

Curriculum Policy

Northgate Primary School



Approved by: Northgate Governing Body

Last reviewed on: March 2026

Next review due by: March 2027

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Introduction

The Northgate 'Curriculum' includes all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children at Northgate Primary School. It also includes our school ethos and values and the things that our children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. Our commitment is to encourage all children to be:

- **successful learners** who enjoy learning, make progress and achieve
- **confident individuals** who are able to live safe, healthy and fulfilling lives
- **responsible citizens** who make a positive contribution to society

Values

The Northgate curriculum is underpinned by our core values of **Curiosity, Ambition Resilience, Empathy** and **Respect**. Our children understand how these values are important to their life and learning and are able to recognise these values in themselves and others. The learning that takes place at Northgate reflects these values and the curriculum is designed to develop these values in all we do.

Curriculum vision, statement and intent

Curriculum Vision:

The Northgate curriculum is designed for our energetic and diverse community. We prioritise teaching the knowledge and skills that ensure our children are fully prepared for life beyond our school in our ever-changing society.

Our curriculum statement:

Northgate Primary School is proud to be an energetic, diverse and nurturing community school. We celebrate the differences that make us unique and the similarities that make us part of the Northgate family. Our curriculum is designed with our pupil and families in mind: developing the knowledge and skills that will help our pupils to take the next steps in their learning, both in school and in the community. Our values of **Curiosity, Ambition Resilience, Empathy** and **Respect** (spelling the word CARER) are shown throughout our curriculum and support our children to become independent and collaborative learners.

Curriculum Intent

At Northgate, the main emphasis of our curriculum is to foster independence, empathy and respect, nurture ambition, develop resilience and to stimulate a sense of personal pride and curiosity. We aim to embed a range of knowledge and skills by providing a purpose and relevance for children's learning; helping them to see and make links across the curriculum and in the wider world. Our children should leave Northgate being confident readers, writers and mathematicians and with an ability and confidence to share their opinions and views both orally and in their written work. We have designed our curriculum with our pupils in mind: providing opportunities to explore their community, their cultures and the current world around them. We encourage our children to ask questions, challenge themselves and respect the opinions of others around them. Our children are given opportunities to achieve and develop confidence and self-esteem through 'hands on' experiences. Our school provides a range of learning opportunities which develop the children's spiritual, moral, social and cultural understanding in readiness for life beyond Northgate Primary School. The well-being of our pupils and their families, and of our staff, is of uppermost importance and drives the everyday choices we make at Northgate. We want our children to know how to keep themselves safe and healthy in this ever-changing world we live in – this is a focus through our PE, PSHCE, Computing, Science and DT curriculums and throughout our assemblies and class discussions.

Curriculum Implementation

From Nursery upwards, our termly learning is underpinned by powerful, core texts that engage our pupils, developing their speaking, reading and writing skills. Whilst there are curriculum links, subjects are taught discretely, so children are aware of the subject they are learning and the knowledge and skills they are developing. We have designed our curriculum so that our children can make links between the subjects and transfer the knowledge they have learned and the skills they have developed. Children are challenged to develop their reasoning, inference and problem-solving in a range of contexts. When extra support is needed, we will structure their learning through embedding knowledge and skills, working at their own pace and learning in a style that suits their needs. Teachers and teaching assistants use assessment for learning strategies to help children to make the best possible progress, with lessons and learning being responsive to the needs of all pupils.

Each term the whole school's curriculum comes under the branch of one topic title – this wide title allows for staff to cover the National Curriculum or EYFS objectives and allows for a more creative and cross-curricular approach to learning; encouraging children to apply knowledge and skills in a variety of ways. Staff plan their medium term or topic plans using the progression of knowledge and skills developed by subject leaders, this ensures coverage of the foundation subjects. Staff make links to previous learning and other subjects and plan with these in mind to enable pupils to make the same links. The planning process takes into account our local context, the needs of the current cohort and the opportunities for enrichment within each subject. Medium term plans identify how we will provide a hook for pupils, the enrichment activities that may be undertaken, how retrieval of prior knowledge will be taught, the possible learning outcomes from their learning and the resources or adaptations required for groups or individuals.

