



Thringstone Primary School

Believe and Achieve Together

Curriculum Policy

Adopted by
Governors: February 2026
Due for Review: February 2029

1. Vision

At Thringstone Primary School our curriculum is rooted in our whole-school vision that we are a community working together with confidence and enjoyment to achieve every child's potential. Each and every day, we Believe and Achieve Together.

We are proud to be a school rooted in our village community and committed to serving the children and families of Thringstone. We set high expectations for learning, behaviour and attitude, and support every pupil to grow in confidence, independence and resilience.

Our five school values of Respect, Resilience, Teamwork, Belief and Kindness underpin the design and delivery of the curriculum and shape how pupils learn and work together.

2. Legislation and related documents

This policy reflects the requirements of the National Curriculum, the Academies Act 2010, the Equality Act 2010, the SEND Code of Practice and the statutory Early Years Foundation Stage framework.

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- SEND Policy and Information Report
- Behaviour for Learning Policy
- Thringstone Early Years Framework
- Thringstone Teaching and Learning Handbook

The Early Years Framework sets out the design and organisation of early learning provision. The Teaching and Learning Handbook outlines the school's expectations for classroom practice and delivery of the curriculum.

3. Curriculum intent

Our curriculum is ambitious for all pupils and designed so that knowledge builds cumulatively over time. Learning is carefully sequenced so pupils secure understanding before moving on to new content.

Leaders ensure that each subject identifies the essential knowledge pupils need and that this knowledge is revisited so it moves into long-term memory.

The curriculum meets the full requirements of the National Curriculum. Religious Education follows the agreed syllabus and French is taught in Key Stage 2.

Alongside academic learning, the curriculum supports pupils' personal development, wellbeing and preparation for life in modern Britain.

4. Early foundations and the start of the curriculum

The Thringstone curriculum begins in Little Acorns Pre-School and Reception and form the foundation for all later learning.

The structure, curriculum design and teaching approach in Early Years are explained in detail in the Thringstone Early Years Framework. This ensures continuity from Pre-School into Key Stage 1 and supports children to develop the communication, reading and mathematical understanding needed for later learning.

5. Strong foundations across the school

Across all year groups, priority is given to securing strong foundations in reading, writing, spoken language and mathematics.

Early reading is taught through the Little Wandle phonics programme from Pre-School through Key Stage 1 so pupils develop fluency and confidence as readers.

Mathematics follows the White Rose approach from Pre-School onwards and pupils in Reception to Year 3 participate in the NCETM Mastering Number programme to strengthen number fluency.

Where pupils fall behind in these core areas, teaching and support are adapted quickly so that gaps do not widen.

6. Curriculum structure and subjects

Each subject follows a carefully sequenced scheme of work which identifies the essential knowledge pupils need to learn and revisit over time. Subject leaders ensure that learning builds cumulatively so pupils develop secure understanding alongside subject-specific skills.

In many subjects, leaders have developed bespoke curriculum plans which reflect the needs of our pupils, the structure of mixed-age classes and the local context of the school. Where published schemes are used, these are selected to support progression and consistency and are adapted where needed so they align with the school's curriculum expectations.

Educational visits, visitors and wider opportunities support pupils' understanding and broaden their experiences.

7. Teaching and curriculum design in mixed-age classes

Some classes are organised as mixed-age groups. Curriculum planning reflects this structure and is designed deliberately to ensure coherence, progression and high expectations for all pupils.

Subject leaders map learning carefully so that National Curriculum requirements are met while avoiding unnecessary repetition. Where rolling programmes are used, content is organised so pupils encounter new learning each year and knowledge builds cumulatively over time.

Where curriculum units are revisited, this is intentional and designed to deepen learning rather than repeat previous work. Teachers adapt tasks, questioning and outcomes so that pupils are challenged appropriately regardless of their prior experience.

Assessment focuses on what pupils know, understand and can do so that next steps extend learning rather than repeat secured knowledge.

8. Teaching and learning

Teaching follows the Thringstone Teaching and Learning Handbook, which sets out the consistent approach to modelling, guided practice, independent work and checking understanding used across the school.

Teachers present new learning clearly, check understanding regularly and adapt teaching where needed. Assessment within lessons is used to identify misconceptions and inform next steps.

9. Inclusion

The curriculum is designed so that all pupils can access learning and succeed. Teachers remain responsible for the progress of every pupil in their class, including those with special educational needs or disabilities.

High-quality teaching is the first response to pupils' needs. Where additional provision is required, the school follows the graduated approach set out in the SEND Policy.

10. Assessment

Assessment is used to support learning and monitor progress. Teachers use day-to-day assessment alongside more formal assessments where appropriate. Leaders review pupil progress regularly to ensure teaching is effective and pupils are achieving well.

11. Roles and responsibilities

The Governing Board provides strategic oversight of the curriculum and monitors its effectiveness.

The Headteacher provides strategic leadership of curriculum design, implementation and standards.

Subject leaders are responsible for sequencing knowledge, monitoring teaching and ensuring progression across their subjects.

Teachers are responsible for delivering the curriculum in line with this policy.

12. Monitoring and review

Leaders monitor curriculum quality through planning reviews, lesson visits, work scrutiny, pupil discussions and assessment analysis.

The governing board receives reports on curriculum effectiveness and pupil outcomes. They also monitor individual subjects.

This policy will be reviewed every three years or sooner if required.