



Eling Infant School and Nursery
Curriculum Policy 2025

Aims and Intentions

Our curriculum aims to:

- Provide a broad and balanced education for all children
- Enable children to develop knowledge, understand concepts and acquire skills to be able to apply these in relevant situations
- Support children's spiritual, moral, social and cultural development
- Support children's physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning and to recognise the challenges that come with learning new skills
- Ensure equal access to learning, with high expectations for every child and appropriate levels of challenge and support
- Promote the learning and development of our youngest children and ensure they are ready for Year R and Key Stage 1
- Give our children the positive learning behaviours that will ensure educational success
- Give children an inclusive and inspiring education that fosters the love of learning and curiosity in the wider world
- Equip children with the knowledge and cultural capital they need to succeed in life

These curriculum aims are underpinned by our values:

At Eling our children build positive relationships based on respect and understanding. They are resilient in their learning and see the importance of making mistakes and being challenged. We have children that are reflective in their practice taking ownership of their learning and wanting to be the best they can be. They are resourceful when faced with a challenge, thinking of creative solutions for the best outcome. All of this is possible because of an environment where children are valued, cared for and loved.

Enjoy- Eling is a happy place where exciting opportunities happen.

Learn- All children are motivated by a 21st century curriculum designed with the future in mind.

Inspire- High expectations and aspirations lead children to believe anything is possible.

Nurture – A family school where everyone is valued, loved and feel safe.

Grow –Providing tailored opportunities for everyone to blossom and mature to be their best possible self.

Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decisions-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply children from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual child will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some children are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The schools procedures for assessment meet all legal requirements
- The governing board is fully involved in decisions-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for children with different abilities and needs, including children with SEN

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Organisation and Planning

At Eling Infant School and Nursery our curriculum is topic and theme based with the topics acting as the vehicles for delivering the individual subjects.

The curriculum is planned from Nursery to Year 2 with each subject having key concepts, knowledge and skills that will be built upon to ensure long-term retrieval. These concepts, knowledge and skills are planned for throughout each topic, year group and age phase.

The curriculum is designed to meet the needs of our individual children, groups of children and to meet the local needs of our children.

The curriculum is more than the class teaching and encompasses our school ethos and values and everything we deliver to parents and children including our extra-curricular activities. See the school British values statement, Collective Worship policy and SMSC policy.

Detailed long term, medium term and short term planning is delivered for each subject and shared with all staff in order to teach the knowledge, skills and concepts for each subject and to sequence and layer lessons to fully embed them. This includes planning for subject specific language.

Each subject leader takes responsibility for their subject and this means ensuring the resources are up to date and relevant to the planned teaching.

At Eling we follow the National Curriculum and The Early Years Foundation Stage (EYFS) statutory framework.

Inclusion

Teachers set high expectations for all children. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND and/ or disabilities can study every National Curriculum subject, wherever possible, and to ensure that there are no barriers to every child achieving.

Teachers will also take account of the needs of children whose first language is not English. Lessons will be planned so that teaching opportunities help children to develop their English, and to support children to take part in all subjects.

Further information can be found in our Single Equality Statement and action plan and objectives, and in our SEN policy and information report.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- school information sessions, school Improvement plan monitoring , curriculum trips and visits, school events, assemblies, learning walks and data.

Subject leaders monitor the way their subject is taught throughout the school by:

- Learning walks, work scrutiny, moderation sessions, teacher to teacher discussion, pupil conferencing, assessment, data information and planning scrutiny

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

The policy will be reviewed every two years by the headteacher. At every review, the policy will be shared with the full governing board.

Links with other policies

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- Assessment, Reporting and Recording Policy
- SEND Policy and Information Report
- Single Equality Statement and Action Plan

Policy adopted by governing body: May 2025

Policy review date: May 2027