



## Curriculum Policy

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| <b>This policy was adopted by Governors at the meeting held on :</b> | <b>26/02/2026</b>   |
| <b>Signed (Academy Committee Chair):</b>                             | <b>Clive Hyland</b> |
| <b>Date of Review:</b>                                               | <b>Spring 2027</b>  |

### Contents:

#### Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Curriculum intent
4. School ethos and aims
5. Organisation and planning
6. Remote learning
7. Subjects covered
8. Reporting and assessment
9. Equal opportunities
10. Supporting pupils with SEND
11. Extra-curricular activities
12. Monitoring and review

## Statement of Intent

At Ellingham CE Primary School, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

### 1. Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'The national curriculum in England'
- DfE 'Statutory framework for the early years foundation stage'
- DfE 'Working together to improve school attendance'
- DfE 'Academy trust governance guide'

This policy operates in conjunction with the following school policies:

- Homework Policy
- Assessment Policy
- Equalities Policy

Executive Headteacher Mrs Diane Lakey

Ellingham CE Primary School, Ellingham, Chathill, Northumberland NE67 5ET

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- PSHE Policy
- RSHE Policy
- Special Educational Needs and Disabilities (SEND) Policy

## 2. Roles and Responsibilities

The academy committee is responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring the school is complying with its funding agreement and teaching a “broad and balanced” curriculum.
- Proper provision is made for pupils with different abilities and needs, including children with SEND.

The headteacher is responsible for:

- Devising long and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the academy committee on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the academy committee.
- Making any necessary adjustments to the curriculum where required.

- Keeping up to date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher and the SENCo to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCo and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCo and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.

Subject leaders are responsible for:

- Providing strategic leadership and direction to teachers.

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- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the subject and reporting on this to the headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The SENCo is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

### 3. Curriculum Intent

#### **Our Curriculum: A Curriculum for Life**

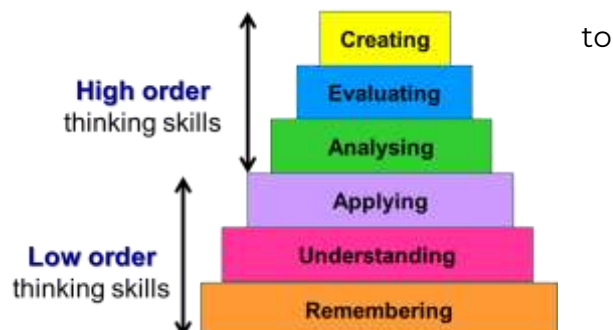
Our ambitious curriculum is designed to develop, in all of our pupils, curiosity about the world around them, so they are eager to develop the skills, knowledge and understanding they need to succeed in life and be life-long learners. Our pupils love learning when it is based in real-life contexts, adapts to their interests and allows hands-on exploration and investigation. For example, our long held Eco-school status and Global Citizenship learning prepare our pupils well for future success.

Within our context in the North of England, STEM industries are major employers, therefore, STEM subjects (Science, Technology, Engineering and Maths) form the core of our enquiry curriculum. Alongside this emphasis, developing a love of reading is key to future learning and employment.

Through our Enquiry Curriculum, we use an enquiry based approach to learning allowing pupils to learn in a fun, flexible but real-life context. We use topics to promote collaboration and shared learning experiences. Subject content within each topic is adapted to support the interests of pupil groups. Information about our two-year topic cycle is available within this 'curriculum' section of our website.

Through this approach, children are encouraged research, investigate and solve problems through 'hands-on' experiences in order to inform their learning.

This encourages children to take ownership of their learning and become engaged, independent and motivated.



Our curriculum meets the requirements of the Primary National Curriculum. The curriculum is taught using a variety of teaching and learning styles.

We engage pupils to learn through 'big question' led enquiries about topics, places, themes and issues. This allows for the development of growing subject knowledge as pupils progress through school, balanced with the important development of subject skills and the ability of pupils to think critically about what they are learning and why. This enquiry based approach allows the pupils to develop their higher order thinking skills, making links and connections between their learning.

#### 4. School Ethos and Aims

##### Foundation

**The school was established in 1857 "for the education of poor persons of the parish of Ellingham according to the principles of the Church of England."** This provides the school with a sense of history, tradition and community with St Maurice's Church, Ellingham.

##### Vision

**'A small school with a big heart!' - a Christ centred community where each person can become who God intended them to be.**

**This is founded in the teachings of Jesus:**

##### Luke 10:27

**'Love the Lord your God with all your heart and all your soul and all your strength and all your mind;' and 'Love your neighbour as yourself.'**

##### Mission

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- \* We endeavour to develop the potential of each and every child to achieve life in all its fullness, through an engaging, enquiry-based curriculum of the highest quality.
- \* To live well together with community and church, so that all can flourish.
- \* To foster curiosity and delight in learning; developing confidence, resilience and wisdom.
- \* As a small school, to know, value and support each person as a unique individual of inherent worth.
- \* To develop and nurture the spirituality of each person and to encourage, in all a desire to serve others.
- \* To open our hearts to others so each may grow in their knowledge of themselves, and their value as a global citizen.

**In Ellingham School, we aim to live through the following values which reflect our Christian vision:**

Compassion, Endurance, Justice, Service, Stewardship, Reverence and Wisdom

At this school, we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods, including those outlined below.

**Classroom-based learning:** Accessing different learning resources and equipment to broaden pupils' knowledge and making cross-curricular links where possible within lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.

