Curriculum Policy

Hampton Lakes Primary School

Policy last reviewed:	September 2026
Next review due:	September 2029
Member of staff responsible:	Miss Zoe Trigg
Ratified by:	HL LGB

1. RATIONALE

This policy aims to provide an overarching framework which translates the vision and values of Hampton Lakes into effective learning and teaching.

"Curriculum" relates to both the taught and statutory curriculum, but also embraces what is learnt through school, both within and beyond the school day. This policy, therefore, has a strong bearing on other policies, such as teaching and learning, Early Years, assessment and inclusion.

This policy seeks to work within the legal frameworks relating to:
Safeguarding and Prevent, Religious Education, The EYFS, Relationships and Sex Education, Drugs Education, and SEND.

Whilst Hampton Lakes is a Free School, its governing body has agreed to provide a curriculum that fulfils the Early Years Foundation Stage Curriculum and the National Curriculum.

2. GUIDELINES

The Head of School will ensure that:

1. All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the vision and values of the school. This will include how the subject is taught and assessed.
2. The amount of time provided for teaching the curriculum is adequate and is reviewed by the governing body annually.
3. Where appropriate, the individual needs of specific pupils (e.g. with SEND) are met by disapplication of the National Curriculum and follow a personalised curriculum.
4. The governing body is involved in decision making processes that relate to the breadth and balance of the curriculum.
5. The governing body is involved in target setting and in monitoring progress towards targets.

It is the responsibility of the Head of School to ensure that reference is made to this policy in associated policies, and, where changes are made to the policy, that other policies are checked and amended.

Teachers will ensure that:

- The curriculum is implemented in accordance with this policy.

The Governing Body will ensure that:

1. It considers the advice of the Head of School when approving the curriculum policy and when setting targets.
2. Progress towards annual targets is monitored.
3. Parents/carers receive timely reports on the progress of their child against clearly defined expectations.
4. Key Stage results and school performance are published in the prospectus and on the website.
5. It participates actively in decision making about the breadth and balance of the curriculum.
6. Political issues are presented in a balanced way.

7. Due regard is given to PREVENT, safeguarding, and children's well-being during PSHE and assembly times.

3. AIMS

Aims of the curriculum

Our curriculum should be broad and balanced and should:

- Be delivered within the context of the school's vision and values.
- Cater for all needs of individual pupils, carefully considering the developmental stage of each child.
- Develop basic skills in oracy, phonics, reading, writing and maths.
- Prepare children for each stage of their educational journey.
- Ensure each pupil's education has continuity and progression.
- Facilitate the acquisition of knowledge and understanding.
- Develop children intellectually, emotionally, socially, culturally, orally, physically and aesthetically.

4. OUTCOMES

Outcomes for pupils

The curriculum and its delivery should support pupils to:

- Develop skills and knowledge to keep safe.
- Develop their oracy and literacy; communicating effectively in speech and writing for a variety of purposes and audiences.
- Be able to listen to others appropriately.
- Present their ideas clearly, creatively and persuasively.
- Develop their use of numeracy skills, including using and applying the concept of number, shape, space and measures and data handling.
- Learn to think logically and solve problems.
- Develop resilience and independence.
- Be able to work independently or in groups.
- Harness new technologies to aid learning.
- Develop enquiring minds.
- Be creative and inventive in their approach.
- Treat others with respect.
- Engage in active learning, such as through experimentation, simulation and other practical activities.
- Develop physical agility and coordination.
- Be able to make reasoned judgements and choices, based on their developing knowledge and understanding.
- To have an understanding of British Values, and demonstrate an appreciation of them through participation in debate, conversation and democratic processes.