

Curriculum Policy



Vision and Aims

At Midhurst C of E Primary School, our aim is to ensure that every child reaches their full potential. We are committed to helping all children achieve their academic best, while understanding their unique learning needs. Our goal is to nurture children who are: confident, self-reliant, adaptable and prepared to flourish in a rapidly changing world. We prioritise creating a sense of self-belief, belonging and community, encouraging children to make a positive difference while also supporting them in making healthy physical and mental choices.

Our Christian values underpin everything we do, guiding our decisions, worship and curriculum, while ensuring a welcoming atmosphere for all. We believe in empowering children to become responsible individuals who understand the impact of their actions on others. Our goal is to create a purposeful learning environment where every child feels valued, safe and able to explore, learn and grow. Through these efforts, we aim to develop well-rounded individuals who are equipped for success in their education and personal lives.

We recognise the crucial role of staff well-being in achieving our aims. At Midhurst C of E Primary School, we ensure that our staff feel supported, valued and prepared to inspire and guide every child. By fostering a safe, supportive and inclusive environment, we meet the emotional and spiritual needs of all members of our school family.

DATE APPROVED BY THE GOVERNING BODY (CURRICULUM COMMITTEE)	NEXT REVIEW DATE
November 2025	November 2026

Signed:

HEADTEACHER

Midhurst CofE Primary School is committed to Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our intention is that children will be safe, secure and happy, and enjoy their time as pupils at this school.

At the heart of our curriculum planning and delivery, are the following aims:

To give opportunities for children to:

- ✓ explore, question and investigate;
- ✓ have a say in their learning;
- ✓ choose how to present their work;
- ✓ show independence and self-determination;
- ✓ develop their creativity;
- ✓ work in a range of settings/ways (including collaboratively, paired, individual, mixed-ability, cross-phase etc);
- ✓ increase their knowledge and retrieve key pieces of information;
- ✓ have a greater understanding of themselves as lifelong learners;
- ✓ celebrate their achievements in a variety of ways.

To plan experiences which are:

- ✓ enjoyable and fun;
- ✓ memorable and shared;
- ✓ meaningful;
- ✓ where appropriate, cross-curricular.

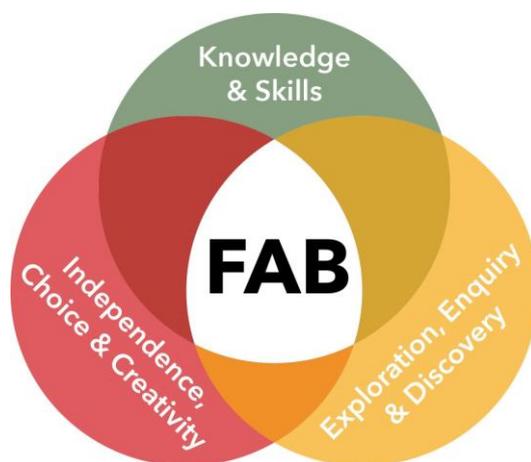
To make full use of relevant resources:

- ✓ learning outside of the classroom;
- ✓ ICT;
- ✓ visitors and experts;
- ✓ local area and community;
- ✓ trips and residential.

To ensure learning opportunities:

- have a clear intent
- are inclusive to all children
- build upon prior knowledge and skills, and show progression
- offer flexibility to follow our interests, passions and expertise

Further information about our curriculum aims can be found in our Teaching and Learning Policy.



