



Caythorpe Primary School

Curriculum Policy

Purpose: This policy reflects the values and philosophy of the school in relation to the intentions, implementation and impact of the curriculum at Caythorpe School.

Date Reviewed: February 2026

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Introduction

The curriculum is a framework for setting out the aims of a programme of education, including the procedural and composite knowledge and understanding to be gained at each stage (**intent**); for translating that framework over time into a structure and narrative, within a school (**implementation**) and for evaluating what knowledge and understanding pupils have gained against expectations (**impact/achievement**).

Vision

At Caythorpe Primary School our collective vision is “inspiring the future.” To achieve this, we believe our curriculum should;

- meet the needs of all children whatever their ability and promote a passion for learning and willingness to explore.
- should promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society – developing and promoting cultural capital.
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life empowering them to meet life’s challenges.

It includes not only the formal requirements of the National Curriculum (a set of subjects and standards used to ensure that children learn the same things and achieve the standards set out), but also the range of memorable experiences, passport activities and extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes a ‘moral curriculum’, to promote empathy and gratitude, those aspects of development that children learn from the way they are treated and expected to behave.

The Three Caythorpe Bees

At Caythorpe Primary School, our curriculum is underpinned by The Caythorpe Bs



Be Ready



Be Responsible



Be Respectful

At Caythorpe our vision is that the school is a happy place where children are individuals, cared for within a supportive, secure and creative environment. We endeavour to promote positive relationships where both staff and children can inspire each other to achieve their full potential. The curriculum is a powerful tool that promotes ‘a passion for learning’ and willingness to explore and the time to have fun. We are proud to use the National Curriculum

as a starting point for wide and varied learning experiences for our children. We enrich it by our strong ethos based on our Caythorpe Bees. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged. We are continually reviewing and improving the curriculum we offer to our children. The curriculum at Caythorpe Primary School is evolving according to the needs of our children and to the aspirations of the staff and community.

Our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong and will be resilient to the influence of others. They will go out into the world and make a difference in their own life and to others. Our learners will be the owners of their own destinies.

Intentions/Aims

At Caythorpe School we aim to:

- To teach a fun and enriched curriculum within stimulating and exciting environments, packed full of inspiring experiences and opportunities.
- To encourage enthusiasm and enjoyment whilst being active and making healthy lifestyle choices; creating lifelong positive attitudes towards sport, exercise and being outdoors.
- To create opportunities for children to explore beliefs; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world.
- To recognise, understand and engage the laws, morals and traditions that underpin the British values and protected characteristics.
- To develop well-mannered children who understand right from wrong and can make positive choices.
- To be fully engaged with parents/carers of our pupils and involved with all aspects of local life and mutually supported by the community.
- To provide a supportive environment which ensures staff are: happy, motivated, confident, dedicated, valued and want to achieve the highest possible standards for the children.

The Bees are referred to throughout all aspects of school life and are rewarded to individual pupils who have demonstrated these values in our Friday Celebration Assemblies and end of year awards ceremony.

Our teachers ask learners to undertake positions of responsibility around school, as we believe that children understand values by seeing them in action in others. These include:

Classroom monitors, School Council, playground leaders (Active Ambassadors), Reading Ambassadors, Well-Being Ambassadors, the Eco-Team, first aid monitors, technology monitors, E-Safety leaders (Junior Online Safety Monitors), Book monitors, Year 6 buddies.

Planning the Curriculum (Intent)

Enquiry based questions are the driving force for the Caythorpe curriculum. Questions provides an opportunity to harness the interests of our children, building in motivation and deeper immersive learning. We typically plan to complete three questions per term (science, topic and RE). Where appropriate other subjects will be incorporated with relevant curricular links. When there is not a natural link between the chosen theme and the subjects in question; we ensure full coverage and progression of procedural and composite knowledge, through discrete units of work.

An overview of the themes taught in each year group is always available on the school website.

Currently, we plan our curriculum on a rolling two-year programme reflecting the fact that we have mixed age classes. We plan in four phases:

(1) [Caythorpe Curriculum Documents](#) (Strategic Planning)

This details all the objectives of the National Curriculum for **all** subjects across **all** year groups. These documents ensure that we are meeting our statutory responsibilities and that we are planning for progression. It outlines the procedural and composite knowledge to be taught and outlines progression throughout key stage 1, lower key stage 2 and upper key stage 2. These documents are available to view on our school website.

