



Buxton Primary School

Curriculum Policy

September 2025

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On:-	15th September 2025
Chair of Governors:-	Kathryn Corder
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Intent

The curriculum is all the planned activities that we organise to promote learning and personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the additional and extra-curricular activities that the school organises to enrich the experiences of our children. We believe that children need to be engaged and enjoy their learning, so our curriculum is practical and as active as possible.

It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential and be the best they can. This includes learning how to keep themselves and others safe, how to spot signs of grooming, radicalisation and bullying, and how to deal with these should they happen.

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need, in order to lead fulfilling lives. At the heart of our curriculum lie our Core Values. Through what and how we teach, through our relationships with the children and each other, our intent is to show children how to be good citizens, respecting difference, to make informed judgements and be tolerant of all around them.

We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures, beliefs and of everyone's diverse nature. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

Education influences and reflects the values of society, and the kind of society we want to be. It is important therefore, to recognise a set of common values and purposes that underpin the curriculum at Buxton Primary School and enable the school to achieve its aims.

We believe children learn better when they are excited and actively engaged; what excites children best is excellent teaching, which will challenge them and demonstrate what they are capable of achieving. When there is joy in what they are doing, they learn to love learning. We intend to nurture curious minds, stretch the imagination and provide opportunities for every child to discover their particular talents. The curriculum at Buxton reflects this.

We believe it is our job to bring out the best in people by providing an enjoyable, excitable learning environment. No child should be labelled as a failure and every child has something to offer. Expectations of all involved should be high as we strive for excellence and 'Achieve Excellence Together'.

Our goal in delivering the curriculum is to combine excellence in teaching with enjoyment of learning.

Curriculum Statement

As a teaching team, we have given much time and thought to our curriculum, how it is organised, how it is taught; explicitly and implicitly. Our Curriculum defines our priorities, our relationships and our aspirations. We have worked hard to ensure that our curriculum is designed specifically for our children in our school, whilst ensuring we adhere to the requirements of the National Curriculum putting our children in good stead for their future.

We respond to educational innovations and new approaches by continuing to work on reviewing and building our provision to be up-to-date and reflective of our ethos and values. The intention of our 'ARCHER' core values aims for our children to:

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| • show understanding and patience | A = Acceptance |
| • be kind and fair to all | R = Respect |
| • think of others and work well as a team | C = Consideration |
| • be truthful and trustworthy | H = Honesty |
| • aim high in everything they do | E = Excellence |
| • take ownership for actions | R = Responsibility |

The Staff and Governors of Buxton Primary School aim to tailor education to individual need, interest and aptitude so as to fulfil every child's potential. Every pupil will have access to a creative, exciting, rich, broad, balanced and differentiated curriculum, which will sometimes be based on first hand experiences. However, it is recognised that every child has a different knowledge base and skill set, as well as varying aptitudes and aspirations; and that, as a result, there is a determination for every young person's needs to be assessed and their talents developed through diverse teaching strategies. At Buxton Primary School this means teachers using flexibilities at school to ensure high standards in the basics with opportunities for enrichment and creativity.

Our document 'What it is like to be a learner at Buxton' gives a brief overview of what learning experiences children can expect at our school.

Curriculum Aims & Purpose

The curriculum:

- whilst paying due regard to achieving high standards in English and Maths, is broad, exciting and challenging;
- embraces our Core Values through encouraging children to demonstrate our ARCHER values through being safe, happy, achieving their best, challenging themselves and developing an understanding of the world around them and their place in it;
- enables pupils to develop knowledge, understand concepts and acquire skills, and the ability to choose and apply these in relevant situations, becoming more aware of the world around them;
- is carefully planned and structured to ensure that learning is continuous and progressive, and that pupils make good progress with the development of their learning;

- engages the children’s interests, encourage and motivate them to want to learn;
- will be exciting and at times offer pupils first hand experience to re-enforce their learning and to underpin their growing knowledge, skills and understanding;
- support pupils’ physical development and responsibility for their own health, and enable them to be active
- embraces all cultures, religions and traditions and reflect the diverse society in which we live, supporting pupils’ spiritual, moral, social and cultural development.
- ensures equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support, providing a fully inclusive learning environment.
- aims to enable all pupils to grow into responsible, productive members of adult society.

