



Paulton Junior School Curriculum Policy

Reviewed: June 2025
Next Review: June 2026

1. Our School Values and Ethos

Learning Together, Learning for Life.

At Paulton Junior School our school's ethos, is focused upon shaping an environment that fosters not only a child's academic excellence but also personal growth and character development.

Respect, Responsibility, Resilience, Resourcefulness, Reflection, Reasoning.

These are the school's 6Rs and serve as the guiding compass; they are promoted and evident throughout a school day- in lessons, playtimes, extra-curricular activities and are a common thread throughout the high expectations of the school. They pave the way in a child's development to influence and achieve an inclusive, holistic and enriching educational journey.

In addition to the school values, our school curriculum provides the children with an engaging, creative and purposeful opportunity to learn. The progressive and sequenced nature of our deep and meaningful curriculum, allows for children to be challenged within a safe and guided way. The children develop as individuals, make connections in their knowledge and use skills to help understand.

We firmly believe that children learn best when they are:

- Happy and confident
- Feeling safe, secure and aware of boundaries
- Provided with an inclusive and supportive environment where disadvantage is overcome
- Interested, actively involved and motivated in the learning
- Achieving success and gain approval
- Given tasks that challenge (are set within their zone for proximal development)
- Clearly understand the task

2. Introduction to the curriculum at Paulton Junior School

The curriculum is all the planned activities, tasks and learning that we as a school organise to promote learning, personal growth and development inclusive of children's understanding of spiritual and moral development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises to enrich the experiences of our children providing cultural capital opportunities for all.

3. Legislation and Guidance

This policy reflects the requirements and expectation 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](#).

4. Roles and Responsibilities

4.1 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 monitoring framework is in place.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.

- Ensure Statutory Testing and MTC check take place in line with statutory guidance.
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

4.2 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 pupils 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 pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.
- They manage requests to withdraw children from National Curriculum subjects, where appropriate (usually linked to aspects of the RSE curriculum).
- The school's procedures for assessment meet all legal requirements.
- The governing board is well-informed of the decision-making processes that relates to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Robust provision is in place for pupils with different abilities and needs, including children with SEND providing equality for all.

4.3 Subject Leaders and Curriculum Leader

It is the role and responsibility of each subject leader and the curriculum leader to keep up to date with developments in their subject, both at a local and national level. They review the way subject is taught and plan for improvements. Each subject leader reviews and refines (where appropriate) the curriculum plans for their subject ensuring there is full coverage of the National Curriculum and that progression is planned into robust, well-sequenced schemes of work. The subject leader is responsible for monitoring and producing evidence for this.

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Support staff development and improve the quality of teaching and learning over time
- Monitor pupil progress
- Monitor and evaluate planning and teaching and learning of their subject
- Keep the school community up to date with developments and deliver this through INSET
- Liaise with appropriate bodies e.g. other schools, LA and governors regarding their subject.

4.4 Teachers

Teachers at Paulton Junior School will deliver the National Curriculum as per the subject leader's expectation following the Teaching and Learning policy to ensure pedagogy is consistent and learning environments meet school expectation. They equally have responsibility for ensuring assessment is up-to-date and on Insight by the date required. Teachers are expected to attend staff meetings and investigate and attend CPD opportunities they have sought out to support and enhance their professional development.

5. Organisation of The Paulton Junior School Curriculum

Our curriculum approach is knowledge based. Where appropriate, cross curricular, thematic links will be made. However, primarily, our subjects are taught discretely. Subject leaders are primarily responsible for the organisation of their subject. They will report to the Curriculum Leader to discuss, evaluate and develop their subject.

It is vital, this policy is read in conjunction with our Teaching and Learning Policy to ensure pedagogy and lesson structure meets school expectation.

- Each subject has a subject leader responsible for the development of their subject.
- Each subject has its own policy (which makes links with this policy and the Teaching and Learning Policy).
- Each subject follows the National Curriculum objectives.
- Each subject is sequenced for progression and aims to build on Key Stage 1 knowledge as well as previous Key Stage 2 learning.
- Sequenced progression takes the form of a spiral curriculum where built-in opportunity allows children to revisit, revise and recall learning.
- Our curriculum suits local needs but is ever developing to provide breadth and depth of opportunity addressing current issues and needs.
- It aims to embed skills for learning and prepare children for life in the future with PSHEC, SMSC, British values and Relationships flowing throughout.

Short, medium and long-term planning expectations

- Each foundation subject is documented on a yearly curriculum map (core subjects have their own).
- Each subject will have its own curriculum overview outlining what year group the topic is taught and when it is revisited.
- This is then broken down into termly objectives with skills and knowledge objectives clearly identified.
- Planning formats currently vary depending on the supporting scheme.
- All lessons are delivered through adapted flipcharts or PowerPoints, resources and delivery depending on the needs of the learners and expectations from subject leaders in terms of lesson structure.

6. Inclusion

Teachers set high expectations for all pupils through an inclusive approach. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups (see assessment policy). Teachers will plan lessons so all pupils can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. This is primarily achieved through adaptive teaching and AFL strategies to assess the need of pupils, including but not exclusive to:

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

7. Voice 21

As of September 2025, we have become a Voice 21 Oracy School. As part of this, we are on a three-year journey to develop oracy skills across the curriculum to assist children in their spoken language, ability to verbally challenge and discuss effectively to deepen their understanding. Our School Lead and Oracy Champion are committed to supporting all learners to use their voice and be heard.

8. Monitoring arrangements

Monitoring of the curriculum runs parallel to teaching and learning monitoring.

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

- Obtaining reports from Curriculum Leader
- Establishing the role of a link governor
- Attending Meetings
- Participating in Learning Walks
- Obtaining Pupil Voice
- Know and understand statutory data that is reported to them
- Observation not judgement

Subject leaders monitor the way their subject is taught throughout the school in accordance with the subject leader guidance including but not exclusive to:

- Planning analysis
- Learning walks,
- Book looks
- Staff meetings
- Pupil voice
- Creating and using subject action plans
- Reporting to SLT (Curriculum Lead) and relevant governors
- Data analysis and assessment
- Moderation
- Collaboration
- Carrying-out resource inventory and ensuring

This policy will be reviewed every yearly by the headteacher, SLT and governors. At every review, the policy will be shared with the full governing board.

9. Links with other policies

This policy links to the following policies and procedures:

- Assessment Policy
- Curriculum Policy
- Feedback and Marking Policy
- SEND policy and information report
- Equality information and objectives
- Pupil Premium Report
- Relationships and Sex Education Policy
- All individual subject policies and curriculum statements