



# Curriculum Statement 2025 - 2027

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*Publication on website			
Alliance Schools Trust website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

**Policy level			
1	Trust wide	Single policy relevant to everyone and consistently applied across all schools and departments, with no variation. e.g. Complaints procedure	Statutory policies approved by the Alliance Schools Trust Board of Trustees (or designated Trustee Committee). Non-statutory policies approved by the CEO with exception of Executive Pay.
2	Trust core values	This policy defines the Trust core values in the form of a Trust statement to be incorporated fully into all other policies on this subject, that in addition contain relevant information, procedures and or processes contextualised to that school. e.g. Safeguarding, Behaviour	Statements in statutory policies approved by the Alliance Schools Trust Board of Trustees (or designated Trustee Committee). Statements in non-statutory policies approved by the CEO.  Policy approved by Local School Board.
3	School/department	These policies/procedures are defined independently by schools as appropriate e.g. Anti-bullying	Approved by Local School Board.

At Watling Primary School, our vision is to create a learning community where all members feel valued, respected and empowered to develop to their full potential by *'nurturing a passion for learning.'*

All children start their journey with a natural curiosity. We believe that experiences and interactions which maintain that natural curiosity and love of learning should continue through the school.

Teachers and Support Staff are merely facilitators in learning, enabling children to access the opportunities. Learning is carefully planned to ensure it builds on, connects with, and strengthens previous learning. Children are encouraged to take ownership of their learning, with opportunities to stretch and challenge themselves in every aspect of the school day.

Our definition of learning extends far beyond academic achievements in reading, writing and maths. Many of our children face obstacles and challenging experiences, both before and whilst attending our school. These can impact on their social and emotional well-being, as well as their health. As a result, our curriculum takes personal development and welfare into account and offers the flexibility necessary to ensure every child can flourish at, and beyond, Watling Primary School.

## THE WATLING WAY VALUES

We uphold and teach children about Fundamental British Values alongside The Watling Way values. The Watling Way encompasses the values, behaviours and learning dispositions we expect of all members of our school community. The children are taught about the meaning of each of the separate values and given opportunities and encouragement to demonstrate them throughout the school day and beyond.



## CURRICULUM DRIVERS

### Equality

We include everyone and celebrate individuality. We provide equal opportunities for all, regardless of culture, race, gender, religious beliefs, disability, age or relationships. We positively embrace our differences and believe that all voices have an equal right to be heard. We encourage our children to treat everyone fairly and equip them with the skills and understanding to challenge stereotypes and negative attitudes amongst others.

Equality of opportunity in education links closely with our curriculum driver of economic and emotional wellbeing. We believe every child has the right to access a high-quality education in order that they can go on to achieve success and emotional wellbeing, irrespective of their starting points and free from social or economic disadvantage.

### Economic and emotional wellbeing

We have a shared responsibility to prepare our children to achieve economic wellbeing in a local, national and global context. Children should be inspired to follow their dreams when they leave school, whether that be to secure a job, begin vocational training or go on to further education. All children deserve the opportunity to experience happy, fulfilled and successful lives.

At Watling Primary School, we focus on developing capabilities in STEM subjects (Science, Technology, Engineering and Maths). In a modern, global and increasingly technological society, strong STEM knowledge and a focus on this from an early age plays a key role in securing economic wellbeing.

We nurture our bodies, minds, each other and our environment. By providing significant opportunities for learning outdoors, we aim to connect children and staff with the natural environment. We embrace the benefits this brings for mental health and physical and emotional wellbeing.

### Environment

From an early age, children need to understand the importance role they must play in respecting and protecting the environment in a local, national and global context. We have a shared responsibility to contribute to preserving our planet to secure a positive and sustainable future for generations to come.

We will model and promote an ethos of sustainability in all aspects of the wider school context through Captaincy (leadership), Curriculum, Campus (the school environment), Community and Connections.

We will provide opportunities throughout the curriculum for children to experience education **in** the environment, **about** the environment and **for** the environment.

## LEARNING CHARACTERISTICS

It is imperative that children learn and develop positive characteristics as individuals alongside academic knowledge and skills. These are qualities that will ensure they continue to learn and thrive throughout their school life and beyond.

We provide opportunities throughout our curriculum for children to develop the attributes associated with our 'CAPTAIN' learning characteristics.

