

Webheath Academy Primary School

Curriculum, Teaching & Learning Policy 2026 - 2028



Approved, ratified and adopted by the local governing body in October 2026

Next review due by October 2028

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1. Introduction

At Webheath Academy Primary School, we believe that education should enable every child to flourish academically, socially, emotionally, physically and creatively. Our curriculum is at the heart of this ambition.

Our vision, Learning, Creating and Growing Together, underpins our approach to curriculum, teaching and learning. We want every child to leave Webheath as a confident, knowledgeable and curious learner who is prepared for the next stage of their education and for life beyond primary school.

Our curriculum is rooted in the National Curriculum and Early Years Foundation Stage statutory framework, but we seek to go beyond statutory requirements by providing opportunities for greater depth, enrichment, personal development and the development of a broad body of knowledge.

We believe that what children learn is important, but how they are taught is equally important. High-quality teaching enables children to build secure and connected knowledge, develop increasingly sophisticated schemas and become increasingly independent learners. Our teaching approaches are informed by educational research including relevant studies in cognitive science, Rosenshine's Principles of Instruction, EEF guidance (Educational Endowment Foundation) and other current evidence about effective teaching and learning. We believe a strong pedagogical approach makes learning more accessible and engaging for all pupils, regardless of background or need.

Our curriculum and teaching are therefore designed to ensure that children:

- know more and remember more;
- develop secure foundations upon which future learning can build;
- make meaningful connections between new and existing knowledge;
- develop subject-specific vocabulary and disciplinary understanding;
- develop independence, resilience and confidence;
- apply their knowledge and skills in increasingly sophisticated ways;
- develop curiosity and a desire to learn;
- develop socially, morally, spiritually, physically and culturally;
- understand and demonstrate our school values;
- are prepared for the next stage of their education and for life beyond school.

2. Our Vision and Values

Learning, Creating and Growing Together

Our school vision reflects our belief that children thrive when they learn alongside and from others, when they are given opportunities to create and explore, and when they are supported to grow as individuals.

Our five core values underpin the curriculum and the wider life of the school.

Kindness: we teach children to consider others, demonstrate compassion and contribute positively to their community. Kindness is evident in how children interact with one another, how they respond to difference and how they support others in their learning.

Zest: we encourage children to approach learning and life with enthusiasm, curiosity and energy. We want children to be excited by new knowledge, willing to try new things and prepared to persevere when learning is difficult. We promote a positive attitude towards challenge and recognise that mistakes and misconceptions are an important part of learning. Children are encouraged to share and discuss mistakes or misconceptions openly so that they and others can learn from them. Teachers model this approach by responding positively to errors, using them as opportunities to deepen understanding and helping children to develop the confidence to try, reflect and improve.

Respect: we teach children to respect themselves, other people, different cultures, beliefs, opinions and the environment. Respect is reflected in the way children listen, communicate and work together.

Nurture: we provide a safe, caring and supportive environment in which children can develop academically and personally. We recognise that children develop at different rates and that strong relationships and appropriate support are essential to successful learning.

Integrity: we encourage children to do the right thing, even when nobody is watching. Children are taught to take responsibility for their choices, act honestly and develop a strong moral compass.

Alongside these values, we are committed to ensuring that **‘We are proud to be the very best that we can be.’** This applies not only to academic achievement but also to children's attitudes, relationships, creativity, physical development, personal development and contribution to the school and wider community.

Our curriculum therefore provides children with opportunities to learn about themselves, others and the world around them while developing the knowledge, skills, attitudes and values required to flourish.

3. Curriculum Intent

Our curriculum is designed to provide a **broad, balanced, ambitious and coherent education** for every child.

We intend our curriculum to:

Follow the requirements of the National Curriculum and EYFS statutory framework.

Build systematically upon children's prior learning.

Develop increasingly secure and connected bodies of knowledge.

Provide appropriate breadth while allowing sufficient time for depth.

Develop subject-specific knowledge, vocabulary and disciplinary skills.

Ensure that important knowledge is revisited and remembered.

Provide opportunities for children to apply their learning in different contexts.

Develop reading, writing, oracy and mathematical fluency across the curriculum.

Promote curiosity, creativity, critical thinking and problem solving.

