



# Curriculum Policy

At Greasley Beauvale Primary and Nursery School, the Governors recognise the importance of ensuring equal opportunity for all children and adults. The Governors will continue to ensure that this is an essential element of all school policies and actions. The right to develop, learn and work in an environment free from discrimination is implicit in our school's ethos and embodied in its Vision.

## **Our Vision:**

At Greasley Beauvale Primary and Nursery School, our vision is for everyone to **reach their true potential, nurture their talents** and foster a personal **love of learning** through a **safe, engaging and challenging curriculum. We take notice of each other** and **strive to be healthy and happy in body and mind.** We **champion physical, emotional and mental wellbeing** to **promote the best outcomes for everyone** to **build a healthy future together.**

This latest update of this policy was written in January 2026.  
The Full Governing Body approved it through the National College.

Nominated SLT member responsible for policy: Rachel Bailey

Next review date: Autumn 2027

Signed:

(Chair)

Date: January 2026

## **Legislation and guidance**

This policy reflects the requirements for schools 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. 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.

## **Intent**

At Greasley Beauvale Primary and Nursery School, we provide an inclusive curriculum that ensures every child, regardless of background, need, or starting point, has access to high-quality learning experiences. Our curriculum is built upon strong foundation knowledge, enabling all pupils to acquire the essential facts, concepts, and skills that underpin future learning.

We aim to equip our children with the knowledge, skills and vocabulary they need to be successful, independent learners who are ready for the next stage of their educational journey. Reading, writing and mathematics are at the heart of our curriculum, providing pupils with the fundamental tools they need to access all areas of learning.

Alongside this, our curriculum is underpinned by Thinking School principles, which place the development of thinking, metacognition and reflection at the centre of learning. We aim to nurture children who can plan, monitor and evaluate their own learning, ask meaningful questions, make connections and apply their knowledge creatively and critically across subjects.

## **Implementation**

### **Knowledge frees up your brain's capacity for thinking**

Cognitive scientists have found that our brain works at different speeds, depending on whether we have learned something already, or whether we are relying on "working memory". Working memory is new information you can keep in your head and is very limited, holding between three and seven pieces of new information.

### **We learn new things by connecting them to old things**

The way in which the brain stores new information, and makes inferences and discoveries, is by connecting to existing stored knowledge (schema). *You cannot have skills without knowledge, because you cannot evaluate something you do not know anything about.* You also cannot come up with new ideas without jumping off existing ones.

Our curriculum is delivered through a whole-school approach to thinking, where all staff explicitly teach and model thinking skills across all subjects.

- **Thinking Frames** are used as visual tools to help children organise ideas, structure thinking and reduce cognitive load.
- **Thinking Routines** (such as *I See, I Think, I Wonder* and *Claim, Support, Question*) are embedded in daily practice to deepen understanding and encourage curiosity, reasoning and reflection.

- **Thinking Moves** are made explicit so children understand what type of thinking they are using at different stages of learning (e.g. questioning, connecting, justifying, explaining).

Metacognition is explicitly taught, enabling pupils to reflect on how they learn as well as what they learn. Children are supported to plan their learning, monitor progress and evaluate outcomes, helping them to become increasingly independent learners.

We are mindful of cognitive load. Teachers carefully design lessons so that new information is presented in manageable steps, using retrieval practice and spaced learning to support long-term memory. This ensures that pupils' brains are ready to learn, and that key knowledge is securely embedded.

Collaborative learning opportunities are planned to enable children to articulate their thinking, learn from peers and engage in structured discussion and problem-solving.

### **Organisation and Planning**

We believe that our children deserve inspirational learning opportunities. Curriculum planning ensures that our fully inclusive approach allows us to adapt to the learners needs. They are challenged to work creatively whilst deepening their knowledge and understanding through highly engaging and enriching experiences.

- We are literacy focused, using the Literacy Tree planning sequences to underpin our chosen topics. The topics have been designed to complement and build on one another with clear progression and links so that in subsequent year groups, they will be able to explore concepts deeper, applying their knowledge in different contexts.
- We then identify key knowledge that can be drawn out to allow different areas of the curriculum to be threaded together. Throughout, children are encouraged to think deeply about their work, expand their horizons and take responsibility for their learning.
- All our topics are contextualised, culturally relevant and purposeful. Topics frequently involve the children dealing with complex issues, and, as a result, they develop an understanding of what is possible and a belief that they can make a difference.
- We have exceptionally high expectations of learning and outcome. Our curriculum is designed to allow children to engage in real world projects, which, when combined with the process of critique and redrafting, ensures that our children are instilled with the desire to produce pieces of high quality work.
- At Greasley Beauvale, we are committed to working in partnership with all stakeholders; parents, Governors and our local community to provide the best experiences we can to enhance and enrich the learning and development of each child. This means that, each project will include visits, visitors or experts.
- Any curriculum content which does not fit into the planned topics throughout the year is taught discretely during the week or during mini units of work at the end of each term. These mini units will also allow for children to revisit and retrieve previous learning.
- Subject Leaders play a large role in successful delivery and regular monitoring, evaluation and review of the curriculum by completing learning walks, books looks, planning scrutiny

and consultations throughout the year. To ensure their monitoring and evaluating has impact, their findings are shared to all staff with clear strengths and next steps.

- Staff in year groups have created a cross curricular approach to learning with a focus on Reading and Writing, using Literacy Tree as a stimulus for topics.
- Medium term plans are written to ensure coverage of the foundation subjects. Weekly planning uses the learning objectives, skills and knowledge from the medium term planning for each session. The medium term plan identifies key resources, questions, key knowledge, vocabulary and prior knowledge to support retrieval.
- Subject leaders quality assure the sequencing linking to the knowledge and skills taught to ensure that prior knowledge is built upon and higher order skills such as problem solving and critical reasoning are developed. Subject leaders ensure that learning meets the requirements of the National Curriculum and provide support in ways to expand its scope wherever possible.

## **Impact**

Through our inclusive, knowledge-rich and thinking-focused curriculum, pupils at Greasley Beauvale Primary and Nursery School develop strong academic foundations alongside well-developed thinking and learning skills.

Children leave our school as confident, articulate and reflective learners who can explain their thinking, apply strategies independently and approach new challenges with curiosity and resilience. They are well prepared academically, socially and emotionally for the next stage of their education and for life beyond school.

## **Assessment**

All Foundation subjects have rigorous knowledge and skills progression grids which ensure that key subject-specific learning is embedded throughout each project. This is assessed using a range of strategies for example, mini quizzes, retrieval questioning, recall of facts and vocabulary which allows us to assess mastery across the curriculum by focusing on depth of knowledge in addition to coverage.

Alongside developing skills, we also understand the importance of children having factual knowledge and have developed a knowledge progression framework for each foundation subject and Science so that children have key bank of knowledge which is built upon each year. This has been devised by each subject leader and is used by all teaching staff to ensure that the development of both essential knowledge and skills are at the heart of our teaching.

## **Roles and Responsibilities**

### **Local Governing Committee**

The local governing body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. The local governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND).

## **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 local governing committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The local governing committee 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.

## **All staff**

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

## **Links with other policies:**

- Assessment policy
- Marking and feedback policy
- SEND policy
- Nurture policy