A broad and balanced curriculum is not just the timetabled subjects; it is every child’s holistic experience of school. This encompasses our ‘hidden curriculum’, such as: extracurricular activities (enrichment, clubs, school-wide experiences), visits, restorative behaviour approaches, ARCHER values and Growth Mindset approaches, outdoor learning and provision, good mental health etc.

We also understand that having a wide vocabulary and good reading skills are crucial for our children to be able to access all aspects of the curriculum. We believe that all children, regardless of their background, should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work.

Quality First Teaching

At Buxton, this means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing children’s progress.

Staff have high expectations of themselves and all of the children and teachers impart knowledge accurately and with enthusiasm. Teachers take into account prior knowledge and experiences through rigorous progression procedures and ensure focused lesson design which demands children to have positive engagement and interaction with their learning.

All staff use questioning, modelling and explaining with emphasis on learning through dialogue to support children’s learning. Children are taught how to develop resilience and accept responsibility for their own learning and the ability work independently. The school’s restorative approach ensures regular use of encouragement and praise to motivate children.

Guidance and Legislation

This policy reflects the requirements as per the [National Curriculum programmes of study](#). It also reflects requirements for inclusion and equality as set out in [the Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Implementation

How we implement our subjects, incorporating our core values (ARCHER), ethos, growth mindset approach, SMSC (social, moral, spiritual and cultural development), British Values and diversity and culture, is further detailed in our Curriculum section of our website. [Curriculum – Buxton Primary School \(buxtonschool.co.uk\)](http://buxtonschool.co.uk). Each subject area has a detailed Intent, implementation and impact to explain how Buxton Primary School approaches each subject area with details of the progression of skills, coverage and vocabulary.

Our Reception Curriculum

During their first year at school children in reception follow the 'Early Years Foundation Stage Framework'. The emphasis is on learning through fun and practical, child-initiated and adult-led activities. The learning environment is organised to meet the needs of the individual children and the learning activities build on the children's existing knowledge and abilities. The EYFS is organised into the following 7 Areas of Learning:

The Prime Areas:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

In the Moment Planning - reception

Children are most engaged when they are undertaking activities that are child initiated and based on their current interests. When children show high levels of involvement, this is when progress and development occurs, when the brain is at its most active. Planning in the moment helps to make this possible.

By providing an open ended and enabling environment supported by skilful staff we are able to seize the moment when a child shows a level of interest and curiosity. We can then draw out and extend these moments. Different children will engage in a range of ways and 'In the Moment Planning' ensures that every child's experiences are acknowledged, valued and built upon.

Apart from phonics and maths, all other written 'planning' is done retrospectively in the form of observations, records of the interactions and notes on outcomes. These observations are available for parents to look at on Tapestry and comment on throughout the year.

Each week 'Focus Children' are chosen and parents / carers are encouraged to fill in a sheet highlighting interests at home, special events that may be happening as well as any concerns. This information feeds into planning for each child in their environment and considering their next steps.

From Year 1 to Year 6 the curriculum consists of:

- The National Curriculum; the programmes of study for each subject are used as a starting point for the long term and medium term plans, teachers, with subject leaders, have produced school planning documents which shows how the National Curriculum has been built upon and organised across the year groups.
- Norfolk's agreed syllabus for RE, along with documents from Diocese of Norfolk, have been used to develop Buxton's RE curriculum. Parents may exercise their right of withdrawal from religious worship and instruction.
- A bespoke PSHE and RSE curriculum has been developed at Buxton which incorporates a wide range of experiences for children. This includes outdoor learning (Forest Schools style provision), RSE scheme, and Votes 4 Schools – illustrating how we teach children about their emotional well-being, how to manage their feelings, how to be good learners and challenge themselves to achieve their dreams.