Develop children's personal, social, emotional, moral, spiritual, cultural and physical development.

Provide children with rich experiences and opportunities beyond the statutory curriculum.

Ensure that all pupils, regardless of background or starting point, can access an ambitious curriculum.

Develop cultural capital and an understanding of the wider world.

Prepare children successfully for the next stage of their education.

Develop children who demonstrate the Webheath values in their learning and everyday lives.

We recognise that depth is not simply completing additional work. Depth is achieved when children have sufficient time and support to develop secure understanding, make connections, explain their thinking, apply knowledge and use what they have learned in increasingly challenging contexts.

4. The Curriculum at Webheath

Webheath follows the National Curriculum and enhances it through carefully selected content, enrichment opportunities, wider experiences and a strong focus on depth. It is organised so that knowledge and skills build progressively from Reception to Year 6.

Our curriculum identifies essential knowledge, subject-specific vocabulary, key concepts, disciplinary knowledge and skills, prior knowledge required, connections with future learning, opportunities for retrieval and review, opportunities for application and greater depth, and appropriate enrichment and real-life experiences.

Subjects are taught discretely where this provides the strongest learning experience. Meaningful links are made between subjects where these enhance understanding. This ensures that children understand the distinctive knowledge, vocabulary, methods and ways of thinking associated with different subjects.

5. Personal Development

Personal development is not viewed as something that happens only during designated lessons.

At Webheath, we weave personal development throughout our curriculum and the wider school day from roles and responsibilities, after school clubs, charitable events and real-life opportunities.

Children develop personally through the curriculum, relationships with adults and peers, assemblies and collective experiences, PSHE and RSE, RE, sport and physical activity, educational visits, enrichment activities, leadership opportunities, pupil voice, performances, responsibilities within school, opportunities to work collaboratively, charitable and community activities, and encounters with different people, cultures, beliefs and perspectives. Being part of Shires MAT means our pupils benefit from a strong personal experience offer including opportunities in sport, drama, the arts and more.

Our five Webheath values provide a common language through which children are supported to reflect upon their behaviour, relationships, choices and attitudes to learning. Alongside this, we also promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

6. Teaching and Learning

6.1 Our Approach

At Webheath, we believe that the quality of teaching is fundamental to children's learning. Our pedagogical approach is built around the belief that pupils learn most effectively when new knowledge is taught explicitly, connected to prior learning, practised and revisited over time. Teachers use clear explanations, purposeful modelling, guided practice, carefully chosen scaffolds and responsive questioning to develop pupils' understanding and identify misconceptions. Teachers make deliberate decisions about how new knowledge and skills are introduced, explained, practised, revisited and applied. Through ongoing checks for understanding, teachers adapt their teaching and gradually reduce support as pupils become more secure, independent and able to apply their learning. These principles are informed by educational research and are applied thoughtfully in response to the subject, the learning and the needs of our pupils.

Our teaching is informed by research into effective instruction, cognitive science and evidence-informed pedagogy. We draw particularly upon principles associated with Rosenshine and other current educational research. However, research-informed teaching does not mean that every lesson looks the same. Teachers use their professional expertise to select the most appropriate approach for the subject, content, pupils and stage of learning. Our teachers are encouraged to consider, 'What teaching approach will best enable these pupils to understand, remember and apply this learning?'

6.2 Building knowledge and schema

Learning involves developing and strengthening knowledge in long-term memory. New learning is more readily understood when children can connect it to knowledge they already possess. Teachers therefore deliberately identify and activate relevant prior knowledge and vocabulary ('show what you know') before introducing new concepts.

Our teaching staff benefit from CPD in cognitive science and how this impacts teaching and learning for our pupils. Across the curriculum, teachers seek to identify important prior knowledge; make connections between new and existing knowledge explicit; introduce new learning in manageable steps; provide sufficient practice; revisit important learning over time; provide opportunities for retrieval; develop increasingly complex connections between concepts; use subject-specific vocabulary precisely; and provide opportunities to apply knowledge in new contexts.

Our curriculum is therefore designed not simply as a sequence of lessons but as a progression of increasingly connected knowledge and understanding.

7. Principles of Effective Teaching

Across subjects and year groups, effective teaching at Webheath commonly includes the following principles.

