

GREAT CHART PRIMARY SCHOOL

CURRICULUM POLICY

September 2026



A Great Place to Discover and Learn

Vision Statement

A respectful community where we thrive and achieve our full potential as confident life long learners

Mission Statement

Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning

Our core value is Respect

Our termly values: Team work, Ambition, Responsibility, Resilience, Kindness & Independence

'We are currently preparing students for jobs that don't even yet exist, using technologies that haven't yet been invented, in order to solve problems we don't even know are problems yet.'
Shift Happens.

The Curriculum at Great Chart Primary School

Curriculum Intent Statement

At Great Chart Primary School our curriculum is designed to create a community where children participate, succeed and are proud of their achievements. Our emphasis on **creativity, active and outdoor learning** together with an **engaging, exciting** and **relevant curriculum** ensure that children make outstanding progress. We recognise the importance of the children's **prior learning**, providing first-hand experience to allow them to develop their **cultural capital**, build **knowledge** and become **critical thinkers**. We believe our new curriculum is more meaningful when **cross-curricular** links are made and the needs of the children are at its heart.

Every child is recognised as a unique individual and we work together to promote their own **skills and interests**. We **celebrate and welcome differences** within our school community and strive to recognise the changes in our **rapidly developing world**.

Children leave Great Chart with a sense of community with an excellent attitude to learning, *together with a deep rooted understanding of how our school values will develop them into strong global citizens*. They have the confidence and skills to make their own decisions, form their own opinions and are well prepared for future success in **modern Britain**.

Implementation

At Great Chart Primary School, we provide an inclusive curriculum accessible to all pupils regardless of their starting points or needs. Every child is entitled to a broad, balanced and ambitious curriculum that enables them to achieve their full potential. Teachers use expert knowledge of pupils' needs to plan appropriately differentiated lessons, employing strategies including scaffolding, visual supports, pre-teaching, and flexible grouping. We maintain high expectations for all pupils; adaptations enable access rather than limit ambition. Assessment identifies barriers and informs next steps, with reasonable adjustments made where appropriate. Additional adults support pupils in accessing quality-first teaching and developing independence. We work in partnership with parents, carers and external agencies to tailor provision effectively. The SENCO and subject leaders monitor inclusive practices to ensure all pupils, particularly those in vulnerable groups, make good progress and are well-prepared for their next stage of education.

Knowing that every child learns differently, our teachers use a range of teaching styles to ensure that our children are engaged and motivated. Teacher's present knowledge clearly through

discussion, checking understanding, addressing misconceptions, feedback and **making links to previous learning**. We recognise the importance of a **calm and open environment**, in which the children are willing to take risks, are independent and take **responsibility for their own learning**. Teaching is appropriate to the ages and abilities of pupils, ensuring pupils understand what is expected of them, giving them the opportunity to achieve success. Teachers provide work that is challenging, stimulating and encourages **critical thinking**. We value the importance of using the **outside environment** in order to promote a love of learning and foster respect for the local environment and the wider world.

- **Planning:**

Teachers plan termly overviews together, together with planning **collaboratively** on a weekly basis. Teachers are also given the opportunity to have a planning morning once a term, which enables teachers to ensure they are constantly reviewing the needs of our children, together with closely following the progression of skills. This enables **teachers to share their expertise** and ensure that all children are given equal opportunities. We follow a **knowledge engaged** curriculum, in which knowledge is embedded to support the development of skills. This also enables the children to make clear links in their learning, thus making sense of the world around them. We understand that knowledge and skill are intrinsically linked. Skill is a performance built on what a person knows.

- **Subject Leaders:**

Our subject leaders are committed to developing high quality learning experiences throughout the curriculum. They oversee, develop, monitor and evaluate the effectiveness of their subject, ensuring that there is **progression throughout the school**. They have created a solid set of concepts throughout their subjects which provide clear expectations for each individual year group. They have good knowledge of their subject area and keep up to date with new and exciting changes and developments. Our leaders provide effective support to all staff, including training sessions, together with ensuring that our children are given the best opportunities.

- **Values:**

At Great Chart we promote our **school values** at every opportunity. Respect is a value that permeates everything we do. These are introduced in assemblies, discussed in class and promoted through activities and actions. Children are encouraged to develop these values as they grow, taking responsibility for their own thoughts and actions. Pupils' spiritual, moral, social and mental development is further developed through our school values, together with encouraging confidence and self-esteem. In conjunction with these, we actively strive to promote **British values**, preparing our children to become role models, thus preparing them for life in our **rapidly changing world**.