From Reception through to Year 6 opportunities are taken to extend the curriculum beyond the statutory requirements through:

- Enrichment provision (a range of child-chosen learning such as first aid, cookery, animation, skateboarding, gardening etc)
- Visitors (including artists, dancers, craftspeople, actors, musicians, charity workers etc)
- Use of the school grounds / local area for learning such as forest school style provision for every child, learning about the locality and wider environment, pastoral provision
- Educational visits based on learning in the classroom
- Specialist teachers; musicians, regular volunteers to support learning
- Drama (regular performances)

Many of these activities embrace the cultural diversity of the society in which we live and enhance the aesthetic environment of the school.

Delivery

The school week provides the required 32.5 hours of learning for our children. The curriculum is planned in such a way that it can be delivered alongside time integrated within the school year for curriculum enrichment and collaborative events. Such as enrichment, residential visits, family learning days, productions, cultural days, charity sessions to name just a few.

Cross-curricular links are made between subjects where appropriate and an extensive range of high quality resources is used to underpin the curriculum. Homework is set, where appropriate, to link the curriculum with learning at home. To ensure progression, the teaching staff have developed documentation which form the starting point for all learning. It is recognised that children from different year groups will have varying skills and experiences. Our Curriculum caters for pupils' individual needs through personalised learning, incorporating the needs of our children with SEND or SEMH, those who require extension and challenge and those who thrive when working as a group toward a shared goal. We are an inclusive school in all areas, including our curriculum design.

Assessment

The school have policies for Assessment and Marking and Feedback. Teachers follow the assessment schedule to ensure progress and attainment are regularly reviewed and outcomes inform future planning, interventions and workshops.

We follow the principles behind 'Assessment for Learning' and encourage children to self/peer evaluate their learning. The Assessment policy outlines the requirements for assessment and feedback to children.

Assessment data is analysed at least termly so that teachers can identify children that need support or intervention and workshops to provide accelerated progress. Information is recorded on spreadsheets, as well as Pupil Asset, which creates a developing picture both over the year and across the school. SLT and subject Leaders can see from these spreadsheets how many children are working at, above or below age related expectations in all subject areas. Inherent in our Curriculum are the principles of 'Aspects of Learning'. We aim to promote these principles of motivation, enquiry, problem solving, creative thinking, reasoning, evaluating, self awareness, empathy, social skills, challenge and communication through the Curriculum as a whole.

Teachers assess pupils progress constantly during/after a lessons, at the end of a unit of work and more formally in preparation for termly pupil progress meetings. Assessment judgements are made using teacher knowledge, school assessment materials, adapted published testing materials (to reflect our curriculum) and any other assessment resources that support learning.

Reporting on pupil attainment

All work carried out by the children is monitored and evaluated. A written school report is made available to parents annually in the summer term. Parents are invited to Parent/Teacher Consultation meetings in the autumn and spring terms. At these meetings parents are given a 'brief' written summary of their child's progress over the term in reading writing and maths, as well as making comments on their enjoyment and engagement with school. In between these times, parents are provided with an update on their child's attendance and education in our 'Education Bulletins' twice per year. The Governing Board receives regular reports on pupil attainment compared to the national picture and similar schools and pupils` prior attainment.

Target setting

All pupils are set next steps for learning through teachers' marking and feedback. Specific pupil targets in English and Maths are noted in the children's books (Y2-Y6) or noted so that adults can see what children are working on in class (reception and Y1). Children and teachers review these regularly.

Children are expected to make good progress across the year and are given end of year targets that are challenging. These are set in discussion between teachers and the headteacher using the analysis of children's data to ensure that good progress is achieved.