Clear learning intentions: teachers are clear about what pupils are expected to learn and why the learning matters. Learning intentions focus on the knowledge, understanding or skill pupils need to develop rather than simply the activity they will complete.

Activating prior knowledge: teachers identify and revisit relevant prior knowledge before introducing new content ('show what you know'). This may include retrieval questions, short quizzes, discussion, worked examples, vocabulary review and practical demonstrations.

Explicit instruction: important knowledge, processes and concepts are explicitly taught. Teachers explain clearly, model accurately and check pupils' understanding.

Teaching in small steps: complex concepts and processes are broken down into manageable components where appropriate. Teachers consider the cognitive demands of the learning and avoid unnecessarily overloading pupils' working memory.

Modelling: teachers demonstrate what successful thinking, working or performance looks like. Effective modelling includes not only showing the finished product but, where appropriate, making the process of thinking and decision-making visible (using metacognition). We typically use an 'I do, we do, you do' approach to model processes in various subjects, gradually releasing support and increasing pupil independence throughout the lesson/series of lessons.

Guided practice: children are given opportunities to practise new learning with appropriate teacher support before being expected to work independently (we do). Teachers monitor pupils closely, identify misconceptions and intervene where necessary.

Scaffolding and gradual release: scaffolds are used when they support children to successfully access new learning. These may include worked examples, sentence stems, visual representations, models, prompts, word banks, practical resources, partially completed examples and structured discussion. Scaffolds are gradually reduced as pupils develop confidence and independence. We aim to support without creating unnecessary dependency.

Checking understanding and Questioning: teachers continually check whether pupils understand the learning. This may include questioning, observation, mini-whiteboards, hinge questions, retrieval activities, discussion, written responses, practical demonstration and exit questions. Assessment is used to inform teaching rather than simply to record attainment. Questioning is a fundamental element of our pedagogy that we use to check for understanding, identify misconceptions and encourage pupils to think more deeply. Teachers use a range of approaches developed through research including carefully selected whole-class questions, cold calling, partner discussion, probing questions and hinge questions. (See our Assessment and Feedback Policy.)

Independent practice: once pupils have developed sufficient understanding, they are given opportunities to practise and apply learning independently ('you do'). Independent work should be purposeful and sufficiently supported by prior teaching.

Retrieval and review: important learning is revisited over time. Retrieval is used to strengthen children's ability to recall knowledge and identify areas where further teaching or practice is required. Teachers use retrieval appropriately rather than as a routine activity without a clear purpose.

Feedback: feedback is intended to move learning forward. It may be provided through live verbal feedback, questioning, whole-class feedback, written feedback where appropriate, modelling, self-assessment and peer discussion. Feedback should be proportionate, purposeful and focused on improving learning. (See Assessment and Feedback Policy)

8. Inclusion

8.1 Adaptive Teaching and Inclusion

We believe that all pupils should have access to the full curriculum and that high expectations should apply to every child. Teachers adapt teaching in response to pupils' needs rather than lowering expectations unnecessarily. We recognise that some pupils require specific adaptations or reasonable adjustments to enable them to access the curriculum. These are planned carefully while maintaining ambitious expectations.

Adaptive teaching is used for all children, whether they are recognised as having a special educational need or not. Approaches to adaptive teaching may involve adjusting explanations; providing additional modelling; changing the level of scaffolding; using concrete or visual representations; revisiting prior learning; changing questioning; providing additional practice; adjusting the pace; pre-teaching vocabulary; using appropriate technology or resources; and providing targeted adult support. Teaching assistants are deployed to support access to high-quality teaching, rather than routinely replacing it. Where appropriate, they facilitate independence, prompt thinking, support communication and provide additional practice.

For pupils with SEND, teachers work closely with the SENDCo, support staff, families and external professionals where appropriate. (See SEND policy).

8.2 Pupils working significantly below age-related expectations

All pupils, including those working significantly below age-related expectations, access an ambitious curriculum. Teachers adapt teaching through strategies such as pre-teaching key vocabulary and concepts, additional adult support, breaking learning into smaller steps, increased use of concrete resources and visual supports, and additional time for processing and practice. For some pupils with SEND, particularly those with an EHCP, it may be necessary to draw upon content from earlier programmes of study. This is always done purposefully to close gaps and enable access to age-appropriate content as quickly as possible. Decisions about curriculum modification are made collaboratively between the class teacher, SENDCo, parents and external professionals where appropriate, informed by careful assessment. Further detail is available in the SEND Policy and, where appropriate, in individual provision maps (pupil passports) and EHCPs.

