



THE FEDERATION OF NETTLESTONE AND NEWCHURCH PRIMARY SCHOOLS

CURRICULUM POLICY

Revision: 3



Date Agreed: May 2026

Review Date: May 2027

Co-Chair of Board of Governors

Executive Headteacher

All the Governors and staff of The Federation of Nettlestone & Newchurch Primary Schools are committed to sharing a common objective to help keep the children and staff of the school community safe. We ensure that consistent effective safeguarding procedures are in place to support families, children, and staff of the school.



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Document Control

Policy Owner: KJH				
Revision	Date Issued	Prepared By	Approved	Comments
1	May 2023	KJH	PC	New policy created to replace individual subject policies.
2	May 2025	KJH	PC	Periodic Review. No changes required.
3	May 2026	KJH	PC	Annual Review – inclusion of explicit reference to statutory RHSE content that needs to be in our curriculum. Inclusion of reference to DfE expectation of 32.5 hours Explicit reference made to British Values.

Our Curriculum Intent

1. Within the Federation of Nettlestone & Newchurch Primary Schools our children are at the heart of everything we do. We believe that a well-planned curriculum that promotes a love of learning and a willingness to explore and challenge children's thinking is of utmost importance. Our unique geographical location provides a wonderful context for our work and our curriculum capitalises on the rich learning environment whilst addressing the limitations that living on an Island can bring.
2. We use the National Curriculum and Early Years Foundation Stage as a starting point for our curriculum. We have a subject based curriculum with discrete lessons for all areas to ensure the children are clear about each subject discipline. Every subject is taught weekly but Art/DT and History/Geography are taught in half termly blocks. RE is taught through a series of well-planned days to enable the children to have the appropriate time and space to communicate, apply, enquire, contextualise and evaluate concepts appropriate to their age.
3. Each subject has a coherent sequence to the learning of knowledge, skills and vocabulary so children can recall the detailed content outlined in the curriculum and make links between their learning. We have designed a curriculum that promotes children to be confident and competent in the age-related expectations for their year group in each subject. We encourage the children to explore and challenge



their thinking, whilst embedding a sense of respect for ourselves and others and a sense of wonder at the world we live in.

4. Our Federation provides a broad and balanced curriculum that focuses on the development of the whole child. Our curriculum is inclusive and our focus on quality first teaching ensures it is accessible to all learners – ensuring that ‘the right kids, get the right stuff, at the right time and in the right way ...every day.’ We have identified the barriers to learning that many of our children face and as a result, we have ensured that our ambition for all children to ‘make a difference’, ‘make healthy choices’, ‘be respectful’, ‘be resilient’ and ‘make it happen’ are threaded through our curriculum to ensure we are focusing on developing good character and prepare children for life beyond our schools. Our environments have been adapted to better facilitate our learning and ensure that the children have access to the appropriate learning resources at the exact times they are needed.
5. Our curriculum focuses on basic skills and a strong focus on language acquisition runs throughout our schools. We are committed to the explicit teaching of oracy across all subjects. Pupils are taught to articulate their ideas clearly, debate issues in a considered way, and engage with the opinions of others to develop their confidence and communication skills.
6. We have designed a curriculum enrichment offer which complements the lessons and ensures our children have the cultural capital they need to succeed in life. Our curriculum facilitates opportunities for children to become increasingly familiar with how not just our local area but that across the water and far, far beyond supports what they are learning in their classroom today.
7. The curriculum is designed to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance. These values are threaded through our subject teaching and Federation assemblies to prepare children for life in modern Britain.
8. We use a curriculum map to show which topics are going to be taught in each year group at which point during the year. We also use core texts in English which form the foundations of learning in English and some of these texts will also form a thread to the learning throughout other curriculum subjects.
9. Within our medium-term plans, we give clear guidance on the objectives to be taught in each subject. At the beginning of each half term, teachers share the main topics/themes for each subject/area of learning with parents by producing a ‘parent plan’ for children to take home. Teachers write weekly and medium-term plans which map out lessons - these are adapted throughout the week according to ongoing assessment for learning. We work closely with parents and use them to enrich the curriculum.
10. Our curriculum fully incorporates the statutory requirements for Relationships, Sex and Health Education (RSHE). This is delivered through a coherent programme that is age-appropriate and supports pupils to develop an understanding of healthy relationships and physical well-being.
11. The Federation ensures that the school week meets the DfE minimum expectation of 32.5 hours, providing pupils with sufficient time to access the full breadth and depth of the planned curriculum.

The Early Years Foundation Stage

12. The curriculum that we teach in Pre-School and Reception meets the requirements set out in The Early Years Foundation Stage (EYFS). Our Federation fully supports the principle that young children learn through play. We ensure children have access to well-planned environments and experiences. Teaching builds on the children’s interests and takes into account the individual needs of each child through innovative and exciting learning opportunities. EYFS staff promote discussions and vocabulary; they are experts in phonics/reading/early maths fluency and help the children to develop long term memory.



Curriculum Implementation

13. Lessons within our Federation include the following key elements:
 - Clear learning objectives (including key knowledge and skills where appropriate) which provide the basis for teaching, modelling, learning activities and assessment for learning.
 - All children actively engaged and receiving the appropriate support/challenge at the right time that they need it.
 - Opportunities for children to achieve depth and mastery.
 - Opportunities for children to talk about, reflect on and evaluate their learning.
 - Effective checking of pupils' understanding and identifying and correcting misunderstandings.
 - Children being taught and encouraged to show positive behaviours for learning.
 - Effective use of resources including additional adults.
14. Teachers/Support staff within our Federation will:
 - Ensure work is demanding and is appropriately matched to challenge all pupils given their unique starting points (creation of 'Mission Possibles!')
 - Develop a deeper understanding through complex problem solving and reasoning.
 - Provide an inclusive curriculum that is accessible to all, providing additional resources and support where necessary.
 - Help pupils embed subject content into long term memory through the use of repetition/knowledge retrieval practice at the start of lessons.
 - Link in curriculum principles across the curriculum where relevant to enhance real life learning.
 - Integrate new knowledge into larger ideas through making links explicit.
 - Help pupils embed and use knowledge fluently through interesting lesson activities in a range of teaching/learning styles (learning outside the classroom, drama, written work, use of ICT etc).
 - Ensure word-reading, fluency, comprehension, prosody, confidence and enjoyment is central across all subjects.
 - Use trauma and attachment aware principles to inform their teaching spaces and their interactions with children.

Impact of the Curriculum

15. We strive to ensure that our children's attainment in core and foundation subjects is in line with, or exceeding, their age-related expectations when we consider the varied starting points of children. We measure this carefully in line with our curriculum coverage. Assessment for foundation subjects is in line with the core knowledge aligned to each year group and planned learning objectives. We intend that the impact is that children will be academically and physically prepared for the next phase of their education, in Britain and the world.
16. We measure the development of the wider child not just by the work our children produce, but in the behaviours we see each and every day in all learners within lessons, on the playground, in the corridor, and in the many roles/responsibilities we empower them to embrace. The impact of this intention is seen in the daily interaction of all members of our school community and is seen in how the children approach challenges every day. The impact should be that children are keen to make a difference, make healthy choices, are resilient, respectful and excited to make things happen and are equipped with all the personal skills to do this.



Our Curriculum Vision

