



Play, Learn and Grow...Together!

# Ordsall Primary School

## Curriculum Policy

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**Reviewed by:** Karl Hopkinson (Headteacher)

**Approved by:** Governing Body

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## **Statement of intent**

This policy outlines the intent, structure and implementation of the curriculum at Ordsall Primary School. It reflects the school's commitment to providing a high-quality, inclusive and ambitious education for all pupils, in line with our vision to ensure every child can Play, Learn and Grow Together.

This policy should be read alongside other key school policies and reflects the school's agreed approaches to teaching, learning and assessment. Assessment is integral to the curriculum and is therefore outlined within this policy, rather than as a separate document.

## 1. Curriculum intent

At Ordsall Primary School, our curriculum is designed to ensure that every child can achieve their full potential by enabling them to Play, Learn and Grow Together.

Our curriculum is:

- **Ambitious** – built on the National Curriculum and designed to give all pupils the knowledge and skills they need for future learning
- **Inclusive** – accessible to all learners, regardless of starting point or need
- **Knowledge-rich** – carefully sequenced so that learning builds over time
- **Values-driven** – underpinned by our RESPECT values

Through our curriculum, pupils develop academically, socially, emotionally and morally, with explicit teaching of school's RESPECT values (Resilience, Effort, Support, Passion, Enrichment, Compassion, Teamwork).

We aim for pupils to:

- Know more and remember more across all subjects
- Think and work as subject specialists
- Develop confidence, curiosity and independence
- Be prepared for the next stage of education and life beyond school

## 2. Curriculum structure

Our curriculum is built around two forms of knowledge:

**Substantive Knowledge** – the key facts, concepts and vocabulary pupils need to learn (the “what”).

**Disciplinary Knowledge** – how pupils think, work and communicate within a subject (the “how”).

Progression maps clearly define what pupils should:

- Know (substantive)
- Do (disciplinary)

Learning is sequenced cumulatively from Nursery to Year 6 so that knowledge builds securely over time.

Subjects are taught as distinct disciplines, ensuring depth, rigour and clarity.

In some subjects, such as computing, modern foreign languages and music, carefully selected schemes and resources are used to support progression and ensure subject-specific expertise. These are adapted where necessary to align with the school's curriculum intent and approach to teaching and learning.

## 3. Curriculum implementation

### Lesson Design

Teaching across the school follows a consistent structure:

- **Big Picture** – what are we learning and why
- **Revisit** – retrieval of prior learning
- **Teach** – clear explanation and modelling
- **Learning Together** – guided practice
- **Independent Learning** – application

- **Reflect** – consolidation and review

This approach is underpinned by Rosenshine’s Principles of Instruction, ensuring:

- Learning is broken into small, manageable steps
- Teachers model thinking clearly
- Understanding is checked regularly
- Pupils move from guided to independent practice
- Retrieval strengthens memory over time

### **Teaching for All**

We use adaptive teaching, not differentiation by outcome.

This means:

- All pupils work towards the same learning intention
- Support is adapted to meet individual needs
- Expectations remain high for all learners

Strategies include:

- Explicit vocabulary teaching
- Scaffolding and modelling
- Structured support for SEND and disadvantaged pupils
- Opportunities for all pupils to think deeply about the same concepts

### **Reading at the Heart**

Reading underpins the entire curriculum.

- Early reading is taught through a structured phonics programme
- Pupils develop fluency, vocabulary and comprehension
- High-quality texts are used to support learning across subjects

### **Curriculum Breadth**

The curriculum includes all National Curriculum subjects, alongside RE and RSHE.

Learning is enriched through:

- Educational visits and experiences
- Clubs and wider opportunities
- Opportunities to develop cultural capital

### **Early Years Foundation Stage (EYFS)**

In the Early Years Foundation Stage, the curriculum reflects the same ambition, structure and focus on knowledge as the rest of the school, adapted to meet the developmental needs of young children.

Learning is delivered through a balance of:

- High-quality adult-led teaching
- Carefully planned, purposeful continuous provision
- Play-based and experiential learning

The EYFS curriculum places a strong emphasis on:

- Developing children’s language and communication
- Building strong foundations in early reading, writing and mathematics
- Supporting personal, social and emotional development
- Encouraging curiosity, independence and a love of learning

- Prioritising foundational knowledge to support future learning

Staff design the learning environment to ensure that provision is meaningful, progressive and aligned to curriculum goals. Adult interactions are central to this, with staff:

- Modelling and extending language
- Supporting children to think more deeply
- Addressing misconceptions in the moment

As children move through EYFS, there is a clear progression in expectations, with increasing structure, independence and application of knowledge. This ensures that all pupils are well prepared for the transition into Key Stage 1 and the demands of the National Curriculum.