9. Assessment

Assessment is an integral part of teaching and learning that should be proportionate and purposeful. At Webheath, assessment is used to establish what pupils already know; identify misconceptions and gaps; inform future teaching; identify pupils requiring additional support; identify pupils ready for further challenge; evaluate the effectiveness of teaching; monitor progress over time; and support statutory assessment.

Further detail about the school's approach to assessment, feedback, recording and reporting can be found in the **Assessment and Feedback Policy**.

10. Curriculum Organisation and Planning

Curriculum planning takes place at several levels.

Long-term planning: year-group and subject overviews establish curriculum coverage, sequence of learning, progression, key knowledge, vocabulary, key concepts and enrichment opportunities. Our year-group curriculum overviews are available on the school website, enabling parents and carers to see the learning that children will experience across the year.

Medium-term planning: medium-term planning provides greater detail about the sequence of learning within a unit. It identifies the knowledge, vocabulary and skills pupils will develop and the key teaching approaches required.

Lesson-level planning: teachers use their professional judgement to plan individual lessons and sequences of lessons. Planning should focus on the learning and teaching required, rather than producing unnecessary paperwork. Our teachers work collaboratively to plan across the cohort, saving plans and resources in a shared area. Teachers are encouraged to swap planning responsibilities throughout the year to support professional development in planning multiple curriculum areas. Teachers also adapt planning to suit their class. When planning, teachers consider what pupils already know; what they need to learn next; likely misconceptions; key vocabulary; representations and examples; modelling; questioning; scaffolds; practice; assessment; adaptation; and opportunities for retrieval and application.

Timetabling and Curriculum Time Allocation

The curriculum is organised to ensure that all subjects receive appropriate curriculum time while prioritising depth over superficial coverage. English and mathematics are taught daily, including reading/phonics, writing, regular mathematics and 'on the boil' (maths fluency). Physical Education (PE) is taught twice weekly and includes a range of topics across the year. Forest School is also taught weekly in Reception and as appropriate in other year groups.

Other subjects are allocated sufficient time to enable pupils to develop secure knowledge and skills within each discipline – these are typically taught weekly however it may be appropriate to block teach some content over a period of consecutive days. Curriculum time is reviewed regularly to ensure that it supports curriculum intent and allows for appropriate breadth, depth, retrieval and application. Timetabling decisions are made by teachers in liaison with SLT to support effective learning.

Transition and Curriculum Continuity

Curriculum continuity is maintained as pupils move between year groups and key stages. Teachers share information about pupils' curriculum coverage, knowledge, skills and any gaps or misconceptions through transition meetings, pupil progress discussions, 'how we learn' documents, and records of learning. End-of-year transition activities enable pupils to meet their new teacher and begin to understand expectations for the year ahead. EYFS to Year 1 transition is carefully managed to ensure appropriate balance between play-based and more formal learning. Year 2 to Year 3 transition supports pupils in adapting to Key Stage 2 expectations and routines. Year 6 pupils are supported to transition successfully to secondary school through liaison with receiving schools, transition visits, curriculum information sharing

and pastoral support. For pupils joining Webheath partway through their primary education, teachers assess prior learning and provide appropriate support to enable curriculum access.

11. Curriculum Resources and Programmes

Webheath uses high-quality programmes and resources to support curriculum planning. These provide structure and progression but do not replace teacher expertise. Teachers adapt materials as necessary to meet the needs of their pupils and the context of Webheath Academy Primary School.

English

English develops pupils' reading, writing, spoken language, vocabulary, grammar, spelling, handwriting and comprehension. We use high-quality texts and carefully selected materials to develop children's knowledge, vocabulary and understanding.

In Key Stage 2, **Writer's Toolbox** is used to support children's sentence construction and writing development. It provides an additional tool through which children can develop confidence and control in constructing effective sentences.

