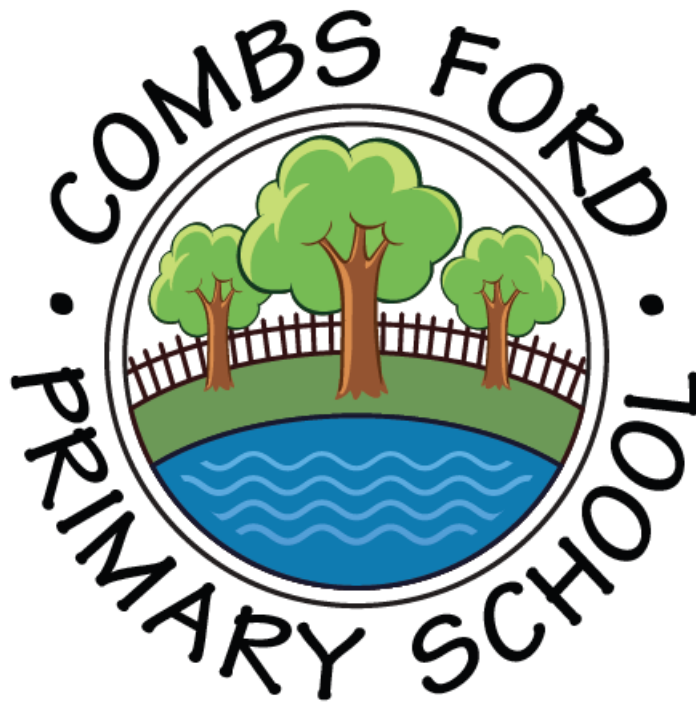


Combs Ford Primary School

Curriculum Policy



Prepared By:	Jen Aldred (Deputy Headteacher)	Date:	September 2025
Approved By:	Governing Body	Date:	September 2025
Review Cycle:	Annually		
Next Review By:	September 2026		

INTENT

Our Vision

At Combs Ford Primary School, our intent is to provide a curriculum framework which offers exciting and meaningful learning opportunities. We want our pupils to be inspired and motivated, enabling them to '*be the best they can be*'. Our holistic approach to learning is underpinned by our core values (The Combs Code) that aim to unlock every child's intellectual, emotional, social, physical, artistic, creative and spiritual potential. We recognise the importance of developing these attributes in helping to ensure our young people flourish within a broad and balanced setting.



We have high expectations of all our pupils and threaded throughout our curriculum is an ethos which helps our children recognise that anything is possible through hard work and effort. Throughout their journey in our school, we intend to develop articulate, caring children with a thirst for knowledge. We want our pupils to be resilient individuals who are not afraid to take risks in their learning. Our children will know how to lead healthy lives both physically and emotionally and embrace the culturally diverse community we live in and celebrate. We are determined that by the time our children are ready to leave our school, they will be confident, successful students and role models.

Aims of our Policy

- To provide stimulating, exciting, active and creative learning experiences that foster and encourage independence.
- To promote opportunities for pupils to widen their spiritual, moral, social and cultural development.
- To ensure children have a strong understanding of their rights and how to exercise them, creating a place where children's voices are heard and valued.
- To share our vision for teaching and learning, including a common understanding of Quality First Teaching and Learning to provide a consistent approach.
- To recognise that it is the responsibility of all teaching staff to provide the highest quality teaching and learning experiences for our pupils, and in doing so, continually raise pupils' achievement.
- To ensure learning activities are planned to meet the specific needs of individuals and groups of students as identified by regular feedback and assessment.
- To provide personalised CPD opportunities for all staff involved in teaching and learning adopting a coaching approach based upon their individual needs, requirements, career stage and future development.
- To ensure that high quality of teaching over time will raise the quality of learning and progress over time. Progress is actively planned for and reviewed in every lesson. Effective feedback strategies should be considered as per the guidance in our marking and feedback policy.
- To monitor the quality of teaching and learning through a thorough, robust and transparent model of quality assurance.
- To support learners outside the classroom (e.g. extra-curricular clubs, celebratory events, assemblies, social times, trips and visits).

IMPLEMENTATION

Our Curriculum

The Combs Ford Curriculum (which breaks down the National Curriculum objectives using both bespoke and published schemes) is used as the expectations for all children. Our Curriculum has been designed to be broad and balanced and is designed to build knowledge and skills in a clear, structured way that supports all learners. Lessons are carefully sequenced to introduce new concepts gradually, with plenty of opportunities to revisit and reinforce previous key facts, skills and relevant vocabulary. Our curriculum is underpinned by Rosenshine's 10 Principals of Instruction which promotes clear instruction, regular review, and guided practice, helping pupils build strong foundations and learn more effectively (see our Teaching and Learning Policy).

Early Years

Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Years Framework (See EYFS Policy). We deliver learning for all of these areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Core Subjects

All classes have a daily mathematics, writing and reading session. In addition, each year group has a variety of 'flexi sessions' that include a bespoke SPaG learning, dedicated handwriting and spelling sessions and arithmetic skills practise. These lessons are supported by resources from the Spelling Shed scheme in Key Stage Two and 'Penpals' handwriting scheme for all. In Key Stage One and EYFS, children also have a daily Phonics session using the 'Twinkl Phonics' scheme. Wherever possible, writing and reading sessions are linked to our curriculum and focus on relevant texts and writing genres. The reading web provides lists of specific books for every year group which link to themes and provide high quality texts to support learning in a range of curriculum subjects. This allows children to make connections and draw on vocabulary and understanding from lessons across the curriculum to support their English development. Maths is planned using the 'White Rose' scheme of learning focussing on a balance between fluency, reasoning and mastery.