All curriculum subjects are deemed important in our school and we have specialist teachers covering PPA in KS2 to ensure that foundation subjects are taught to a high standard. We believe in the importance of outdoor learning; it underpins our school values and develops self-esteem, confidence and creativity. Through the use of forest school and other outdoor learning, we aim for our pupils to become more aware of their impact on our wider world whilst growing in confidence and developing communication skills.

Inclusion

Teachers set high expectations for every pupil. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

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

Teachers plan stretching work for pupils whose attainment is significantly above the expected standard. Teachers plan lessons so all pupils (including those with low levels of prior attainment, EAL or come from disadvantaged backgrounds) can access the learning. Teachers plan lessons that allow all pupils to develop their subject knowledge through a range of learning styles, activities or with scaffolded support. We use Pupil Premium finances to support teachers so they can work with disadvantaged children more regularly. The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents. Interventions may be used across the year group to support children over a range of abilities. If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice [updated 2024]. In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation. Teachers use assessment for learning to support pupils' next steps in lessons and within a sequence of lessons.

Learning Environment and Pupil Voice

Our learning environments support the learning of our pupils; through the use of 'working walls' to provide scaffolding and celebrations of success with pupils' work on display. Each classroom should:

- Promote the school values of Curiosity, Ambition, Resilience, Empathy and Respect.
- Promote positive relationships through the use of the NGPS Charter
- Use working walls to show the learning journey, encourage engagement and questioning and scaffold learning
- Be inclusive and supportive of the needs of all children – including being Autism friendly
- Foster independence, resilience and curiosity
- Celebrate the successes and achievements of the pupils in the class

Pupil voice is an important part of school life: whether through our Learning Council, School Council, Eco-Council, Digital Leaders, Safeguarding Superstars or through general discussion. These committees are run so we can get feedback from pupils that has a direct impact on the school environment, culture and curriculum. The role of our Young Interpreters is to support children who are new to English at the beginning of their journey through our school.

Roles and responsibilities

The governing body

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

The governing body will also ensure that:

- o A robust framework is in place for setting curriculum priorities and aspirational targets
- o Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- o Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- o The school implements the relevant statutory assessment arrangements
- o It participates actively in decision-making about the breadth and balance of the curriculum
- o 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:

- o 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
- o The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- o Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- o The school's procedures for assessment meet all legal requirements
- o The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- o The governing board is advised on whole-school targets in order to make informed decisions
- o Proper provision is in place for pupils with different abilities and needs, including children with SEND

Subject Leaders

The role of the subject leader is to:

- o Provide a strategic lead and direction for the subject
- o Support and offer advice to colleagues on issues related to the subject
- o Monitor pupil progress in that subject area
- o Provide efficient resource management for the subject

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject 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 and ensures that there is full coverage of the National Curriculum. They have developed progression documents which show the development of both knowledge and skills in their subject. All subject leaders work hard to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational needs and disabilities.

Monitoring arrangements

Governors monitor coverage of the National Curriculum subjects and compliance with other statutory requirements through monitoring visits, governors' meetings, meetings with Subject leaders and pupils and through the headteacher's reports.

Subject leaders monitor the way their subject is taught throughout the school by carrying out book and planning scrutiny, learning walks and talking to pupils about their learning.

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](#).

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](#).

Links with other policies

This policy links to the following policies and procedures:

- o EYFS policy
- o Teaching, Learning and Assessment at NGPS Guide
- o SEN policy and information report
- o RSHE Policy

This policy will be reviewed annually by Deputy Headteacher who has responsibility for teaching and learning, taking into consideration the views of all stakeholders, alongside the governor responsible for curriculum. At every review, the policy will be shared with the full governing board.