



Wonderfully made - At Culgaith C of E School we believe that we are all uniquely created individual parts of one body.

Our school is a place where we value the character of every child and strive for all to be ambitious for themselves and their world.

Culgaith C of E Primary School

Whole School Curriculum Policy

Intent

At Culgaith CE School, we see every child as a unique individual with the capacity and right to thrive and be successful. We intend to reflect our local community and how we fit into the wider world. We are a small, rural school with the majority of our children living in the countryside therefore we want to celebrate and plan for their areas of knowledge, skills and expertise. We also acknowledge that as a small Cumbrian school, we need to help our children experience different cultures, cities and have a good awareness of others. We deliver an inclusive, creative and challenging curriculum, developing and delivering cultural capital. All subjects are given equal value and are underpinned by learning about knowledge and skills, improving our long term memory. These skills and knowledge are built upon in order to make meaningful connections between their lives and the experiences they are learning about.

Our curriculum is rich in vocabulary and develops a positive attitude to learning. Our passion to develop a love of language weaves through our curriculum. Pupil voice is actively encouraged and celebrated through a range of mediums such as School Council. We seek to inspire in children a curiosity and fascination about the world and its people; to promote the children's interest and understanding of diverse places and people.

Implementation

Each lesson, subject and topic at Culgaith CE School is linked to how it relates to the pupils, their lives and their local area, bringing the content into a context that can be understood and built upon by making connections, as well as through our curriculum drivers. Educational visits and visitors enhance learning opportunities within the classroom by ensuring that our pupils have a wide range of opportunities and insight into the wider world as they journey through our school.

Our subject leaders are responsible for the design, implementation and impact of their subject area. We expect all subject leaders to have the knowledge, expertise and practical skills to lead their areas of responsibility successfully. Leaders at all levels, including Governors, rigorously monitor teaching and learning, holding staff to account for high standards in all subjects. We design learning experiences that excite, hook and engage our children therefore we are adaptable and the skills taught are based around the children's understanding and likes. The children steer our teaching and help plan learning at the beginning of each topic helping teachers plan how to teach the skills. Our topics are the vehicles to learn about specific skills where learning is deep. Each subject is taught discreetly and has its own book or method of recording. The curriculum is carefully mapped out to ensure that pupils acquire knowledge, vocabulary and skills in a well-thought out and progressive manner in every curriculum subject, ensuring sufficient coverage across each subject over time. New learning is based upon what has been taught before and prepares pupils not only for the next stages of learning but ensures they acquire effective learning behaviours for lifelong education. Knowledge organisers are used in every subject at the start of each study. These could include key vocabulary, facts, diagrams and definitions that will support their pathway through the study.

Assessment is thoughtfully designed to shape future learning and is part of the working practices of every classroom. Assessments are reliable and are moderated within and across local schools and through national benchmarking.



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As a C of E school, we embrace the spiritual, physical, intellectual, emotional, moral and social development of our children. We aim to deliver excellence in education and want the very best outcomes for our children so that they can achieve their fullest potential. These values are embedded in everything that we do and we aim to teach these themes within our wider curriculum topics.

Culgaith CE School actively promotes wider learning opportunities. Residential trips to different cities and outdoor adventure centres widens children's experiences beyond the local area.

We have quality first teaching with a robust identification process for children who may be struggling. We know that quality teaching develops good learning behaviours. We identify barriers to learning quickly and we increase children's understanding with a broad depth of learning where we increase children's understanding of skills and knowledge. Deep learning allows for children to become deep thinkers.

Impact

The impact of our curriculum will be shown through meaningful learning conversations with children and their books about what they have learnt in a particular study, seen in the children's engagement and enthusiasm in their learning. Regular opportunities for retrieval practice will be given to gain insight into what children have been able to recall independently, weeks or months after they last discussed it in class. If the pupils can talk fluently about their study, and their confidence in this is improving, the teacher should be confident in the impact of their teaching and the curriculum. Skills will be assessed throughout the school year. All of this information will be drawn upon in order for a judgement to be made at the end of the year on children's understanding of the skills and knowledge outlined for that subject and year group. This will support the pupil's transitions as they move through the pathway to personal success and the next step of the journey in their education. We expect our children to develop and be respectful. We ensure our children are able to decide what is right and what is wrong and be resilient to the influence of others. We measure this not just by the work they complete, but in the behaviours we see in school each day. Our children are unique and so is their learning journey. Our staff guide, support and inspire our children to achieve their best during their time with us so that they are academically and physically prepared for the next stage in their learning.

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school is planned to meet the requirements of the New National Curriculum (2014).

The school aims to: -

- cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties;
- facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community;
- create and maintain an exciting and stimulating learning environment;



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- ensure that each child's education has continuity and progression;
- ensure that there is a match between the child and the tasks he/she is asked to perform;
- provide a broad and balanced curriculum;
- recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process;
- treat children in a dignified way.

We aim that all children should:-

- learn how to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team;
 - be developing the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources;
 - be happy, cheerful and well balanced;
 - be enthusiastic and eager to put their best into all activities;
 - begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility; on which to base their own behaviour;
 - be expected to behave in a dignified and acceptable way and learn to become responsible for their actions;
 - care for and take pride in their school;
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- develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way;
 - develop non-sexist and non-racist attitudes;
 - know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data;
 - be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes;
 - develop an enquiring mind and scientific approach to problems;
 - have an opportunity to solve problems using technological skills;
 - be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity;
 - know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events;
 - have some knowledge of the beliefs of the major world religions;
 - develop agility, physical co-ordination and confidence in and through movement;
 - know how to apply the basic principles of health, hygiene and safety.

Medium and short term planning can be found on the Planning Drive.

Curriculum organisation



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The curriculum is taught through topics or discrete subjects where relevant.

- A whole school and key stage map indicates the broad objectives and the links between subjects.
- Units of work are planned, usually over half a term's duration. These form our medium term plans and contain details of the work to be covered with a progression of learning objective / success criteria.
- Units of work are planned using the Foundation Stage Curriculum and the National Curriculum.
- Short term planning is carried out in detail for literacy and numeracy using an agreed format.
- Setting takes place for some aspects of literacy and numeracy across school. This enables the teaching to focus on a particular level of ability.
- The RE curriculum follows the Local Authority Agreed Syllabus.

Roles and responsibilities

The headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to staff.

- The headteacher coordinates the curriculum overall and coordinates the curriculum subject leaders.
- Curriculum coordinators are responsible for writing and reviewing policies, auditing resources, managing the curriculum budget (alongside the headteacher), purchasing resources, and monitoring standards, teaching and learning in their subject across the whole school.
- The assessment coordinator (headteacher) ensures that the progress of each pupil is tracked in reading, writing, maths, grammar, punctuation and spelling and science and that there is appropriate challenge support and intervention.
- The SENCO (S. McWhirter) ensures that pupils with specific learning needs have access to the curriculum.
- The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly headteacher's report.

This policy was ratified by the Governors in November 2025

Signed Claire Thomson, Chair of Governors

This Policy will be reviewed in November 2028