



## Curriculum Policy

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## Document Control Table

Document History			
Version	Date	Author	Note of revisions
1	March 26	Rachel Jones	

### St Mark's Curriculum

#### Intent

St Mark's CE Primary School offers a broad, balanced and fully inclusive curriculum. We ensure that reading and language acquisition play a central part and that every child has the opportunity to leave us with confidence and independence, knowing that their opinions and ideas matter. Our aim is to develop life-long learners giving them the skills and tools to equip them for the real world. Children understand what it is to be an artist, a geographer, a mathematician etc and through memorable experiences and excellent quality delivery, children are encouraged to develop inquisitive minds and a love of learning. By considering each subject separately and the skills within it which need developing, we are able to ensure we have a broad and balanced curriculum.

Our intent is to give children life skills, learning skills and knowledge so that they are able to resiliently express themselves and approach life as all-rounded citizens. At St Mark's we believe in promoting a growth mindset in all learners. If you have a growth mindset you become more resilient and are more able to have a positive attitude to challenges. We teach children strategies and ideas to become more resilient and to see the benefit in finding learning challenging.

Our curriculum is ambitious and progressive. It is well planned and sequenced towards clearly defined end points for each pupil, in each subject. It provides focused opportunities for all children to have rich, memorable, awe-inspiring experiences that are developed around the needs and interests of the whole child. The mental health and wellbeing of our children is a priority. This is supported throughout the whole curriculum in the way in which it is delivered and by making good use of extra-curricular opportunities.

We aim to equip our children with the knowledge and cultural capital they need to succeed as educated, responsible citizens within an ever-changing world. Our CIRCLE values enable them to thrive, be safe and do the very best they can in all areas of school life. Our curriculum promotes positive behaviours and relationships and a love of learning, allowing children to take an interest and appreciation in the world around them, whilst contributing positively to our local community and beyond

#### Aims and objectives

The aims of our school curriculum are:

- to ensure children leave St Mark's with subject specific knowledge and skills
- to ensure they are ready for the next stage of learning
- to enable all children to learn and develop their skills to the best of their ability
- to provide learning opportunities which are accessible to all
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- to promote positive mental health and well-being
- to teach children the basic skills of literacy, numeracy and information technology (IT)
- to enable children to be creative and to develop their own thinking
- to teach children how to be safe in the wider world
- to teach children about their developing world, including how their environment and society have changed
- to help children understand Britain's cultural heritage and the British Values

- to enable children to be positive citizens in society
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong
- to help children understand the importance of truth and fairness
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others

## Implementation

Our integrated curriculum (projects) is unique to St Mark’s CE Primary School and this is taught in EYFS and Key Stage 1. Projects integrate subjects to ensure it is meaningful and purposeful, with first hand experiences. These projects enable children to make connections and links over and over again. Some subjects are taught discretely, e.g. Maths, RE, PE, Music, Computing, Spanish and Phonics/Spelling, however, we endeavour to integrate knowledge and skills where possible.

In Key Stage 2 subject specific areas are taught and links are made between subjects when they enhance the learning. This enables children to deepen their learning further in specific subject areas and to know what skills and knowledge is necessary to be a Historian, Artist etc. Learning is taught through stand-alone subject areas in order for the progressive skills and knowledge development to take place. Learning experiences are carefully sequenced and planned in order for skills and knowledge to be developed.

Teachers plan the learning journey in small, engaging steps through a range of memorable experiences and lessons. Children are taught the learning journey so that all learning has purpose and children can make links in their learning. Lessons are planned with a ‘spotlight’ being shone on the key learning. This supports the development of a love of learning and engagement in the learning process. Children are also encouraged to reflect on their learning and to consider what more they know now. Small steps in learning, questioning and retrieval enable children to really understand what they are doing and to deepen their understanding. Teachers do not move children on in their learning until they are ready to do so. Retrieval opportunities are used regularly as part of learning in order for children to revisit learning and to apply it in other contexts. All statutory elements of the curriculum are planned for and monitoring is in place to ensure coverage takes place.

Due to our mixed year group classes, our curriculum is taught over a two year rolling programme (except in the EYFS), which ensures the long term objectives from the Early Years Framework and the National Curriculum (KS1 and KS2) are coherently planned to ensure broad and balanced coverage, as well as progression across all year groups.

Teachers know what key vocabulary, knowledge and skills the children need to learn in order to achieve success and progress across a range of contexts. Leaders use Book Study (monitoring through pupil voice, book looks and planning scrutiny) and summative/formative assessment to check on understanding and inform further teaching. This information is also used to plan for enrichment, cultural experiences, interventions, additional support, challenge and mastery for all groups of children. We have high expectations for our children to achieve expected end of year outcomes or beyond.

Different audiences, including parents/carers, are often invited to the outcomes and have the opportunity, as do the children, to feedback which supports the planning and review process.

## CIRCLE VALUES linked to learning

Through the school CIRCLE values children learn the life skills to be respectful and responsible citizens. These values and attributes underpin our curriculum and all of school life.