## 4. Inclusion and equity

We are committed to ensuring that every pupil can access the full curriculum.

This includes:

- Early identification of need
- Targeted support and intervention
- Removal of barriers to learning
- High expectations for all pupils

We ensure that all pupils, including those with SEND and those who are disadvantaged, are supported to achieve success and fully participate in school life.

## 5. Assessment

Assessment at Ordsall Primary School is designed to support teaching, strengthen learning and ensure pupils secure and retain key knowledge over time.

### Summative Assessment

Summative assessments take place three times per year:

- End of Autumn Term
- End of Spring Term
- End of Summer Term

These assessments apply to:

- Reading
- Writing
- Maths
- Grammar, Punctuation and Spelling

Summative assessments are supported through the use of Testbase, which provides standardised materials to support consistency and reliability.

Summative attainment information is recorded termly (Autumn, Spring and Summer) for pupils from Nursery to Year 6 using SchoolAssess.

They are used to:

- Support and validate teacher assessment
- Identify gaps in pupils' knowledge and understanding
- Inform future teaching and curriculum adaptation

- Ensure pupils are prepared for formal assessment experiences they will encounter throughout their school journey

Summative assessment outcomes are used diagnostically, enabling teachers and leaders to:

- Identify pupils who are not yet secure in key knowledge
- Adapt teaching through the revisit element of lessons
- Target support where it is most needed

### **Phonics Assessment (Read, Write, Inc.)**

Pupils who are following the Read, Write, Inc. phonics programme are assessed every six weeks. These assessments ensure that:

- Pupils are reading at a level that is closely matched to their phonics knowledge
- Groupings are accurate and responsive to pupil progress
- Teaching is precisely targeted to secure early reading

### **Assessment in the Early Years Foundation Stage (EYFS)**

In EYFS, assessment is ongoing and is based on teachers' professional knowledge of each child. Staff use a combination of:

- Observations of children's learning
- Interactions with children during play and adult-led activities
- Knowledge of what children know, understand and can do

This information is used to:

- Identify next steps in learning
- Adapt provision and teaching
- Ensure children are making progress across all areas of learning

Assessment in EYFS is recorded and reviewed regularly, contributing to termly judgements and the end of Reception Early Years Foundation Stage Profile.

### **Formative Assessment**

Formative assessment is integral to daily teaching and is used across all subjects.

In foundation subjects and science, assessment is primarily formative and includes:

- Retrieval practice during the revisit phase
- Questioning and checking for understanding
- Observation of pupils' responses during guided and independent work
- Ongoing feedback in line with the school's marking and feedback policy

This ensures that:

- Misconceptions are identified and addressed quickly
- Teaching is responsive and adaptive
- Pupils build secure, connected knowledge over time

### **Assessment and the Curriculum**

Assessment is closely aligned to the curriculum and focuses on whether pupils:

- Are secure in the substantive knowledge taught
- Can apply disciplinary knowledge within each subject

Teachers use assessment information to:

- Inform planning

- Adjust teaching
- Ensure all pupils can access and succeed within the curriculum

## 6. Curriculum impact

The impact of our curriculum is seen in pupils who:

- Retain and apply knowledge over time
- Use subject-specific vocabulary confidently
- Think critically and independently
- Demonstrate the RESPECT values in their learning and behaviour

Leaders evaluate impact through:

- Book scrutiny
- Lesson visits
- Pupil voice
- Assessment outcomes

## 7. Roles and responsibilities

### Headteacher and Senior Leaders

- Provide strategic direction
- Ensure consistency and quality of provision
- Monitor curriculum impact

### Subject Leaders

- Develop and refine progression maps
- Monitor teaching and learning within their subject
- Support staff development

### Teachers

- Deliver the curriculum effectively
- Adapt teaching to meet pupils' needs
- Use assessment to inform teaching

## 8. Review

This policy will be reviewed annually to ensure it remains aligned with:

- School priorities
- National expectations
- Best practice