(2) Annual Curriculum Overview of Topics ([Long Term Planning](#))

Each key stage produces a long-term plan before the start of the year. This details the work that will be done over the course of the year, for each subject in each term. A “Big Bang” to begin a topic is planned as well as an intended outcome or celebration of learning at the end of a topic. These yearly overviews are produced in accordance with the requirements of the procedural and composite knowledge from the Caythorpe curriculum documents. They may be used in subsequent years with only minor alterations. These yearly overviews are available on our school website.

(3) Termly Planning (Termly Overview)

Each class teacher produces a Termly Overview before the start of each new term, in accordance with the Annual Curriculum Overview. This gives an outline of what will be taught each week within the term. Termly planning may be used in subsequent years but is likely to change in response to the requirements of new cohorts and to local, national and global events. Children will be expected to use the composite and procedural knowledge they have gained throughout the unit of learning to be able to discuss and answer the initial enquiry question posed. A termly overview is shared with parents as a class letter including any shared reading texts and other important class information. These parent overviews are also posted on the school website.

(4) Weekly Planning ([Short Term Planning](#))

All teachers produce unit plans for maths, English (genre planning), whole class reading (KS2) and lesson screens to detail learning within foundation subjects. This gives more detail regarding the objectives, whole class teaching, activities and learning that the children will take part in. A timetable is produced to state when lessons will be taught and this is displayed on classroom doors. These plans should be seen as a working document which is added to and amended in response to Assessment for Learning and the ongoing needs of children within the class. These plans are seen as an integral part of good and outstanding teaching.

Blank proformas of all planning documents teachers could use are available on the [Caythorpe Shared Drive \(S:\)](#)

Each class have their own planning folder on the staff shared drive organised into academic year, class, terms and subjects. All Termly documents must be available on the shared drive at 8am of the first morning of the term commencing. All weekly planning and timetables should be available on the shared drive at 8am of the first day of teaching. Class teachers also display their timetable for the week on their classroom doors.

Implementation of the Curriculum

Maths

At Caythorpe we use the NCETM Mastery in Number approach within EYFS and KS1 and White Rose Maths Hub mastery scheme of work for progression across the whole school. Key Stage 2 complete daily flashback in 4 to revisit learning. We assess using Star Assessments from the online Renaissance platform, Test Base questions, teacher assessment and may use the White Rose Maths Hub tests throughout the year. The Star tests give teachers accurate, actionable data about what pupils know and what they are ready to learn next, informing future planning and teaching. We subscribe to the Numbots and Times Table Rock stars online learning platform, which children can access at home. For more information, please see the Maths Calculation Policy. Pupils are rewarded weekly for number of coins earned in our Friday Celebration assembly.

Phonics

Early reading at Caythorpe is taught following “Little Wandle Letters and Sounds Revised.” Children are taught the names of the letters and the sounds that letters make. This gives children the knowledge they need to develop as readers. From Reception to year 1, the children are taught in their relevant phases. Children in year 2 are taught using the Little Wandle Spelling Scheme. Children are taught in groups and they will move to the next phase as they become more secure with the sounds, this includes recognising sounds within words while reading and applying their sounds into their writing. The children are assessed every five weeks to ensure they are on track. The scheme also involves interventions, a “Keep-up” for KS1/EYFS and “Rapid Catch-Up” for KS2 for pupils who need more support. At the end of Year 1, children are assessed using the National Phonics Screening check.

Reading – [please also refer to English at Caythorpe for details](#)

At Caythorpe Primary School, we value reading as a key life skill and aim to encourage children to become lifelong readers. Through a systematic, synthetic phonics scheme, we give children the skills of decoding and blending to become fluent readers. Regular reading practice sessions will provide children with the skills, knowledge and confidence to comprehend texts. Children and parents will be encouraged to broaden their range of text types and read books for pleasure as well as for academic progress.

At Caythorpe reading practice sessions are taught across the school. In EYFS/KS1 the Little Wandle reading practice sessions focus on three key reading skills, decoding, prosody and comprehension. The book shared in reading session are the pupil's reading books to take home for the weekend and following week (Thursday to Thursday). This ensures books are matched to children's phonic ability. In KS2, we teach reading using a whole class reading strategy. Reading activities are varied and are recorded in a Reading Journal (whole class or individual).