English learning provides opportunities for children to write for different purposes, audiences and contexts. Writing is taught through explicit instruction, modelling, shared and guided practice and increasingly independent application.

Children have access to a wide range of literature including fiction and non-fiction and are encouraged to read for both learning and pleasure. KS2 pupils benefit from using Accelerated Reader to identify their reading range, select appropriate books for them and complete quizzes to check their understanding. Teachers refer to Accelerated Reader to monitor reading habits, support assessment and respond to needs.

Phonics and Early Reading

We use SoundStart! Phonics in Reception, Year 1 and Year 2. Phonics is taught systematically and explicitly, with regular opportunities for children to practise blending and segmenting and apply their phonics knowledge to reading and spelling. Children are supported to develop accurate decoding, blending, segmenting, automatic recognition of common words, spelling knowledge, reading fluency, vocabulary, comprehension and a love of reading. Phonics teaching is continued beyond the statutory screening point where assessment indicates that children require further support, and older children are also encouraged to use graphemes to support with spelling.

Reading Across the Curriculum

Reading is fundamental to children's success across the curriculum and beyond. We aim for every child to become a confident, fluent and enthusiastic reader who reads for both pleasure and purpose. Reading is not confined to English lessons. Teachers develop children's ability to

read and understand subject-specific texts, instructions, explanations and vocabulary across the curriculum. Children are given regular opportunities to encounter and apply increasingly sophisticated vocabulary and to develop their comprehension through discussion and written responses. Children encounter a broad range of high-quality literature and non-fiction and are encouraged to develop a lifelong love of reading.

We recognise that developing a love of reading requires more than a reading programme. Children therefore experience high-quality texts through whole-class teaching, choral reading, paired reading, class reading, story time, independent reading and reading across the curriculum.

Mathematics

Our mathematics curriculum is inspired by White Rose Mathematics and developed through our work with the GLOW Maths Hub, particularly in relation to a mastery approach.

We aim to develop fluency, mathematical reasoning, problem solving, conceptual understanding, mathematical vocabulary, confidence and resilience. Children are supported to move between concrete, pictorial and abstract representations where appropriate. We use the structure, 'Do it, Twist it, Deepen it' to secure concepts through varied fluency and challenge learners to go deeper.

Our mastery approach recognises that pupils may need different amounts of time and support to develop secure understanding. We aim to identify and address misconceptions before they become embedded, therefore, teachers typically mark the 'do it' with the children as part of the lesson, allowing mistakes to be identified and misconceptions addressed at the point of teaching. Children are encouraged to explain their reasoning, make connections and apply mathematical knowledge in unfamiliar contexts.

Science

Science is taught through a progressive curriculum supported by Kapow Primary. Our science curriculum develops children's scientific knowledge, understanding of scientific concepts, practical skills, vocabulary, ability to ask questions, ability to plan and conduct investigations, ability to interpret evidence and understanding of the nature and uses of science. Understanding of our environment, locally and globally, is woven into science. Teachers explicitly develop scientific vocabulary and ensure that pupils understand both the knowledge and disciplinary skills required to work scientifically.

History

History is supported by Kapow Primary and is designed to develop a secure chronological understanding alongside knowledge of significant people, events, societies and historical developments. Children learn to establish chronology; understand historical concepts; use historical vocabulary; investigate sources; consider different interpretations; identify cause

and consequence; understand change and continuity; and make informed historical judgements.

Where appropriate, learning is enriched through local history, visitors, artefacts and educational visits.

Geography

Geography is supported by Kapow Primary and develops children's understanding of place, physical and human geography and the relationships between people and environments. Children develop geographical knowledge, fieldwork skills, map and spatial awareness, geographical vocabulary, understanding of physical and human processes, understanding of environmental issues and the ability to interpret geographical information. The local area is used as an important context for geographical learning where appropriate and children are encouraged to make local and global comparisons.

Art and Design

Art and Design is supported by Kapow Primary. Children are taught to develop artistic techniques, experiment with materials, develop observational skills, use colour, pattern, texture, line, shape and form, evaluate and refine their work, understand and respond to the work of artists and designers, and express ideas creatively. Children are introduced to a diverse range of artists, styles, techniques and artistic traditions.

