteacher, Deputy Head, and all subject leaders. Monitoring strategies include lesson observations, work sampling, talking to pupils, learning walks and 'drop in' focus sessions.

Subject Leaders monitor the way in which their subject is taught and assessed throughout the school. They talk to children about their work in their subject. They monitor medium-term planning and, if required, short-term planning. They ensure that appropriate teaching strategies are used and provide support for teachers with planning and resources. Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

Links with other policies

This policy links to the following policies and procedures:
EYFS policy

Assessment policy
SEND policy and information report
Equality Policy
Subject Leader Policy
Subject polices

Refer also to:

Subject Plans Progression Grids
Year Group Plans
Foundation Stage Year Plans
Monitoring Schedule