Pupils are assessed using the Star Assessments from the online Renaissance platform. Each child can choose books within their reading range to read independently and/or share at home depending on the ability of the child as we value our families help to support with reading at home. Learners need the space and time to make choices about books, and to discover authors and texts they might not get chance to look at outside of school. Our teachers check pupils are reading books that will challenge them and create exciting reading areas around the school. After reading a book pupils have opportunities in school to take a quiz on the book they have read. Accelerated Reader is a powerful tool for monitoring and managing independent reading practice, motivating students to read for pleasure and assessing children's understanding of the texts they read. The whole school engage daily in DEAR (Drop Everything And Read – to develop a love of reading). Our teachers regularly update our classroom reading areas with topic themed books and author book boxes to compliment current topics or genres of study.

Writing– please also refer to English at Caythorpe for details

At Caythorpe we use a range of stimuli to generate writing opportunities for a range of text types and genres (books, film clips, poetry, non-fiction, reports etc). We aim to help them identify features and apply these to their own work whilst considering the purpose and target audience. We place an important emphasis on proof reading, editing and improving writing to promote children's sense of ownership and achievement within their creations.

We look at comprehension skills, grammar skills, planning for writing and extended writing within each unit of work, to give us a regular routine that helps us build up competency. Pupils are given opportunities to write for a variety of purposes and audiences. Opportunities are given for writing throughout the curriculum i.e. reports in science, diary entries and news reports in history, weather reports in geography). We work hard on handwriting and presentation and edit our work carefully to improve it. We assess writing termly setting pupils independent writing activities which are written in a "Wow writing" journal (Wow journals are passed onto the next class teacher to create a pupil record of writing as they progress

through the school). This enables class teachers to see progress in writing throughout a child's time at Caythorpe.

Foundation Subjects

Ways we record the foundation subjects are as follows;

History, Science, MFL and RE – Work is recorded in separate subject books (MFL books will move with pupils to next year group as an aide memoire for vocabulary).

Computing – Class computing log (Lever Arch file per class)

Art – Sketch books are used throughout the school – these are passed onto the next class teacher to create a pupil record of writing as they progress through the school

DT – DT logs

PSHE/SMSC – Class Floor book

“Take a Journey!” Floor Books record Big Bangs and experiences, whole school events and other subjects such as PE and music which are hard to log evidence for.

Social, Moral, Spiritual and Cultural Education

At Caythorpe we have adopted a mindfulness approach to the delivery of PSHE and SMSC throughout the school. We have adopted the Jigsaw scheme of work. Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world.

We recognise that social, moral, spiritual and cultural development is central to the education of all pupils and permeates the whole curriculum and ethos of our school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments. We promote “British Values” through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the “whole child”. We recognise that such development is most successful when those values and attitudes are promoted by all staff and provides a model of behaviour for our pupils. Our assemblies are carefully planned throughout the year to ensure aspects of safeguarding are visited and revisited e.g. cyber-safety, road safety, stranger danger etc as well as acknowledging special days and raise awareness. Tuesdays we have a “Picture News” assembly, where each week children can learn from a local, national or international topical issue and develop respect for other's beliefs, feelings and faiths. This is followed up in class assembly on the Wednesdays to enable age-appropriate discussion of the issue and further encourage exploration, discussion, challenge and inspire children to learn.

PSHE/SMSC and Wow Floor Books

The purpose of the [Floor books at Caythorpe Primary](#) is to document and provide evidence of the learning processes within aspects of the curriculum which often do not have written

evidence within children's books. Each class has two floor books, one for PSHE/SMSC opportunities and a second for Big Bangs, PE or other opportunities the pupils experience which enriches our curriculum. Floor books are used to consult with children and involve them in the recording of the processes within and the outcomes of each lesson. Each will be used for assessing pupils at the end of a unit as they provide evidence of composite and procedural knowledge across the areas of learning being taught. They can be used in reviewing and recalling previous sessions within the year or previous year.

The Foundation Stage

The EYFS curriculum provides a clear sequence for teaching skills and knowledge in the EYFS (F2) curriculum moving towards the vast majority of learners achieving the ELGs by the end of the academic year. Additional materials show the approach to be taken in structuring, resourcing and assessing within your setting.

The main overriding principle of the Everything Early Years (EEY) system is that children are empowered and encouraged to adopt a considerable amount of responsibility for their own learning, they are trained to think, reason and verbalise their learning and adults facilitate this through the structure of the environment, how we respond to children's thoughts and ideas, the questions we ask them and how we assess and build on those assessments to push learning forward.