Design and Technology

Design and Technology is supported by Kapow Primary. Children are taught to design, make and evaluate purposeful products while developing technical knowledge and practical skills. They have opportunities to work with a range of materials, tools, mechanisms, structures, textiles, electrical components, food and cooking techniques. The curriculum develops creativity, problem solving, precision and perseverance.

Computing

Computing is supported by Kapow Primary and develops children's knowledge and skills across computer science, information technology, digital literacy and online safety.

Computing is not limited to discrete computing lessons. Digital and computing skills are woven throughout the wider curriculum and school day, providing children with opportunities to apply and develop their skills in meaningful contexts. Children may use technology to research and locate information; communicate and collaborate; create, edit and present work; collect, organise and analyse information; develop and present ideas; support learning across different subjects; develop digital creativity; practise and consolidate learning; and use a range of digital tools and applications. As children progress through the school, they develop increasing independence and confidence in selecting appropriate technology for different purposes.

Online safety is a key priority within our computing curriculum and wider school culture. Children are taught how to use technology safely, responsibly and respectfully. Online safety is explicitly taught through the computing curriculum and reinforced throughout the school day when children use digital devices, access online resources or communicate using technology. Content accessed through our school server is closely monitored for safeguarding purposes and any inappropriate behaviour is used as an opportunity for learning.

Children are taught about protecting personal information; creating and maintaining secure passwords; recognising inappropriate or harmful content; responding appropriately to unwanted contact; cyberbullying; misinformation and unreliable sources; privacy and digital footprints; appropriate online communication; reporting concerns; and healthy and responsible use of technology.

As part of our commitment to responsible digital citizenship, pupils are expected to follow the school's Acceptable Use Agreement. Pupils commit to using technology appropriately, safely and respectfully and understand the expectations and responsibilities associated with using digital devices and online resources in school. We promote appropriate online conduct outside of school and share relevant information with parents to support them in keeping their child safe online.

Music

Music is supported by Kapow Primary. Children develop their ability to listen and respond to music; sing; perform; compose; improvise; play instruments; understand musical vocabulary; and evaluate and discuss music. We aim to provide children with opportunities to experience and appreciate a wide range of musical styles, traditions and cultures. Children have the opportunity to participate in more specific instrument lessons delivered by Rock Steady.

Physical Education (PE)

Physical Education develops children's physical competence, confidence and enjoyment of physical activity. Children develop skills including running, jumping, throwing, catching, balancing, coordination, movement, teamwork and tactics. (See PE Policy) Children are given opportunities to participate in competitive and cooperative activities and to develop positive attitudes towards physical activity. These include opportunities across the Shires MAT, as well as Redditch district events.

Our wider school approach also recognises the importance of active play. Through our OPAL (Outdoor Play and Learning) provision, children have opportunities to develop creativity, independence, collaboration, problem solving, resilience and physical confidence at lunchtime.

PSHE, RSE and Health Education

We use Jigsaw to support our PSHE curriculum. PSHE (personal, social, health education) is an important part of our whole-school approach to personal development and is not restricted

to timetabled lessons. Children develop knowledge and skills relating to relationships, physical and mental health, emotional wellbeing, personal safety, growing and changing, citizenship, financial awareness, decision making, resilience, identity and responsible behaviour. Children from Year 2 upwards record their thoughts in reflection journals while Reception and Year 1 use a floor book.

RSE (Relationships and sexual education) and Health Education are taught in accordance with statutory requirements. Where primary sex education is taught beyond the statutory Science curriculum, this is delivered in accordance with the school's RSE policy and the relevant statutory guidance.

Religious Education

Religious Education is taught in accordance with the Worcestershire Agreed Syllabus. Our RE curriculum enables pupils to develop knowledge and understanding of religious and non-religious worldviews and to consider important questions about belief, meaning, values and human experience. Children are encouraged to develop knowledge of different faiths and worldviews, understand beliefs and practices, explore similarities and differences, ask thoughtful questions, listen respectfully to different perspectives and reflect upon their own ideas and values. RE is taught objectively and does not seek to create any bias around religions.

Parents have the right to withdraw their child from RE in accordance with the relevant statutory arrangements.