	Pupils- I will...	Staff- I will...
Challenge	<ul style="list-style-type: none"> <li>• always strive to be the very best I can be throughout my life</li> <li>• believe that I can achieve my dreams</li> </ul>	<ul style="list-style-type: none"> <li>• believe that everyone will succeed</li> <li>• not accept anything less than that of which we are capable</li> </ul>

	<ul style="list-style-type: none"> <li>• set myself the highest standards</li> <li>• face the challenges that life will bring me positively and with hope</li> </ul>	<ul style="list-style-type: none"> <li>• I set challenges which bring out the best and develop our resilience</li> <li>• strive for excellence and be committed to achieve this</li> <li>• work in partnership to secure a strong future for everyone</li> </ul>
Integrity	<ul style="list-style-type: none"> <li>• be relied on – ‘What I say is what I mean and do’</li> <li>• be confident in myself and am prepared to ‘own up’ when I need to</li> <li>• be honest with myself and strive to be honest and open with others</li> <li>• hold true to my word and stand firm in my beliefs and values which guide my actions</li> </ul>	<ul style="list-style-type: none"> <li>• build open and honest relationships with everyone, showing sincerity and empathy</li> <li>• carry through the things that I promise, avoiding disappointments and explanations when things change and cannot be seen through</li> <li>• set an example to others in my interactions and communications which reflect my values and dependability</li> <li>• work together with others to secure trust, understanding and honesty in the best interest of every child.</li> </ul>
Respect	<ul style="list-style-type: none"> <li>• show positive regard for everyone, respect their beliefs and being open to accepting difference</li> <li>• be polite, courteous and show care</li> <li>• be considerate, act with dignity and stay true to my principles and values</li> <li>• show generosity of spirit, concern for my well-being and that of others and care for my surrounding</li> </ul>	<ul style="list-style-type: none"> <li>• listen with understanding and compassion and respond thoughtfully</li> <li>• treat everyone with dignity, be considerate with the feelings of others and be generous of spirit</li> <li>• I instil a culture of tolerance, support and good manners</li> <li>• show care for my surroundings, taking collective stewardship for the environment, to make it a better place for everyone</li> </ul>
Community	<ul style="list-style-type: none"> <li>• belong to my school community and I know we will work together to give me the best start on my learning journey</li> <li>• contribute to my learning community, accepting responsibility and working together to secure harmony and goodwill</li> <li>• play my part in making my school a happy place of which I will have fond and treasured memories</li> </ul>	<ul style="list-style-type: none"> <li>• work together and in partnership to establish a cohesive and secure community</li> <li>• respect everyone as a unique individual but recognise that our community is about uniting us as one</li> <li>• work with our wider community to share our aspirations and encourage their contributions</li> <li>• acknowledge the central part our church plays in our lives and work to create meaningful relationships as we establish our Christian partnership</li> </ul>
Love	<ul style="list-style-type: none"> <li>• respect and nurture myself recognising I am a unique being, worthy of respect and attention</li> <li>• show my affection and compassion for others in ways which strengthen my character and self-belief</li> <li>• seek meaning in my life through exploring what it means to have faith</li> <li>• gain a sense of fulfilment and emotional security from knowing that others care and believe in me</li> </ul>	<ul style="list-style-type: none"> <li>• respect and nurture myself so that I can build positive and enabling relationships which reflect and embrace our Christian Values and ethos</li> <li>• give my commitment to others on their journey of living and learning together</li> <li>• encourage mutual respect and understanding of each other which conveys a profound belief that everyone is worthy, and can achieve, given support and encouragement</li> </ul>

Equity	<ul style="list-style-type: none"> <li>• know that everyone should have the same opportunity to succeed and demonstrate their talent</li> <li>• know that everyone needs different support to have the same chances</li> <li>• be treated fairly and given recognition, irrespective of any different views I may have</li> <li>• show understanding and tolerance when things do not go my way knowing there will always be another chance</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate an inclusive ethos, giving all children the chance to excel and to realise their potential</li> <li>• take into account different children's needs so they can be treated fairly</li> <li>• offer everyone the support they need to have the same chances</li> <li>• maintain a consistent approach to my behaviour and relationships</li> <li>• encourage everyone to contribute and will show appreciation and value their efforts</li> </ul>
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## Impact

Our pupil's attainment and achievement has consistently been above national expectations. Our children become confident, knowledgeable learners who are well prepared for their next step in learning. Children leave St Mark's with a rich and wide range of experiences and happy memories, which will impact on their future enthusiasm and motivation for lifelong learning.

### The role of the curriculum leader is to:

- provide a strategic lead and direction for the subject leaders
- support and offer advice to colleagues about being a subject leader
- provide efficient resource management for the subject leaders

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. Each subject leader monitors and reviews all other documentation and planning for their subject, to ensure that there is full coverage of the National Curriculum and progression in the subject(s). Subject leaders monitor the way their subject is taught throughout the school, ensuring that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are used.

### Monitoring and review

Our AQC (Academy Quality Council) is responsible for monitoring the school curriculum. Periodically, there are presentations from key curriculum leaders to the AQC. The Teaching and Learning deputy headteacher is responsible for the day to day organisation of the curriculum.

Rachel Jones

March 2026