The curriculum we teach is guided by the National Curriculum, but not limited by it. Curricular planning involves all members of staff to ensure continuity and progression. Learning takes into account both substantive and disciplinary knowledge, ensuring that pupils get the chance to revisit and consolidate learning in different ways. Our knowledge-engaged MPS curriculum gives children opportunities to show the progress they have made in a range of learning contexts, building upon prior knowledge. We encourage children to make links in their learning whether these be vertical, horizontal or diagonal across disciplines and subjects where possible. We feel passionate about maintaining cross-curricular links as this allows children to build up schemata around a chosen subject, practice which is evidence-informed and well-researched.¹

The Early Years Foundation Stage (Reception Year)

In the Reception Year the children work on the seven areas of the Early Years Foundation Stage Curriculum:

The Prime areas of the Early Years Foundation Stage are:

- Personal, Social and Emotional Development
- Communication and language
- Physical development

The Specific areas of the Early Years Foundation Stage are:

- Literacy
- Mathematical development
- Understanding of the world
- Expressive arts and design

During their time in Reception, we will create constant opportunities for child-initiated learning, both indoors and out. There are also opportunities for children to work with an adult. More detail about this is included in the school's Early Years Foundation Stage Policy. All children are taught Synthetic Systematic Phonics through the Read, Write Inc Programme.

Key Stage 1 (Years 1 and 2):

Key Stage 1 children will have access to the National Curriculum which is taught through topics that are appropriate for our learners. These topics are intended to be creative, exciting and stimulating for the children. At Midhurst CofE Primary School we believe that outdoor learning continues to be important for children beyond the Early Years. Therefore our Year 1 children continue to have access to outdoor learning areas. Our Key Stage 1 children also participate in 'Forest School'. This is taught by specialised, trained teachers.

¹ <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition>

As the children progress through Key Stage 1 they begin to learn the core subjects (English, Maths and Science) through more discrete subject teaching. Teachers then create opportunities for children to show these skills across the curriculum. Systematic daily phonics lessons continue, through the Read Write Inc programme. Certain other subjects also have timetabled slots each week including Computing, French, RE, Learning for Life [PSHE] and PE. The majority of the other subjects are taught to children through topic and class-based work.

Year 1 children will complete the statutory phonics screening check at the end of year 1. Ongoing teacher assessments and SATs are used to formally assess children at the end of year 2.

Key Stage 2 (Years 3,4,5 and 6):

Curriculum Delivery in Key Stage 2

At **Midhurst CofE Primary School**, children in Key Stage 2 continue to follow the Programmes of Study of the National Curriculum. In the mornings, pupils access daily English and mathematics lessons taught discretely, with opportunities for skills consolidation across the wider curriculum. Once secure in phonics, children are encouraged to read independently for pleasure and to deepen their knowledge.

In the afternoons, Key Stage 2 lessons are delivered through **subject teaching**, following a structured timetable of foundation subjects taught by specialist subject leads. These subjects include history, geography, science, art, music, computing, and physical education. This approach ensures that pupils benefit from teachers with expertise and enthusiasm for their subject, providing high-quality learning experiences and progression across year groups.

To keep learning exciting and meaningful, the curriculum is enriched through termly trips, visits, visitors, and external providers, bringing subjects to life. Children in Years 5 and 6 also have the opportunity to attend a residential trip, supporting personal development and resilience.

Outdoor learning remains a valued part of our Key Stage 2 provision through **Forest School**, taught by trained specialists in the school's woodland, owned by the National Trust.

Formal assessment continues through SATs and ongoing teacher assessments at the end of Year 6.

Advantages of Subject Teaching in KS2

1. **Specialist Expertise**
Subject leads bring depth of knowledge and passion, ensuring pupils receive high-quality teaching and a richer understanding of each discipline.
2. **Improved Curriculum Coverage and Progression**
A subject-led timetable guarantees systematic coverage and progression, reducing gaps and repetition.
3. **Enhanced Engagement and Motivation**
Teachers who specialise in a subject can inspire curiosity and enthusiasm, leading to greater pupil participation and enjoyment.

4. **Preparation for Secondary Education**

Subject teaching mirrors the structure of secondary school, helping pupils develop independence and adaptability for the next stage of learning.

5. **Balanced and Broad Curriculum**

Dedicated time for foundation subjects ensures pupils experience a well-rounded education that nurtures creativity, critical thinking, and cultural awareness.

