



Greenmount Primary School
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Curriculum Policy

April 2026

Signed:

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Date: 14/04/26

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1 Statement of Intent

At Greenmount Primary School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We value the importance of developing caring relationships with each child and value each one as we believe every pupil should be enabled to participate in all school activities and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Greenmount Primary School. We recognise our responsibility to safeguard all who access school and as part of our curriculum offer ensure children are taught ways to keep themselves and others safe.

2 Introduction

At Greenmount Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the DfE (2021) 'Statutory framework for the early years foundation stage'. Our rigorous, well-planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine love of learning. Children are supported to develop a strong sense of self in addition to developing a respect for and an understanding of people, structures and routines.

The curriculum is all the planned activities that we as a school 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 our children. It includes the 'hidden curriculum', or what the 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, whilst developing knowledge, skills and good attitudes to learning, in order that they achieve their true potential.

3 Values

We strive to make our children passionate for learning and make their learning as much fun and as meaningful and relevant as possible. Our curriculum is linked to and builds on previous knowledge. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

We are fortunate at Greenmount to have a spacious learning environment which includes a large playground, improved EYFS area, enormous field and a separate resourced provision unit - Greenhaven.

We aim to ensure that our environment is respected and used by all in school. Throughout our wider curriculum we teach respect for our world and how we should care for it so that it can be enjoyed by future generations, as well as our own.

4 Vision & Values

The learning community at Greenmount has a clear set of values:

In all that we do in this learning community, we work to ensure the enthusiasm and enjoyment of all learners, from the youngest to the oldest; children and their families, staff and governors.

We seek to develop each individual's –

confidence in themselves and their abilities

desire to learn and **achieve** their potential

resilience – ability to persevere and practice

growing **sense of aspiration** and **passion for challenge**

understanding of spirituality – their own feelings, philosophies and beliefs, and those of others

respect – for themselves, for their community and for the wider world.

These values are promoted through a curriculum founded on developing creativity, curiosity and independence, an ability to collaborate, to think flexibly and coherently and to building strong skills and life-long knowledge.

5 Aims

At Greenmount Primary School, we aim to offer a balanced and broad curriculum which enables all pupils to:

- Become successful lifelong learners who know more, remember more and can do more
- Feel successful in their learning
- Have the vocabulary and tools to understand their emotions.
- Enjoy learning
- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working co-operatively with one another
- Know what their strengths are and which areas they need to develop
- Explore their spiritual, moral, cultural, mental and physical development
- Learn, practise and apply the basic skills of English, Mathematics and Computing
- Challenge themselves and critically think independently for deeper learning
- Be flexible learners and adapt to different situations
- Make learning more meaningful by putting it into context
- Learn new skills and have time to practise those skills
- Understand Britain's cultural heritage

6 Organisation and Planning

At Greenmount Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the DfE (2021) 'Statutory framework for the early years foundation stage'

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children (for more details please refer to the separate subject policies and curriculum pages on the school's website).

The Reception and Pre-School curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS and is guided by the children's interests.

In KS1 and KS2 our curriculum is all planned on an adaptive cycle with an emphasis placed on 'wow' experiences, cross curricular links and learning supported by quality texts and other quality experiences, including carefully placed trips and visitors to school. We have a strong and clear learning sequence for every subject which ensures clear progression enabling powerful learning as children build on and link to previous learning. Their learning will interweave, build seamlessly each year and develop depth as they 'know more and remember more'. Our curriculum design supports children to commit their learning to long term memory. Teaching is not by theme or topic, however, where links can be made to make children's learning more powerful and meaningful these are grasped and used to develop mastery of content and concepts. Our books and memory jotters show clearly the 'learning journey' in each subject, our subject long term plans show where learning is revisited and embedded.

All teachers are responsible for planning, evaluating and teaching in their classes and the National Curriculum stipulates the expectations and the content coverage required. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups/phases. Particular attention is given to clear and appropriate task design and adaptations, progression and attainment at this point in the planning process. Curriculum coverage is mapped against long term plans to ensure there are no gaps in our curriculum.