C	we are communicators
A	we are active learners
P	we are problem-solvers
T	we are team-players
A	we are achievers
I	we are investigators
N	we are nurturers

## CURRICULUM DESIGN

Our curriculum design takes into account research-based evidence on best practice, as well as considering the context of our local, national and global community. In addition to the National Curriculum primary subjects, we prioritise opportunities to:

- develop capabilities in Science, Technology, Engineering and Maths (STEM) to support economic wellbeing in an increasingly technological society
- make connections with the natural world through inquiry, exploration and supported risk-taking in Forest School and outdoor learning
- promote sustainability and educate our children in the role they play in protecting and preserving the environment for generations to come

## CURRICULUM IMPLEMENTATION

### National Curriculum Programmes of Study

The National Curriculum Programmes of Study outline the specific objectives that teachers will use to support their planning and assessment in discrete subjects. The objectives show progression across the year groups.

### Watling Primary Whole School Curriculum Overview

Our whole school curriculum overview shows the topics and themes we teach, clearly mapped out across each separate subject. Our curriculum is progressively planned and sequenced to ensure that children build on prior learning to provide the best opportunities for retention of knowledge and accelerated progress.

### Watling Primary School Medium Term Planning

Our medium-term plans show the sequence of learning objectives for each topic or unit of work. From these, teachers plan individual lessons to meet the specific needs of the children in their class.

### Curriculum Enhancement and Enrichment

We enrich our curriculum provision with key learning experiences that enable children to excel. Each year groups hosts a WOW day connected to their learning every half-term, engaging them with the topic and encouraging conversations about their learning outside of school. Experiences also include off-site, purposeful trips that have a strong connection to the curriculum, often bringing learning to life in a practical, hands-on way.

We welcome visitors and specialists to our school. These opportunities are planned to inspire, motivate and engage the children in their learning, offering access to experiences they may not otherwise have.

Our after-school Career Clubs enable children to experience a variety of careers before leaving primary school. Planned clubs include Fantastic First-Aiders, Super Scientists, Excellent Environmentalists, Daring Designers, Growing Gardeners, Awesome Authors.

## SUBJECT IMPLEMENTATION

### Early Years

In Early Years, a safe and stimulating learning environment provides a vast range of opportunities for children to build on prior knowledge and develop and demonstrate the characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

### English and Maths in the Curriculum

English (Phonics, Reading, Writing and SPaG) and Maths, have a high priority across the school, particularly at the early stages of the primary experience. The subject entitlement allocation includes protected daily teaching time, enabling children to practice, progress and build on their learning.

It is essential to build strong foundations and confidence in these subjects, enabling access to a broader curriculum as the children grow through the school. Without progression and success in reading and basic mathematical competencies, children's access to the wider curriculum is significantly restricted and narrowed.

## IMPACT

The impact of our curriculum is measured, monitored and evaluated at key points in the learning journey, using a range of performance indicators including, but not limited to:

- formative feedback, assessment and marking during lessons
- EYFS baseline assessments and progress data
- low-level entry and exits tasks at the beginning and end of each half term
- surveys (pupil, staff and parent/carer voice)
- Pupil Performance Presentations as part of staff appraisal
- sampling of outcomes of work in books and through lesson visits

- regular monitoring and evaluation of targets for children with SEND or EHC Plans
- statutory testing (when appropriate) e.g. phonics screening, end of Key Stage assessments
- end of year summary reports

We do not rely on unnecessary testing – teachers know their children and are able to make well-informed and accurate judgements about their progress and attainment.

Regular professional dialogue between staff at all levels ensures that the progress and attainment of our children remains at the core of everything we do.

### Subject Leadership

Every member of the teaching team takes on a subject/area of responsibility for leading curriculum development across the school. They play an integral role in ensuring impact in their subject area. Monitoring is embedded into their annual cycle, ensuring they have time to review the impact of their actions across the whole school.

The Senior Leadership team (SLT) are responsible for carrying out and overseeing the monitoring of the curriculum provision across the school, as well as providing a high-quality induction programme to ensure impact and effectiveness for all new staff.

They have a responsibility to ensure that:

- All elements of the curriculum reflect the aims of the school and the needs of our pupils.
- Adequate subject time is allocated and annually reviewed.
- Where appropriate, needs of individual children are met by permanent or temporary disapplication from the National Curriculum.
- Assessment procedures meet legal requirements and children and parents or carers receive information on progress and ways to improve.
- Staff at the school implement the curriculum in accordance with this policy.

### Local School Board of Governors

The LSB are actively involved in ensuring the impact of the curriculum at Watling Primary School. As well as attending school visits to see the curriculum in action, speak to the children and staff and challenge and support, they receive a half-termly report from the Headteacher, to include information and updates about:

Curriculum developments and progress.

Attainment and data for core subjects (after key check points).

Annual review of standards reached at the end of each Key Stage compared with national and local benchmarks.

The School Development Plan.