

Freeman Community Primary School Curriculum Policy



Community
Primary School

Reviewed: February 2025

Signed:

Position: Chair of Governors

Review Date: February 2027

Our Vision

Our vision for everyone at Freeman Community Primary School is to Respect, Inspire and Achieve. We want every person (staff and pupils) to be respectful, flourish and achieve their full potential. Our aim is to provide a positive, caring learning environment where individual's unique qualities are encouraged, valued and celebrated. Our children will build a collection of memorable learning experiences and will inspire them and equip with the skills and knowledge to succeed.

We see our curriculum as ever evolving, reviewing and adapting it in response to the children we teach, their experiences and needs, our community and the National Curriculum. Our curriculum revisits learning within a child's journey at Freeman Community Primary School ensuring our children make links and connections between their learning as well as acquire the knowledge and skills to be successful in the future.

This policy aims to set out clearly how we aim to achieve three broad overall goals:

1. For all children to build on their social and emotional skills and become **respectful** citizens of the community.
2. To unlock each child's full potential and enable them to discover their talents and be **inspired**. We want all children to be ready for the next stage of their journey.
3. For all children to succeed and **achieve**.

Our Curriculum Guiding Principles

The following curriculum principles guide our curriculum design (intent) and delivery (implementation) across all subjects.

At Freeman Community Primary School the curriculum is:

- rich in powerful knowledge, skills and vocabulary, which are specified, taught, assessed and remembered by pupils; well-planned and sequenced so that key concepts are built on year by year;
- rooted in the strongest available evidence about how pupils learn and retain knowledge in the long term; taught by expert teachers;
- underpinned by a clear use of assessment to support and progress learning; and
- supportive of teacher workload, wellbeing and professional development.

At Freeman Community Primary School we think about curriculum at four levels:

1. **The intended curriculum:** what we intend pupils to learn, including the explicit knowledge we expect them to remember, which we set out in detail.
2. **The implemented curriculum:** the resources and structures teachers use to deliver the curriculum.
3. **The enacted curriculum:** the approaches our teachers use to bring this knowledge to life for their pupils.
4. **The impact of the curriculum:** the changes to pupils' long term memory our curriculum leads to and how we check and evaluate how well our pupils understand what they are taught.

At Freeman Community Primary School, our pedagogical approach is applied consistently across all subjects. We aim to develop successful, independent learners who are equipped to achieve their full potential in every lesson. To support this, our lesson design follows the 'I do, we do, you do' model. This approach ensures that pupils receive clear teacher modelling, guided practice, and structured opportunities to apply new learning independently.

Our approach is strongly aligned with guidance from the Education Endowment Foundation (EEF). The EEF highlights the importance of explicit instruction, where teachers break learning down into smaller steps, model processes clearly, and scaffold pupils towards independence. The 'I do, we do, you do' structure directly reflects these principles, enabling pupils to secure understanding before attempting new learning on their own.

The EEF also emphasises the value of metacognition and self-regulated learning, particularly the explicit teaching of strategies, thinking processes, and success criteria. Through this lesson structure, teachers model not only *what* to do, but *how* to approach tasks, make decisions, and solve problems - supporting pupils to take increasing ownership of their learning.

In addition, guided practice within the 'we do' phase reflects the EEF's recommendations on effective feedback. During this stage, teachers check understanding, address misconceptions promptly, and provide verbal feedback that moves learning forward. This ensures that pupils are well supported before moving into independent application.

By embedding these evidence-informed practices across our curriculum, we ensure that teaching at Freeman Community Primary School is both consistent and effective, enabling all children to become confident, independent, and resilient learners.

The intended and implemented curriculum

See below for information about how the curriculum in each subject area is designed and delivered.

- English – Rhino Readers, Accelerated Reader, Twinkl Phonics and CUSP
- Maths - White Rose
- Science – PLAN matrices
- Geography – CUSP
- History – CUSP
- Art and Design - Kapow
- Design Technology - Kapow
- Computing - Kapow
- Modern foreign languages – Rigolo
- PSHE - Jigsaw
- Music - Charanga
- RE - Emmanuel Project
- PE - Get Set 4 PE

Mastery

Our curriculum is intentionally ambitious, and we aspire for all pupils to produce work of the highest quality and develop mastery across the curriculum. In its purest form, the term mastery refers to comprehensive knowledge or skill in a particular activity. For us to truly work towards 'mastery', we must carefully consider curriculum design, pedagogy and assessment as a single entity that makes up the educational experience. Our aim is for pupils who work through our curriculum to develop both procedural and conceptual fluency.

