



LEECHPOOL PRIMARY

CURRICULUM POLICY Policy Statement

1. Introduction

At Leechpool Primary School, every child is entitled to a high-quality, ambitious, and inclusive curriculum that enables them to achieve well, think deeply, and develop strong learning behaviours. Our approach is rooted in the belief that **secure relationships and high expectations** form the foundation of effective teaching and successful learning.

Our curriculum is broad, balanced, and coherently sequenced so that pupils build knowledge over time. It equips them with essential skills in literacy and numeracy while nurturing curiosity, creativity, and confidence across all subjects. Teaching is underpinned by our **Quality First Teaching (QFT)** principles, ensuring consistency, clarity, and strong instructional practice in every classroom.

2. Curriculum Intent

Our curriculum aims to:

- Provide clear progression of knowledge and skills from Early Years to Year 6, ensuring pupils revisit and deepen learning meaningfully over time.
- Offer rich, inclusive learning experiences that develop the Leechpool values of **Respect** and the **6Rs: Resilience, Relationships, Risk Taking, Reflectiveness, Responsibility and Resourcefulness**.
- Maintain high ambition for every learner, ensuring equitable access to the full curriculum and effective adaptations for pupils with SEND.
- Enable children to develop secure foundational knowledge in reading, writing, and mathematics—recognising these as essential gateways to success in the wider curriculum.
- Promote understanding of local, national, and global contexts to help children make sense of the world around them.
- Support children in articulating their learning clearly, using subject-specific vocabulary with confidence and accuracy.
- Provide a **calm, low-stimulation learning environment** that minimises cognitive load and supports focus, independence, and sustained effort.

3. Curriculum Implementation

Quality First Teaching

Our QFT model shapes every lesson and reflects evidence-informed practice. Teachers:

- Plan purposeful, well-structured lessons with clear learning objectives.
- Use explicit instruction, precise modelling, scaffolding, and guided practice to secure understanding.
- Adapt teaching responsively to meet pupils' needs without lowering expectations.
- Use questioning, discussion, and retrieval practice to strengthen long-term retention.
- Provide live, meaningful feedback that moves learning forward.

Sequencing and Progression

.... Breathing life into learning.....to be the best we can be

Updated October 2025

Next review: October 2026



LEECHPOOL PRIMARY

- Each subject has a clearly defined progression map setting out the knowledge and skills pupils learn and revisit at each stage.
- Units are designed to build logically, address common misconceptions, and secure prior knowledge before new content is introduced.
- Retrieval and spaced practice are embedded into lesson design.

Assessment for Learning

Assessment is used to inform teaching, not dictate it. Teachers:

- Use formative assessment throughout lessons to identify what pupils know and what they need next.
- Monitor misconceptions and respond quickly with targeted support.
- Use summative assessment to evaluate attainment, inform planning, and support moderation.
- Provide pupils with opportunities to reflect on their progress and discuss their learning.

Learning Environment

- Classrooms are deliberately **calm, organised, and low-stimulation** to support clarity of thought and focus.
- Displays are purposeful and relevant—supporting current learning or celebrating achievement without unnecessary distraction.
- Resources are accessible and used intentionally to deepen understanding.

Inclusion and SEND

In line with NASEN-aligned principles, teachers:

- Reduce cognitive load by chunking information and using clear visual supports.
- Provide structured steps, guided practice, and repeated modelling.
- Maintain ambition for all pupils and ensure adaptations do not narrow the curriculum.
- Work closely with the AHT for Inclusion to remove barriers and ensure equity of access.

Subject Leadership

Subject leaders play a key role in securing curriculum quality. They:

- Monitor teaching, learning, and outcomes through learning walks, book looks, pupil conferencing and planning reviews.
- Support colleagues through guidance, CPD and coaching.
- Ensure curriculum intent and implementation are clear and coherent across year groups.
- Evaluate the effectiveness of provision and lead subject development.

4. Curriculum Impact

The impact of our curriculum is seen in:

- Pupils who can confidently articulate what they are learning and use subject-specific terminology accurately.
- High-quality work demonstrating secure understanding, progression, and pride.
- Strong learning behaviours: resilience, independence, focus, and willingness to attempt challenging work.
- Consistent teaching quality across subjects and year groups.
- Accurate assessment information that drives improvement and supports school development.
- Positive pupil attitudes to learning, reflected in attendance, engagement, and pupil voice.

Impact is evaluated through a wide range of evidence, including:

.... Breathing life into learning.....to be the best we can be

Updated October 2025

Next review: October 2026



- Lesson visits
- Pupil conferencing
- Work scrutiny
- Assessment data
- Subject leader reviews

Findings inform continuous refinement of curriculum design and teaching practice.

5. Roles and Responsibilities

Senior Leadership Team

- Oversees curriculum vision, development and evaluation.
- Ensures teaching aligns with QFT principles and school priorities.
- Supports subject leaders to develop expertise and secure consistent practice.

Subject Leaders

- Lead the development, monitoring and improvement of their subject.
- Ensure staff understand progression, key concepts, and expected teaching approaches.
- Provide professional support to colleagues.

Teachers

- Plan and deliver high-quality lessons aligned with school expectations.
- Implement QFT principles consistently.
- Create purposeful, low-stimulation learning environments.
- Use assessment to inform planning and adapt teaching responsively.
- Communicate clear next steps to pupils and parents.

Support Staff

- Provide targeted support that promotes independence and contributes to inclusive practice.
- Work in partnership with teachers to reinforce learning and promote strong routines.

This policy will be reviewed annually by the Leadership Team, in co-operation with staff.