French

French is taught in Key Stage 2 in accordance with the National Curriculum requirements for languages. Children develop their ability to listen, speak, read and write in French and develop an understanding of language structures and vocabulary. We also seek to support children's understanding and appreciation of different cultures.

12. Oracy and Vocabulary

Oracy is fundamental to learning.

Children need opportunities to listen, articulate ideas, explain their thinking, ask questions, discuss alternative viewpoints and use subject-specific vocabulary accurately.

Teachers therefore deliberately develop children's spoken language across the curriculum. This includes structured partner talk, discussion, explanation, questioning, debate, drama and role play, presentation, subject-specific vocabulary and opportunities to rehearse responses before sharing.

Vocabulary is explicitly taught across subjects. Teachers identify important vocabulary and ensure that children encounter, discuss, use and revisit new words in meaningful contexts.

13. Homework

Homework is used purposefully to support and extend curriculum learning. It provides opportunities for pupils to practise and consolidate knowledge and skills taught in school, develop independence and responsibility, and strengthen home-school partnerships. Homework typically includes regular reading at home, practising key skills such as times tables and spellings, and occasional tasks that allow pupils to apply or extend their learning. Sometimes, homework may be set digitally using Times Table Rock Stars (TTRS) or Showbie. The amount and type of homework is appropriate to the age and stage of the pupil. As children progress through the school, homework expectations increase proportionally, with Year 5 and 6 having weekly maths/English learning tasks. This is to better prepare our pupils for secondary school and improve independence and responsibility for our older children. Homework should be manageable for pupils and families; strong communication between home and school supports this. Further detail about homework expectations are shared by individual year groups.

14. Enrichment and Wider Experiences

We believe that education should extend beyond the classroom into real-world contexts. The curriculum is enhanced through educational visits, visitors and specialists, workshops, themed days and weeks, performances, sporting events, cultural experiences, charitable efforts, local community opportunities, outdoor learning, parent/carer workshops, clubs, play and leadership opportunities. Our extensive school grounds and local area are used wherever appropriate to provide meaningful experiences. Enrichment is carefully selected to enhance and deepen curriculum learning.

15. Partnership with Parents and Carers

Parents and carers play an important role in supporting their child's learning. We seek to engage parents as partners in the curriculum through a range of approaches. Year-group curriculum overviews are published on the school website and shared at the start of each term, enabling families to see what their child will be learning and how they might support at home. Parents are invited to curriculum workshops and information sessions where appropriate, providing opportunities to understand teaching approaches and how to support learning at home. Regular communication through newsletters, class updates, daily handover and Parents' Evening keep families informed about curriculum developments and their child's progress. Parents are encouraged to support reading at home, practise key skills and engage in curriculum-related conversations with their child. Tapestry is used in EYFS to share a child's learning with parents and carers at home. Showbie is used further up the school.

We welcome parental feedback about the curriculum and seek to respond to questions or concerns in a timely and supportive manner.

16. Early Years Foundation Stage

Our EYFS provision is delivered in accordance with the current statutory Early Years Foundation Stage (EYFS) framework for group and school-based providers, effective from 1 September 2026. Further detail about how we meet these requirements in practice is provided in our separate EYFS Policy. We also refer to the non-statutory Development Matters document to support assessment and identify pupil's next steps. Our EYFS curriculum provides a balance of child-initiated learning, play, exploration, adult-led teaching, guided practice, continuous provision and rich interactions, inspired by the Cusp programme. Our EYFS offer develops children's knowledge, vocabulary, communication, independence and social development in all prime areas (Communication and Language, Physical Development and Personal, Social and Emotional Development) and the other areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Adults use children's interests and prior experiences while ensuring that essential knowledge and skills are explicitly taught during interactions. The characteristics of effective teaching and learning - playing and exploring, active learning, and creating and thinking critically - underpin provision.

17. Challenge and Greater Depth

We have high expectations for all pupils. Challenge does not simply mean giving pupils more work or moving them onto content intended for an older year group. Greater depth is developed by providing opportunities for pupils to explain and justify; make connections; reason; compare and contrast; apply knowledge in unfamiliar contexts; evaluate; solve increasingly complex problems; use knowledge independently; identify patterns; and make informed decisions. Teachers ensure that pupils who grasp concepts quickly are challenged through depth of understanding and application.