The Broader Curriculum

Our bespoke curriculum in geography and history has been planned to ensure broad coverage and meaningful learning. It includes locally focused units that explore the area's geography and history, helping pupils connect their learning to real-world issues in their community. These lessons foster a sense of place, and identify responsibility by addressing local topics such as land use, environmental change, and historical events specific to the region. For the remaining subjects we use carefully selected schemes to provide a clear, structured foundation curriculum that ensures progression, consistency, and full coverage of key knowledge and skills across.

We try to make links across our curriculum to help pupils connect their learning and build a more coherent understanding of key ideas. Below is an example of a long term plan exemplifying how we try to link our curriculum:

Year 5 Long Term Overview 2025.2026						
Half Term	Autumn 1- 8 Weeks	Autumn 2- 8 Weeks	Spring 1- 6 Weeks	Spring 2- 5 Weeks	Summer 1- 6 Weeks	Summer 2- 7 Weeks
Educational visits/events	West Stow	Local walk - geography		Performance poetry	Local walk - history	Felixstowe - Geography
Parental Engagement Event		DT Day - cooking - help to cut and prep in morning	Present stop motion animations to parents, present awards like a film festival, popcorn??			Preparing for year 6/SATs - café? expectations
Reading	Skellig Maya Angelou Poetry Black History Non-Fiction	The Boy in the Tower Clockwork Hidden Figures	Percy Jackson Reaching the Stars Poetry	David Attenborough Kensuke's Kingdom	A Series of Unfortunate Events The Highwayman Playscripts - R&J	Holes A Ballad of London
Writing	Anglo-Saxons Narrative Biography Review	Space Newspaper - Spaceship crash Advert - Ticket to Space	Ancient Greece Narrative - Greek Gods Balance argument - Athens or Sparta	Wild World Poetry - Animals (performance) Explanation text - Life cycle of an animal	Victorians Narrative - Escape from the workhouse Non-Chronological report - The Victorians	Musicals Character description Diary - Matilda
Maths	Place value Addition & Subtraction Multiplication and Division A	Fractions A	Multiplication and Division B Fractions B	Decimals and Percentages Perimeter and Area Statistics	Shape Position and Direction Decimals	Negative Numbers Converting Units Volume
Science	Forces	Space Global Warming	Properties of Materials	Animals Including Humans Life Cycles	Reproduction A Reversible and Irreversible Changes	Plastic Pollution Reproduction B
History	Anglo-Saxons		Ancient Greeks		Victorians	
Geography		Local Area - Suffolk		World - Biomes		UK - Coasts
Art		Typography		Mixed media		Set design
Computing	Computing systems and networks: Search engines Data handling		Stop Motion Animation E-Safety		Programming soundtracks E-Safety	
DT		Cooking and Nutrition - Spaghetti Bolognese		Digital world - Monitoring Devices		Mechanical systems - Pop up books
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE	Christianity - Gospel	Islam - Revelation	Hinduism - Moksha	Judaism - <u>Kodusha</u>	Christianity - Eucharist	Buddhism - Enlightenment
Music		Blues		South and West Africa		Musical Theatre
French	French Unit 1 and 2		French Unit 3 and 4		French Unit 5 and 6	
PE	Dance Football	OAA Gymnastics	Swimming Dodgeball	Swimming Netball	Swimming/Tennis Rounders	Swimming/Fitness Athletics

PSHE, SMSC and British Values

Through discrete PSHE lessons (Jigsaw) and links within our curriculum, we teach:

- Career Education
- Citizenship
- Economic and Industrial Understanding
- Environmental Education
- Health and Relationship Education
- British Values - **Democracy, Rule of Law, Individual Liberty, Respect and Tolerance**
- Children's rights and how to exercise them to have a positive impact on their lives and their community

These topics encompass the information, skills and attitudes necessary to thrive in and contribute to society now and in the pupils' future adult lives. These sessions are supplemented by our school values including the 'Combs Code' and a range of opportunities for social, moral, spiritual and cultural (SMSC) development, such as weekly assemblies, trips and visits, themed days and in-school visitors.

Subject Leaders

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject (in collaboration with the Curriculum Lead)
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resource management for the school

It is the role of the subject leader to keep up to date with their developments in their subject, at both national and local level. They review the way the subject is being taught in the school and plan for improvement. 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 schemes of work.

IMPACT

Our curriculum approach allows our children to be exposed to a wide range of learning opportunities.

Through our broad and balanced approach, we believe children will develop:

- A 'love for learning' and increased engagement.
- Thinking skills and the ability to ask and answer their own learning questions.
- The ability to transfer knowledge and skills across a range of contexts.
- Collaborative skills and interactivity with peers.
- Enhanced problem-solving skills.
- Subject specific vocabulary that can be applied in different lessons.
- Confidence in articulating subject knowledge, discussing topics and writing at length.
- Deeper understanding of the world, cultures and values.
- Research and investigative skills.
- Skills in using technology and sources of reference.
- Life-long learning skills.

The impact of our curriculum can also be measured and monitored using a variety of assessment techniques, approaches and evidence:

- Live marking and regular feedback for all children used to close gaps in knowledge and understanding and evidence improved outcomes.
- Teacher assessments recorded demonstrate progress made (please see Assessment Policy).
- Termly teacher assessment data analysis and pupil progress meeting information.
- Book scrutinies showcasing high quality written work in books.
- Teaching observations and learning walks led by subject leaders or a member of SLT with feedback linked to the Teaching Standards.
- Staff meetings, discussions and sharing of high-quality lessons.
- Reports from governor visits.
- Displays showing the range of high-quality work across the curriculum in all year groups.
- Pupil and parent surveys.
- Statutory end-of-key stage assessment results and analysis.