Curriculum coverage

Our curriculum overview sets out the areas of the National Curriculum which are taught through our carefully sequenced one-year cycle. These ensure that by the end of each Key Stage, the Programmes of Study have been taught.

In addition, for each subject, our Progression documents set out the disciplinary and substantive knowledge to be taught in each subject, within each topic area for each year group. These include a 'golden thread' of key vocabulary to be covered in each year group – see the individual subject progression documents for more detail.

Children with Special Educational Needs

Midhurst CofE Primary School seeks at all times to maximise the potential of all children, whatever their needs and abilities, in order that everybody benefits from opportunities within the school and the wider community. Children who are not making adequate progress (as defined in the Special Educational Needs Code of Practice) are identified as having special educational needs (SEN). There is a dedicated policy and practice in place to ensure their needs are fully met (SEN Policy).

Midhurst C of E Primary School provides a broad and balanced curriculum for all children, which is adapted to meet individual needs and abilities. Teachers take into account a child's special educational needs and provision is made to enable such children to participate effectively in all curriculum and assessment activities. The same applies to all aspects of school life.

The SENCo (Special Educational Needs Co-ordinator) works with all staff to ensure children that may need additional or different support to that normally found within the classroom, are identified as early as possible and offered appropriate support. The progress made by all children at the school is regularly monitored and reviewed. The school works closely with parents when assessing and meeting the need of children with SEN. Termly SEN Review Meetings are currently in place to allow for discussion of individuals and their needs.

In this school provision for pupils with special educational needs is the responsibility of all members of staff. Teachers use a range of strategies to meet the needs of pupils' special educational needs. Lessons have clear learning objectives, work is differentiated and assessments are used to inform the next stage of learning. ILPs (Individual Learning Plans) contain a measured number of specific targets designed to enable the child's progress.

More detailed information can be found in our Special Educational Needs (SEN) policy which is available through the office or the school website at www.midhurst-primary-school.co.uk.

Christian values and ethos

As part of the process of designing the curriculum for each half-term, staff will consider how our school values of Friendship, Forgiveness, Kindness, Peace, Creativity and Respect can be incorporated into the teaching and learning. We aim to weave these through our lessons to ensure children are well-rounded citizens and life-long learners. The involvement of the Vicar and our local Church in education does not just link to Religious Education but other areas of school life too. We value the input of the church not only through our governing body but within whole school worship and curriculum as a whole.

Roles and Responsibilities

The Senior Leadership Team maintains an overview of the curriculum provided by the school and works on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors.

Subject Leaders ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews and also monitor the progression of skills within their subject. Subject Leaders also produce annual action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work/research projects with external colleagues. Subject Leaders have termly designated time to develop and monitor the teaching and learning within their subject.

Class Teachers have the final responsibility to produce class specific, medium term planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. Class teachers should ask for guidance or further CPD opportunities from Subject Leaders when appropriate.

Monitoring and Evaluating

The Headteacher has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. Monitoring and evaluating tasks will be undertaken by the Senior Leadership Team. These tasks will link into a programme of monitoring, School Development Plan priorities and actions, as well as performance management of teaching staff. The SLT report their findings through the governors' Curriculum, SEN and Action Plan Monitoring Committee (APMC).

Subject Leaders will monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book scrutiny and pupil interviews. This will also involve the Year 6 subject ambassadors for each subject.

The Curriculum Link Governor will act as critical friend to the SLT. Visits will discuss progress made and support the identification of next steps for development.

Cohort Link Governors will come into classes on a termly basis to see first-hand the range of learning and breadth of curriculum which the pupils experience.

Further to this, our new assessment system, GL Assessment allows us to track and monitor children in a variety of areas. These include Mathematics, English (including Reading through the National Group Reading Tests [NGRT]), and Science. We also are able to access dyslexia,

dyscalculia, CAT and PASS assessments to ensure we get a full picture of each child as an individual learner. Further information on this can be found in our school's Assessment Policy.