There is within this system a structured curriculum document that takes learning from day 1 through to the end of EYFS, building on prior learning in a logical sequence. Within this is how all practitioners in the setting can teach the children the skills and knowledge they need to access effective learning. It also shows when in the sequence things need to happen.

In order to ensure that the system is most effective, **this sequence should not be changed to fit topics**. We now need to be absolutely mindful that topics are the vehicle around which this curriculum (the driver) is delivered and practitioners should structure their topics, resources and observations for assessment around this curriculum.

The flexibility within this system is that Practitioners are free to create and plan the topics that contextually fit their children and setting as set in their whole school Curriculum intent statements.

Alongside this document is the need for additional training to ensure all settings are aware of the process of the **Plan, Do, Review** cycle and the strategy of training children to select and use equipment and media with autonomy.

The areas of learning are:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

This curriculum must be read alongside a range of supplemental materials that are referenced which add essential additional support and guidance:

- curriculum enhancement for continuous provision;
- skills development sheets;
- E-Safety additional curriculum advice;
- Book list to promote diversity and inclusion;
- Templates for: action plan, area of provision, risk assessment, skills development

Children with Special Needs

Caythorpe is an inclusive school (Ofsted Dec. 2024.) The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted. If a child has a special need, our school makes reasonable adjustment to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher assesses this need. We have a Teacher SEND Toolkit to support teachers in addressing individual pupil's needs. In most instances the teacher can provide resources and educational opportunities which meet the child's needs within the normal class organisation of Quality First Teaching. If a child's need is more complex, we involve the appropriate external agencies and consider if there is a need for an Education, Health and Care Plan (EHCP) when making this assessment.

Extra-Curricular Opportunities and Enrichment

We offer as many extra-curricular activities as we can, as we recognise the benefits they can have to health and well-being. Some activities take place at lunchtime, but others take place after school. Outdoor adventurous activities form part of the delivered PE curriculum. This may involve problem-solving or team-building activities in the school grounds as well as formal activities such as orienteering. In addition, we plan for our older children to experience adventurous activities away from the school site by organising residential visits. Visits are often planned to enhance the taught curriculum and are designed to excite children's interest and imagination. These may involve visits to museums or theatre or to special activity days. We make regular visits to the local high schools in support of our curriculum, sports and transition. As part of our PE provision, we have Carres Outreach Services which provide an Active Sports Coordinator and a range of competitive and non-competitive events for pupils as well as CPD for staff.

Impact – Measuring the implementation of our intentions

From our intention to "Inspire the future" and the implementation of our curriculum, the impact will be that our learners will have fully rounded characters with a clear understanding of the school's values, vision and aims. Only by really learning what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviours we see each and every day in all learners on the playground,

in corridors, and in the many roles we give them. The impact of this intention is seen in the daily interaction of all members of our community, including staff and children.

Roles and Responsibilities

The school has subject leaders. It is the role of these leaders 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 whole-school objectives.

Each subject has a subject leader file. The Subject Leaders ensure that the curriculum specified within their subject is covered and that the progression made matches that expected for the year groups. Monitoring activities are planned throughout the academic year – see [Monitoring and Evaluation Policy for more details](#).

National Curriculum

We strive to ensure that our children’s attainment in core and foundation subjects is in line with or exceeding their potential when we consider the varied starting points of children. We measure this carefully using a range of materials, but always considering Age Related Expectations. Children are tested using National materials including the Early Years Foundation Stage Baseline assessments (Tapestry is used to record and log assessments made), Year 1 phonics screening and end of Key Stage Tests (SATS). We intend the impact is that children will be academically and physically prepared for life in secondary school, in modern Britain and the wider world.

Details of how we assess our curriculum can be found in our [Assessment, Reporting and Recording Policy](#).

Monitoring and Review

Our governing body monitors the curriculum via the school development, curriculum policy, visits to school and feedback from members of the school community. In this way they are able to ensure that that progress is made in the development and enhancement of our curriculum

The Senior Leadership Team is responsible for the day to day organisation of the curriculum. The head teacher, senior staff and subject leaders monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum and monitor the way subjects are taught throughout the school.

Appendix 1: Curriculum Statements of Intent

English: We aim for all of our pupils to be articulate speakers, readers and writers who can transfer their English skills to other subjects, and are prepared for the next steps in their learning.

Maths: To provide our pupils with a mastery approach to maths, which equips them with the confidence to tackle calculation, reasoning and problem-solving skills in a real-life context.