A full list of the subjects available to our pupils can be found in section 7 of this policy.

**Extra-curricular activities:** We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school.

## 5. Organisation and Planning

The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week.

Each school day will be split into two sessions and pupils will receive two breaktimes..

In general, lessons will be separated into three core stages:

- **Introduction to the topic and thinking time** – this is the time where lesson objectives will be set.
- **A main teaching event** – this will vary day-to-day based on the teacher's plan.
- **Plenary** – this will summarise what pupils have learnt in the lesson and will address what will be covered in the next lesson.

Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.

The different learning techniques include:

- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using 'why' and 'how' questions.
- **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.
- **Holding structured debates** to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
- **Using assessments** to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.

- **Role playing and acting** to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
- **Labelling, ordering and identifying** key themes within texts, dialogues and films to help pupils co-ordinate series of events.
- **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.

Teachers will plan lessons to accommodate pupils of mixed ability, making cross-curricular links where possible.

A full list of subjects covered in school can be found in section 7 of this policy.

Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.

Disadvantaged pupils and those with pupils with SEND and EAL will receive additional support – this can include dedicated time with TAs and access to specialist resources and equipment where required.

TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help but are also able to minimise disruptions where necessary.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed at the outset of work.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

## 6. Remote Learning

Attendance at school is mandatory for all pupils; however, there may be circumstances where in-person attendance is either not possible or contrary to government guidance.

The school's Remote Education Policy sets out how education will be delivered if pupils cannot attend school in person.

## 7. Subjects Covered

Details of what is included in the curriculum for each subject can be found in a specific curriculum policy for that subject via the school website. The following table shows the subjects included at primary level, i.e. KS1 and KS2 which will be delivered by the school.

|                | KS1 | KS2 |
|----------------|-----|-----|
| English        | ✓   | ✓   |
| Maths          | ✓   | ✓   |
| Science        | ✓   | ✓   |
| Art and design | ✓   | ✓   |
| Computing      | ✓   | ✓   |
| D&T            | ✓   | ✓   |
| Languages      |     | ✓   |
| Geography      | ✓   | ✓   |
| History        | ✓   | ✓   |
| Music          | ✓   | ✓   |

|           |   |   |
|-----------|---|---|
| <b>PE</b> | ✓ | ✓ |
| <b>RE</b> | ✓ | ✓ |

The school will show due regard to all elements of the 'Statutory framework for the early years foundation stage' and follow the requirements set out in the school's Early Years Policy.

## Health and Relationships Education

The school is aware that **all** state-funded primary schools have a statutory obligation to deliver these subjects, as appropriate, to their relevant age phase.

The school will plan and deliver the content set out in DfE guidance, in the context of a broad and balanced curriculum.

## Sex Education

The school understands that sex education is not compulsory in primary schools; however, it is also cognisant of the fact that the DfE recommends that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils in order to support their ongoing emotional and physical development during the transition to secondary school.

When planning the sex education curriculum the school will consult with parents about the school's overall policy, and about the detailed content of what will be taught.

## Personal Social Health Economic (PSHE)

The school understands that PSHE is a non-statutory subject that the DfE recommends **all** state-funded schools should offer.

As the DfE does not specify subject content, the school will tailor the programme of study to reflect the needs of pupils. The school will use PSHE education to build on the statutory content outlined in the NC, and the statutory guidance on health and relationships education, forming the basic statutory school curriculum.

All provisions made regarding PSHE lessons will be made in line with the school's PSHE Policy.

## RE

The school will ensure that the provision of RE must be in accordance with the Trust Deed of the School. The Governors in consultation with the Headteacher have decided, following advice for the diocese, to adopt the Newcastle Diocesan RE Syllabus.

Pupil entitlement:

At least 5% of curriculum time is recommended and Locally Agreed Syllabi assume this time is available. Thus: 36 hours at KS1; 45 hours at KS2.

At Ellingham CE Primary School, we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from religious education on the grounds of conscience.

Should a parent wish to consider withdrawing their child from RE this would need to be discussed with the Headteacher. However, as a Church of England School, RE is an integral part of our school life, so withdrawing a child would be in exceptional circumstances only.

We would ask any parent considering this to contact the Headteacher to discuss any concerns or anxieties they may have about the policy, provision and practice of religious education at the school.

### 8. Reporting and Assessment

Homework will be challenging and assess pupils' knowledge and understanding of concepts covered within lessons.

Homework will be set on a weekly basis in accordance with the school's Homework Policy.

Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting. Results of informal assessments will be recorded and reported back to the headteacher, pupils and pupils' parents.

Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents.

Assessment of pupils with EAL will take into account the pupils age, length of time in the UK, previous education and ability in other languages.

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Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

All reporting and assessments will be conducted in line with the school's Assessment Policy.

## **9. Equal Opportunities**

The school will not discriminate against, harass or victimise any pupil or prospective pupil because of their:

- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Pupil Equality, Equity, Diversity and Inclusion Policy at all times when planning and implementing the curriculum.

## **10. Supporting Pupils with SEND**

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the SENCo. The SENCo will work closely with teachers to help them break down any barriers pupils with SEND have to achieve.

## **11. Extra-curricular Activities**

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

Extra-curricular trips and activities occur outside school hours and can include overnight stays.

All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the school will consider what reasonable adjustments could be made to the trip or activity as appropriate.

All extra-curricular activities and trips will be planned and executed in accordance with the school's Extended Services Policy.

## **12. Monitoring and Review**

This policy is reviewed annually by the headteacher and the academy committee.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.