Intent

At Freeman Community Primary School we follow the requirements of the National Curriculum. Our curriculum includes a range of class based activities in order to enrich the experience children receive.

It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We are committed to developing the whole child. We teach children how to be **respectful** and grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills

ensuring they **achieve** their true potential. Our children will have the opportunity to be **inspired**, creative, to be physically active and to be academically challenged.

Within our school curriculum we intend to:

- use quality first teaching to maximise learning and retention of facts;
- create a safe, caring and supportive learning environment, where children demonstrate good manners, **respect** for the school and **respect** for each other;
- encourage positivity and resilience in learning, enabling children to **achieve**, thrive and succeed;
- equip children with the confidence to express and discuss feelings, allowing them to develop and improve their self-esteem;
- teach children skills, knowledge and high level vocabulary, providing opportunities for children to build on prior knowledge and make connections across their learning;
- teach children to be safe in the modern world, this includes the real world as well as the internet and includes online safety;
- teach children about the developing world around them as well as how their environment and society have changed over time, encouraging an awareness of how to care for it;
- provide children with a rich variety of inclusive learning experiences and opportunities to **inspire**, broaden horizons and raise aspirations;
- maintain strong family and community links;
- help children understand Britain's cultural heritage and British Values.

We ensure that our curriculum is tailored to the children at Freeman Community Primary School, supporting individual needs and developing the cultural capital of the children we teach. This may be through the following activities (this list is not exhaustive):

- School trips, for example, the Food Museum, Framlingham Castle, Suffolk Farm Fair, Ipswich Museum, West Stow, Science Museum London;
- Visitors into school, for example, the local Police/Fire Service, members of our local community to discuss careers.

Implementation

Our curriculum is based on the National Curriculum. Where possible, we adopt a topic based approach to curriculum planning throughout the school. Children are **inspired** where possible by classroom experiences, visits, or visitors into school, bringing learning alive.

We plan the curriculum carefully and progressively, so that there is coherence and full coverage of all aspects of the Early Years Foundation Stage and the National Curriculum. Progression documents in each subject identify the topics to be taught in each year group, as well as provide a progression of knowledge and skills for each subject. These documents are regularly reviewed by Subject Leaders to ensure that they are current and reflect most up to date training and review.

In some subjects, we use resources to support the planning and delivery of the curriculum, these are usually supplemented by other materials to ensure children are given a broad and balanced curriculum. Examples of the resources we use include; **CUSP for Reading, Writing, Geography and History**; White Rose for Maths; Kapow for Art and Design; Design Technology; and Computing; the Emmanuel Project for RE and Get Set 4 PE for PE. Some subjects are planned in a way that is bespoke to Freeman Community Primary School.

Year group curriculum overviews identify units of learning which are carefully sequenced and structured to provide children opportunities to make links in their learning and build upon their previous knowledge. They will be able to develop their retrieval and recall skills to ensure they can remember key knowledge effectively.

The curriculum that we teach in the Early Years class meets the requirements set out in the Early Years Foundation Stage Statutory Framework. Our curriculum planning focuses on the Early Learning Goals and on developing

children's skills and experiences, as set out in this document. Our school fully supports the principle that young children learn through play, and by engaging in well planned, structured activities.

Teaching in the Early Years class builds on the experiences of the children in their pre-school learning. We build positive partnerships through visits by the Foundation Stage teacher to the Pre-school and other feeder nurseries in addition to other professional liaisons.

Impact

Our curriculum planning ensures that children are fully prepared for the next stage of their education and learning. We enable our children to develop as individuals who have the knowledge, skills and attributes to be able to thrive not only in education, but in their adult lives.

To measure the impact of our curriculum, we have clear summative assessments in place which teachers use to monitor and track children's progress. We also use a range of formative assessment strategies to monitor children's progress within their learning. The Headteacher, Deputy Headteacher and relevant Subject Leaders analyse data and use findings to provide training and develop the curriculum accordingly.

Subject Leaders provide a strategic lead and direction for the subject and monitor the impact of the intended outcomes for their subject through a range of activities. This information is then used in a number of ways including reviewing the content for their subject and the way this content is taught and delivered as well as offering support and training to colleagues related to the subject.

Our Local Governing Body's learning and Achievement Committee also monitors the impact of the school curriculum against intended outcomes. This committee reviews the curriculum with guidance from the Deputy Headteacher and Headteacher. Subject leaders are invited to meet with the committee to discuss their subject.

Each member of the Governing Body is assigned to a class. The Governor participates in classroom activities, including trips, and stays with the class throughout their education at Freeman Primary School. This allows governors to monitor how learning progresses throughout the school and the impact against intended outcomes.