Our aim is to make children's learning 'stick'. Leaders and teachers keep up to date with educational developments and the theory behind powerful learning and this is disseminated to all staff in training sessions. As a school, we believe that practical and visual learning is powerful and we embed strategies within lessons to use this whenever possible.

7 Learning Environments

Our learning environments are used as teaching tools. As a school, we keep them organised and make key knowledge and vocabulary accessible so that children can locate and use this key information easily and efficiently. This can be done by signposting or using neutral backgrounds and selecting and organising our displays carefully. Overcrowded and 'busy' displays are discouraged. In the EYFS, displays and resources are organised and labelled to enable independent learning and to teach children organisational and ordering skills. Wherever possible we take a therapeutic classrooms approach and ensure that rooms feel safe, homely and relaxed environments to learn in. Our extensive grounds provide opportunities to learn outside in all areas of the curriculum.

8 Assessment, monitoring and feedback

Feedback in the moment, after marking, and written assessments is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and to plan the next steps for learning.

Formative assessments take many different forms and are reflected in a pupil's books or responses to challenges. Feedback follows the school's policy and identifies areas for children to improve, giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to further improve. 'Live' marking and feedback are recognised as the best practice. Retrieval practice and high challenge/low threat quizzes demonstrate children's learning and identify any gaps which require addressing by teachers. Summative assessments support teacher assessments in the core subjects and children are

presented with these in a relaxed format so as to cause minimal anxiety for pupils. These are used to help prepare children through the year groups for the end of key stage testing as required by law.

Reception pupils are assessed using the Early Years Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements.

For further information about assessment, as well as marking and feedback please see our policies:

- Marking and Feedback Policy
- Assessment Policy

Children's progress and attainment in each subject will be assessed by their teacher against the end of year expectations at set times throughout the year. Pupil progress will be reported to parents at two points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

9 Subject Leaders

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 our School Development Plan. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into well sequenced schemes of work. The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil voice, lesson observations and planning scrutiny;
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update;
- liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects;
- provide efficient resource management for the subject;
- map coverage of the curriculum to long term plans;
- engage with subject associations and disseminate information to staff.

The curriculum leader, has responsibility for the day-to-day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives and outcomes. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and that there is a consistency across all areas of the curriculum. Their role is to share good practice and ensure that children know more, remember more and can do more and have varied and exciting learning opportunities in their curriculum area.

10 Risk Assessments

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documentation completed to meet with health and safety regulations. Where water is involved in a risk assessment (for example, river fieldwork as a part of geography) the LA will be notified and permission sought as part of the risk assessment. For further guidance reference needs to be made to:

- Health & Safety Policy
- Educational Visits Policy
- Inclusion and Adaptive Teaching

In order to ensure that all children can access the curriculum, we:

- Set suitable learning challenges
- Provide well-chosen scaffolds in order to enable success for all.
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Lessons are planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children who may need additional scaffolding to access a lesson. Our curriculum is inclusive and promotes resilience. Extra support and interventions/pre-teaching are provided for children as necessary and in line with our ***Policy for Inclusion, Special Education Needs and Disability (SEND)***. Our aim is for all children to learn the same curriculum. All children will know more and remember more.

11 Behaviour for Learning

At the planning stage, thought is given to how we teach the learning behaviours we wish our children to develop: courage, curiosity, commitment, resilience, happiness, responsibility, respect, patience, positivity. Thought is also given to the learning opportunities and how these meet the needs of our children. The subject driven curriculum will incorporate:

- The children's own ideas and questions
- How the learning will be introduced (a 'wow' factor to get the children engaged)
- Opportunities for visits or visitors to enhance learning
- A focused learning outcome at the end of the unit e.g. a presentation, dramatisation or production of an artefact
- How children's work will be presented e.g. within subject books, Floor Books, artwork, recording through ICT, display

12 Curriculum communication to parents

Communication with our parents about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways:

- Formal reporting to parents twice a year, either in the form of a written report or a parent consultation evening where parents make an appointment to meet with their children's teachers and discuss their progress.

- Sending out our termly curriculum overviews via Class Dojo
- The school's website and year group pages inform parents about our curriculum and policies.
- Class Dojo posts inform parents specifically about a class within school on the day-to-day lessons and learning of this specific group of children. Children's achievements are celebrated on these pages.
- Teachers are also available at the start and end of each day for any necessary communications. School communications may be sent out by email, providing details of specific events or inviting parents into school.

