

Great Waltham C of E VC Primary School

Curriculum Policy



Our Vision

Our Christian vision is underpinned by Jesus' example of love for all and is summarised in 1 Corinthians 16:14: 'Let all that you do be done in love.' At Great Waltham C of E Primary School, we aspire for all children to be confident, happy and caring individuals who develop a lifelong love of learning and live responsibly in God's world.

1. Curriculum Intent

We provide an ambitious, broad and balanced curriculum that enables all pupils to acquire the knowledge, skills and understanding required for future success.

Our curriculum is designed to:

- Provide secure foundations of knowledge across all subjects
- Develop subject-specific skills progressively over time
- Promote a love of learning and intellectual curiosity
- Reflect our Christian vision, local context and British values
- Ensure all pupils, including those with SEND and disadvantage, achieve highly

2. Curriculum Implementation

Curriculum content is carefully sequenced from EYFS to Year 6. Learning builds upon prior knowledge so pupils know more and remember more over time.

High-quality instruction is at the heart of effective curriculum implementation. Teachers establish clear learning intentions, model learning effectively, use questioning, retrieval practice and formative assessment, and adapt teaching responsively.

High-quality instruction must always precede feedback. Teachers are expected to provide effective initial teaching that incorporates planned formative assessment strategies to establish clear learning intentions, clarify success criteria and assess pupils' understanding

throughout the lesson. High-quality instruction reduces the need for extensive feedback and increases its effectiveness.

Where pupils demonstrate insecure or incorrect foundational knowledge or skills, these should be addressed promptly within the lesson wherever possible. Where immediate intervention is not possible, teachers must provide timely feedback and follow-up instruction to secure understanding and support progress.

3. Personal Development and Enrichment

The curriculum is enriched through educational visits, visitors, worship, sport, the arts, clubs, leadership opportunities and community engagement. These experiences broaden horizons and support character development.

4. Inclusion and SEND

The curriculum is designed to be ambitious, inclusive and accessible. Appropriate adaptations are made while maintaining high expectations for all pupils. The school complies fully with the SEND Code of Practice and Equality legislation.

5. Early Years Foundation Stage

Learning in the Early Years Foundation Stage is planned in accordance with the EYFS Framework and provides the foundations for future success through a balance of direct teaching, structured experiences and purposeful play.

6. Leadership and Curriculum Monitoring

Subject leaders provide strategic leadership, monitor standards, support staff development and evaluate curriculum impact. Senior leaders and governors monitor curriculum quality through reviews, visits, assessment analysis and stakeholder feedback.

7. Curriculum Impact

Successful implementation of the curriculum will result in pupils who achieve well academically, demonstrate secure knowledge and skills, embody the ASPIRE values and are fully prepared for the next stage of education and life.

Policy adopted: September 2026

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