- **Wider Curriculum:**

Our wider curriculum recognises that children's learning is enhanced by different experiences. We recognise that learning begins from the moment our children enter the school gate so value every opportunity to provide experiences that they may be **missing from their own home environment**. We offer children a wide range of educational visits which are used to excite, motivate and engage learning. These may be local, in order to foster a **natural curiosity and respect for their own environment** or be further afield to **provide new experiences they may otherwise not have**. Outside visitors to our school provide the children with the chance to meet new role-models, leading to an appreciation of the value and responsibilities of being a good citizen. Consequently, these visitors may also provide an opportunity to develop their learning, together with **inspiring their own skills and interests**.

- **Parents:**

Parents are vital in ensuring that our children progress in their learning and are able to succeed in order to reach their potential. At Great Chart we value and require the care and support that individual parents give to their children. To derive the greatest benefit from school, the child must be at the centre of a partnership between home and school, where the aim is the full development of the child. We aim to guide the children's learning, stimulate their imaginations and equip them with skills they need to become successful in life, but we can do this more effectively with the full support of parents.

Keeping parents informed is extremely important. We have open sessions and parents evenings throughout the year. We have also introduced Class Dojo which further provides communication links together with offering parents a window into our school curriculum. Whilst these are important, we place a lot of emphasis on the schools open door policy in which parents can visit the school whenever they feel there is a problem that they wish to discuss. We also include parents within our wider curriculum, inviting them to attend events such as curriculum workshops, informal performances, parent/child activities.

Impact

At Great Chart, we value the importance of developing the **children's knowledge**, together with their **skills**. As a result of this our pupils achieve well, gaining excellent results which will prepare them for the **future in a rapidly changing world**. **Progress means knowing more and remembering more** and we strive to promote this through our curriculum. We measure the impact of this in a variety of ways;

- **Quality of teaching**

Teaching is monitored throughout the year and observations are carried out to ensure teaching is **consistent** throughout the school. These observations may be formal or in the form of learning walks but are a beneficial way to observe what is happening within the school in order to promote the children's learning. We have recently introduced a **"non negotiables" policy** (linked to school priorities) within the school to ensure that teachers are fully aware of our high

expectations and that the quality of teaching is consistent across all year groups. Together with this, book scrutinies take place on a regular basis and provide subject leaders a useful insight into what is being taught well within each classroom. Teachers are also encouraged to take opportunities to develop their own practice through observing others within the school, together with asking subject leaders for advice and support on more specific matters. In order to ensure our **curriculum is progressive** all teachers are invited to attend CPD training, either for their specific subject area or to introduce a new initiative into the school. This may take place on our INSET days, or staff meetings in which the whole school attends, or via an outside agency. Teaching assistants also receive similar training to ensure consistency amongst the teaching team.

- **Pupil Voice**

Here at Great Chart we value the children's opinions and **actively promote the British Values** of liberty and democracy. Through pupil voice we encourage the children's voices to be heard in order to develop our curriculum to **represent their own skills and interests**. Subject leaders pose a series of questions, relevant to their curriculum, in order to gain insight to how their subject is being taught throughout the school. A cross section of the children, from across the whole school are invited to attend these sessions three times per year. This information is then collated and findings are shared with staff during whole school meetings. This enables teachers to discover how the children feel about what is being taught and how to develop their planning in order to gain the best outcomes for the children. These subject leaders then use this information to develop their action plans, before presenting them to the governing body.

- **Evidence of work scrutiny**

The children's books are an effective way to discover what is being learnt across the school. Subject leaders regularly monitor books across their subject, with a set of pre-prepared questions. Staff are then provided with feedback, ensuring that ideas to develop their practice are also given. We also encourage book scrutinies between individual year groups to ensure that the quality of teaching and assessment is consistent. In addition to this, we regularly meet with other schools within our **CAT's group** to monitor progress in books. In doing this we are able to be secure with our judgements when assessing the children's progress and levels of attainment.

- **School Strategic Plan**

At Great Chart we understand the importance of developing the curriculum in order to encourage the future success of our pupils in the ever changing world. The SSP is developed by all members of staff and shared on our planning and visioning days with everyone, including the governing body. Specific targets are developed by the subject leaders as part of their role but everyone takes responsibility to ensure these are met.

Policy review July 2027