13 Home Learning

Home learning is given in line with our school policy in English and Maths. Wider curriculum work is set if a clear purpose and need is identified. All home learning tasks are shared by teachers via Class Dojo. Parents are clearly signposted to this by Class Teachers.

14 Enhanced Provision

We aim to enrich our pupils' lives by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, sporting events etc.). In addition, we seek to enhance our pupils' learning through developing positive two-way relationships with our local community and arrange visits to local high schools, sheltered housing and other venues. As part of our enhanced provision, each year we have a team of school leaders. These are important roles and give our children the opportunity to apply for and commit to a role for the year. In doing this, they develop a number of the learning behaviours which we place so much importance on our children acquiring during their time at Greenmount.

15 The Wider Curriculum

Developing our children's cultural capital, understanding of others and sense of belonging are a fundamental part of our wider curriculum. Subject leads have developed a plan to foster inclusivity in our school. A key part of this initiative is organising monthly assemblies that celebrate the diverse qualities of our school community. Pupil engagement is supported by the involvement of eight Key Stage 2 pupils as Equality, Diversity, and Rights Officers to help plan and execute these assemblies.

Weekly assemblies also make specific links with the UNICEF Rights of the Child and the fundamental British values. These are supported by work within individual year groups. As a school, we arrange for visits to the local community to develop links across generations.

16 The Play Curriculum

As an OPAL school, we celebrate and value 'play' as a curriculum tool. We intentionally provide playtimes which serve as a rich learning environment, treating play itself as a vital, "unteachable" curriculum where our children develop essential skills like creativity, resilience, social skills, and problem-solving through unstructured outdoor exploration. Play supports social skills (cooperation, empathy), emotional literacy (resilience), physical health, communication, and executive function.

17 Impact

Our intended impact is for children to leave Greenmount Primary School as happy, caring and confident individuals who know how to keep safe and who do well across all subjects. We want our children to leave with a strong understanding of how to be socially, morally, spiritually and culturally responsible and aware; how to make positive contributions to the community and how to endeavour to be the best that they can be. We aim for all of our children to leave

Greenmount with an outlook on life that encompasses our school vision and values having been given the best chance to make progress and succeed.

18 Accountability and responsibility

Our governing body is responsible for monitoring the way the school curriculum is implemented. They review curriculum development via reports from subject leaders as identified by the school's development plan and Governor request, compiled through school visits, about quality of teaching and learning and the Headteacher's reports. We have named governors for the overall curriculum, English, Maths, EYFS and Special Needs. The governors liaise with the subject leaders of these areas and monitor the way the school teaches these subjects.

This policy operates in conjunction with the following school policies:

- Homework Policy
- Assessment Policy
- Equality Policy
- PSHE and RSE Policy
- SEND Policy
- Teaching and Learning Policy
- Online Safety Policy
- Educational Visits Policy
- Early Years Foundation Stage Policy

Appendix A – Our Teaching Principles

1. Know the curriculum that you are teaching

Have knowledge of the EYFS statutory framework, the National Curriculum and the school curriculum being delivered.

2. Know the knowledge and skills sequence fo learning

Know and understand the knowledge being taught and the skills being developed, including the steps before and after.

3. Consider individual needs

Know each child really well, understanding different starting points and what groups each child sits within.

4. Accurately assess children

Use formative and summative assessment systems to ensure you accurately know where and use AFL to prepare appropriate feedback.

5. Prioritise feedback

Give appropriate timely feedback within the lesson and ensure children have time to respond to misconceptions and practice skills.

6. Plan in retrieval practice and assessment.

Ensure learning sticks and all learning is embedded to avoid gaps.

7. Evidence of learning

What does the evidence of learning look like for individual children? How does it vary from child to child? Is there a balance of evidence for everyone? Is it individualised?

8. Is it fun?

Is the school day exciting and fun? Do children want to be in class and in school? Do they feel the fear of missing out if they are absent?

9. Create a classroom environment that supports learning

How does your classroom appear for the children? Does it support teaching and learning? Is it updated regularly?