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# CURRICULUM POLICY

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Approved by	Local Governing Committee
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## 1. Curriculum Statement

At Little Heaton CE Primary School, our curriculum is the heartbeat of our vision to nurture and inspire every child to live out our DREAM values – Determination, Respect, Empathy, Aspiration and Morals. We believe that education is a journey, with each day offering a new chapter in a child's story. Our curriculum is carefully designed to provide all pupils with the knowledge, skills, and personal qualities they need to flourish in life, contribute positively to society, and embrace the opportunities and challenges ahead.

## 2. Rationale

Our curriculum reflects our school's Christian foundation, our place within the Cranmer Education Trust, and the unique context of our community. We recognise the significant gaps in learning, behaviour, and attendance many of our children face, and our curriculum is a key driver in addressing these. We ensure that it is broad, balanced, ambitious, and accessible to all, with high expectations for every child regardless of their starting point.

## 3. Aims

Through our curriculum, we aim to:

- Provide a rich, relevant, and ambitious education for all pupils.
- Promote a love of learning and curiosity about the world.
- Develop resilience, confidence, and independence.
- Ensure that pupils are literate, numerate, and equipped for the next stage of their education.
- Celebrate diversity and promote respect, empathy, and moral responsibility.

## 4. Intent

Our curriculum intent is to ensure that every child, regardless of background or ability, experiences success and is well-prepared for life beyond Little Heaton. We have designed a curriculum that is knowledge-rich, skills-focused, and underpinned by our DREAM values. We place emphasis on the core skills of reading, writing, and mathematics, while also providing a broad range of experiences across all subjects. Learning is carefully sequenced to build upon prior knowledge, deepen understanding, and promote long-term retention.

## 5. Implementation

The curriculum is delivered through high-quality teaching, effective assessment, and purposeful enrichment opportunities. We use a combination of trust-approved schemes, bespoke planning, and thematic approaches to meet the needs of our pupils. Staff work collaboratively within subject leadership teams to plan, resource, and review provision. Teachers ensure that lessons are engaging, inclusive, and responsive to pupils' needs, making adaptations where necessary to remove barriers to learning.

## 6. Impact

The impact of our curriculum is measured by the progress pupils make, their attainment, and the development of their character and values. We assess impact through a range of methods including formative assessment, summative data, pupil voice, and work scrutiny. We aim for our pupils to leave Little Heaton as confident, compassionate, and capable learners, ready for the challenges ahead.

## 7. Curriculum Design Principles

Our curriculum is built on the following principles:

- Breadth and balance – offering a wide range of subjects and experiences.
- Progression – carefully sequenced learning building on prior knowledge.
- Coherence – clear links between subjects and themes.
- Relevance – connecting learning to pupils' lives and aspirations.
- Inclusivity – adapting provision to meet the needs of all learners.
- High expectations – ambitious goals for every child.

## 8. Roles and Responsibilities

The Headteacher has overall responsibility for the curriculum, supported by the Senior Leadership Team. Subject Leadership Teams work collaboratively to plan, implement, and evaluate provision in their areas. Teachers are responsible for delivering the curriculum effectively, assessing pupils' progress, and identifying next steps. Governors monitor the effectiveness of the curriculum and hold leaders to account.

## 9. Inclusion and SEND

We are committed to providing a fully inclusive curriculum which ensures equity of access for all pupils, including those with SEND. Learning is adapted to meet individual needs and supported by appropriate interventions. We work closely with families and external agencies to remove barriers and promote success for every learner.

## 10. Monitoring and Evaluation

The curriculum is monitored through lesson observations, planning and work scrutiny, assessment data analysis, and pupil and parent feedback. Regular reports are provided to Governors and the Trust, and subject leadership teams review progress and identify priorities for development.

## 11. Review Cycle

This policy will be reviewed annually by the Senior Leadership Team and approved by Governors. Any changes will be communicated to staff and implemented at the start of the following term.

## 12. Curriculum Model Overview

Subject Area	Approach / Provision
Reading and Writing	Trust-wide schemes reading and writing, with additional focus on basic skills.
Phonics	Read, Write, Inc
Mathematics	White Rose Maths and Mastering Number
Science	Grammarsaurus
RE	Manchester Diocese
PE	EdStart Curriculum
PSHE	
Foundation Subjects	Grammarsaurus

## 13. Subject Leadership Teams

At Little Heaton, subject leadership is coordinated through a team-based approach rather than individual subject leads. This model enables greater collaboration, shared expertise, and consistent progression across the curriculum. By working in teams, staff can support one another, share planning and resources, and develop confidence in leading subjects without working in isolation. This collaborative approach also ensures a more resilient system, where subject leadership is not reliant on one individual and where ideas are developed collectively. The following table outlines our current subject leadership teams for the 2025/26 academic year.

Team	Subjects	Staff
English	Reading, Writing, Phonics	SLT- Mrs Noon Mrs Wilson
Mathematics	Mathematics	SLT- Mrs Morris Mrs Shires
STEM	Science, Computing, Design Technology	SLT- Mrs Noon Mrs Shires Ms Chambers Miss Airey
The World	History, Geography, Religious Education	SLT- Mrs Morris Miss Drury Miss Adamson
The Arts	Art, Music, MFL	SLT- Mrs Wilson Miss McKay

Personal Development	PSHE, RSE, PE	SLT- Mrs Morris and Mrs Wilson Miss McKay
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## 14. Curriculum Login and Expectations

Staff are expected to maintain up-to-date knowledge of curriculum planning, assessment, and progression documents. All logins for curriculum resources are provided at the start of the year and must be kept securely. Expectations include regular review of schemes, adaptation to meet class needs, and collaboration within subject teams.