

Curriculum policy

Luddenham School



EVERY CHILD CAN ACHIEVE

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Contents

1. Curriculum aims	2
2. Legislation and guidance	4
3. Roles and responsibilities	3
4. Organisation and planning	4
5. Inclusion	6
6. Monitoring arrangements	5
7. Links with other policies	5

1. Curriculum aims

Our curriculum aims/intends to:

- Be knowledge rich
 - Inspire curiosity
 - Develop and apply skills with purpose
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- Provide a broad and balanced education for all pupils that's 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
 - Have a high academic/vocational/technical ambition for all pupils
 - Equip pupils with the knowledge and cultural capital they need to succeed in life
 - Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

These curriculum aims are underpinned by our values

Fairness
Leadership
Imagination
Grit
Honesty
Teamwork

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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](#).

This policy complies with our funding agreement and articles of association.

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](#).

3. Roles and responsibilities

3.1 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
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

3.2 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
- 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

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

This will include the curriculum team leaders in school.

4. Organisation and planning

- Our Curriculum approach at Luddenham is a blend of knowledge and skills based and is designed to give the children the knowledge and skills they need to help build their knowledge in different subjects across their learning.
- At Luddenham we embrace our local environment to help enrich the children's learning and celebrate the additional areas of learning through our wider curriculum offer and Rangers day activities.
- At Luddenham we organise our Curriculum into separate teams:

STEM

English and Creative Arts

Understanding and Awareness of Our World

Health, Well-being and Community

Each of these teams is responsible for a number of subjects and led by an experienced member of staff.

As part of our progressive curriculum in school we have a set of shared long term and medium term plans that are linked to the expectations of the national curriculum. These set clear expectations of what needs to be covered in each subject and how the new learning will build upon previous learning.

See our EYFS policy for information on how our early years curriculum is delivered.

5. 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 or other vulnerable groups
- 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.

6. Monitoring arrangements

Curriculum Team leads along with SLT are responsible for the monitoring of their subjects in school. This will be carried out through Book Scrutiny, Pupil voice, Learning Walks and also some more formal assessment.

Trustees monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

School visits and curriculum team meetings

Curriculum Team Leads also have responsibility for monitoring the way in which resources are stored and managed and are responsible for ensuring that resources and plans are kept up to date.

They will also track progress in their subject across the school.

This policy will be reviewed every Year by the curriculum lead and At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Community Cohesion Policy