Roles and Responsibilities

The Headteacher takes overall responsibility for the curriculum. The school has Subject Leaders organised in two teams. Each team is responsible for monitoring subjects that are allocated to teachers, along with some subjects that are 'team' subjects. Subject leaders ensure that their subject/s is implemented consistently and effectively in line with the agreed policies across the school.

Inclusion - provision for all pupils

Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual pupils' needs and abilities. Outcomes from assessment enable teachers to set targets which reflect individual pupils' skills, abilities and potential.

The school has developed an effective system for identifying SEND and SEMH need which pinpoints a child's specific needs and develops provision to support. This includes the initial provision for all under 'Quality First Teaching' involving high quality daily teaching that includes differentiated tasks with a good level of adult support. Children also have access to small group, low cost intervention e.g. workshops and interventions such as 1:1 maths boosts, precision teaching, and catch up programmes.

Children who are working well above age related expectations also receive extended support in lessons and as part of workshops to develop their skills further.

Spiritual, Moral, Social and Cultural Opportunities

The staff and governors are keen that all pupils are provided with SMSC opportunities both within the planned curriculum and through current affairs, independent study, extra events and experiences. We consider SMSC a real strength of our Curriculum and our school (see PSHE provision map, 'What it is like to be a learner at Buxton' and our 'multicultural learning at Buxton' documents – all available on our website).

Self Esteem and Self Worth

The Votes 4 Schools, Outdoor learning (Forest Schools style provision), and PSHE/RSE Curriculum form the central focus for our curriculum – all other subjects are based around these areas. As a small community, it is vital that positive relationships and understanding of people's differences and strengths are recognised, accepted and celebrated. Every member of our school community is valued and taught to recognise their talents and abilities. All future members of our community will be equally respected and valued regardless of how they chose to lead their life.

Celebration assemblies are held each week recognising the achievements of our pupils. These include certificates directly related to our ARCHER (core values) behaviour system, certificates directly related to our Growth Mindset characters and a PE efforts certificate. Adults also add children to our 'brilliant book' for achievements both inside and outside of school. Annually, children can achieve the 'headteacher's award' or the half termly 'teacher's award' for consistently demonstrating excellence.

The school regularly seeks the views of children through the School Council, pupil surveys or the school buddy system. We also have Buxton Advocates, which children in Year 6 apply to become, to support pupils across the school at key times of the day and at school events, along with supporting the school in

visitor tours and school-wide jobs. The school also have trained Buxton Buddies to support pupils friendships at playtimes.

Children's work and achievements are celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute to the ethos. We ensure children know their work is valued and respected.

Extracurricular activities

We provide extracurricular activities most days after school for all children along with the option for breakfast club each morning. These have an aim of building a new skill or talent such as sign-language, choir, cross country, forest schools, sports academies etc.

We also provide a wide range of extracurricular activities in the form of visitors to the school, competition entering, visits outside of school, taking part in whole school events or schemes such as becoming Dementia Friends.

We also provide enrichment courses across the year with options such as cookery, first aid, animation, gardening, performing arts and skateboarding. The aims and impact of these are outlined in the 'Enrichment Impact' document and are also included in the 'What it is like to be a learner at Buxton' document.

Impact

Children will leave Buxton Primary School ready for the next stage in their learning at KS3, with the attitudes and values needed for life. The curriculum will have provided a range of knowledge and skills to support them in their future endeavours. The children will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. The children will have a strong desire to embrace challenge and to be resilient learners. Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for others. Our children will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

We believe that it is vital children enjoy their school and develop a love of learning. Therefore, we make the curriculum as exciting and interactive as possible – as a small school we are in an ideal position to do this.

Policies and documents to read in conjunction with this Policy:

- Individual subject policies
- Outdoor Learning
- Assessment and Marking policies
- Multicultural learning at Buxton
- What it is like to be a learner at Buxton
- Early Years
- Equality
- SEND and Inclusion
- Safeguarding
- Online Safety