Science: We aim for all our pupils to have enquiring minds and to have the confidence to ask questions to stimulate scientific thinking. Teachers aim to nurture curiosity and develop children's scientific vocabulary to give them the confidence to form their own scientific investigations and explanations.

RE: We aim to engage and challenge our pupils through enquiry-based learning activities, authentic religious materials and a balance of theology, philosophy and human and social sciences. This will enable our children to be religiously literate and to be able to hold balanced and well-informed conversations about religions and beliefs whilst reflecting on their own experiences and spiritual development.

PSHE: To maximise the outcomes for every child so that they know more, remember more and understand more, becoming healthy, independent and responsible members of a society who understand how they are developing personally and socially; learning about rights and responsibilities and appreciate what it means to be a member of a diverse society.

Physical Education: We will provide all children with high quality PE opportunities whilst encouraging the children to achieve their potential as well as developing physically active and healthy habits for life.

Art and Design Technology: Art and Design Technology we will enable children to develop their individual creativity, express their ideas and understanding whilst working individually and collaboratively with others.

Computing: We aim for the children to leave their Primary education with the ICT skill set to keep their knowledge up to date in the ever-changing digital technology landscape.

Music: We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

History: We will develop children's experiences and understanding of History, including their personal history. We will ignite their curiosity about the wider world and encourage them to use Historical language

Geography: We aim to inspire our pupils to explore the physical and human aspects of our planet, understanding the geographical processes, and being able to engage with others to help solve issues on local, national and international levels.

MFL (Modern Foreign Languages): All children will have the opportunity to understand and respond to spoken and written language from a variety of authentic sources in particular French to speak with increasing confidence, fluency and spontaneity.

EYFS (Early Years Foundation Stage): We aim to provide a safe, secure, playful and nurturing environment where our children feel part of a family enabling them to thrive and develop a lifelong love of learning. Developing children's emotional, spiritual and language development is at the heart of what we do. We aim to give children the best start in life working closely alongside their families. Together we can do more.

Appendix 2

A brief overview of expectations of Planning

Class Folder	Each class has a class folder (used in the event of a supply teacher visiting). Class list including medical, allergies and permissions. General overview of the school day including timings. General lists for special grouping of children i.e. challenge, first 20% – with caveat that these may change according to teacher assessment for learning and the content being taught.
Long Term plan –updated yearly – 2 year cycle	
This includes topic title of each subject, areas of maths, writing genres, whole class reading texts, SPAG, passport activities across the year	
Medium Term Planning – updated termly	
Termly plan	Big Bang for topic, topic title of each subject and key knowledge to be taught each week (WALT) and overview of activities, areas of maths, writing genres and SPAG within, whole class reading texts and key focus for reading, SPAG and handwriting, passport activities across the term, end result/celebration of topic and any special events which need to be considered for timetabling i.e. Christmas, Sports Day, whole school theme days.
Termly newsletter to be sent to parents via class dojo	Includes, brief overview of subjects focused on, reading text, any events/visits trips, PE days
Short Term Planning – Caythorpe Curriculum outlines key knowledge and flashbacks across each subject and each unit of learning. Teachers use the Caythorpe lesson screens/slides to outline the content of each lesson – each lesson gives – a statement of what the subject is, date/walt, flashback, vocabulary, the learning, activities and quiz/plenary	
English – Writing (including SPAG and handwriting)	An overview of the teaching of each genre unit, includes purpose, specific SPAG features, vocabulary, engagement in writing, CEW, stages of writing expanded on with dates sessions to be taught (read and respond, analyse, word and sentence work, plan, write, edit and improve.
EYFS and KS1 Phonics and Reading	Little Wandle – children grouped accordingly -English lead lists pupil groups termly.
KS2 Reading	Format – highlight learning intentions for age phase for week and activities.
Maths	KS1/EYFS Maths Mastery and White Rose for sequence of learning. KS2 – White Rose for sequence of learning– KS2 daily flashbacks as morning starter, learning tasks, Bronze (fundamentals), silver (fluent), gold (reasoning), challenge (problem solving) Screens and activities for learning for the week to be uploaded on staff drive in “Planning, year, class, term, maths, week” and labelled date to be taught.

Foundation subjects	Screens and activities for learning for the week to be uploaded on staff drive in "Planning, year, class, term, subject, week."
Weekly Timetable	Timetable states the lesson for each session i.e. maths fractions lesson 2. Timetables for the week are displayed on class doors. Timetables may be shared on class dojo and a reasonable adjustment for parents to share with pupils.