18. Equality, Diversity and Inclusion

The curriculum reflects and celebrates the diversity of our school, local community and wider society. We seek to ensure that pupils encounter different cultures, different faiths and worldviews, different family structures, diverse communities, significant individuals from a range of backgrounds, and a broad range of perspectives and experiences. Curriculum content is selected carefully to ensure that all children can see themselves represented while also developing understanding of people whose experiences may differ from their own. We are committed to equality of opportunity and to removing barriers to learning.

19. Roles and Responsibilities

Governing Body

The Local Governing Body is responsible for ensuring that appropriate oversight is given to the curriculum and that the school provides a broad, balanced and ambitious education. Governors will monitor the quality and breadth of the curriculum; challenge and support school leaders; consider curriculum outcomes; ensure statutory requirements are met; seek assurance regarding inclusion and equality; and receive information about curriculum development and impact.

Headteacher

The Headteacher has overall responsibility for implementation of this policy and for ensuring that curriculum provision meets statutory requirements and school priorities.

Senior Leadership Team

The Senior Leadership Team provides strategic leadership for curriculum, teaching and learning. This includes ensuring curriculum coherence; supporting subject and phase leadership; developing teaching and learning; monitoring standards; ensuring appropriate professional development; and evaluating the impact of curriculum and pedagogy.

Phase Leaders

Phase Leaders ensure consistency and quality across their phase. They support curriculum implementation, planning and sequencing, teaching and learning, assessment, moderation, staff development, monitoring and evaluation. Phase leaders are also leads for core subjects.

Subject Leaders

Teachers are also subject leaders. In this role, they are responsible for the development and quality of their subject, while being supported by SLT. They maintain curriculum progression; support teachers' subject knowledge; monitor implementation; evaluate impact; identify priorities for improvement; support professional development; ensure appropriate resources are available; and keep up to date with relevant research and developments, communicating with SLT as necessary.

Teachers

Teachers are responsible for implementing the curriculum effectively; maintaining high expectations; planning appropriate sequences of learning; adapting teaching; assessing learning; addressing misconceptions; supporting inclusion; promoting the school values; maintaining accurate subject knowledge; and evaluating the effectiveness of their teaching. Our teachers follow the Teachers' Standards.

Teaching Assistants

Teaching assistants work collaboratively with teachers to support learning. They are expected to understand the learning intention; support pupils to access teaching; use agreed strategies; encourage independence by gradually releasing scaffolds; reinforce vocabulary and concepts; and provide opportunities for pupils to think and respond.

New Staff Induction

New staff are supported to understand and implement the Webheath curriculum through a structured induction process in accordance with the Shires MAT policies and procedures. This includes an introduction to the school's curriculum intent, implementation and impact; guidance on curriculum planning, resources and programmes; support from phase leaders and subject leaders; opportunities to observe effective practice; regular meetings with a mentor or line manager; professional growth meetings; and access to relevant policies, progression documents and curriculum materials.

20. Monitoring, Evaluation and Review

The impact of the curriculum is evaluated through a range of evidence. This may include lesson visits, learning walks, book scrutiny, pupil voice, teacher voice, planning review, assessment information, moderation, pupil progress meetings, subject leader monitoring, phase leader monitoring, analysis of statutory assessment, parent and carer feedback, governor monitoring, Trust review and external validation.

Monitoring is not intended simply to judge teachers. Its purpose is to determine:

Intent – What do we want children to learn and why?

Implementation – How effectively is this learning taught?

Impact – What difference does the curriculum make to children's knowledge, understanding, skills and personal development? Are changes needed?

The Senior Leadership Team, Subject Leaders and Phase Leaders use findings to identify strengths, address gaps and inform curriculum development. We recognise that curriculum improvement is an ongoing process. Our curriculum is therefore reviewed regularly in response to pupil needs, assessment information, staff expertise, curriculum developments, statutory changes, educational research, Trust priorities and feedback from pupils, parents and staff.

21. What Success Looks Like

Our curriculum will be successful when children leave Webheath Academy:

- knowing and remembering a rich body of knowledge

- reading confidently and enthusiastically
- communicating clearly and effectively
- writing accurately and purposefully
- applying mathematical knowledge fluently
- thinking critically and creatively
- understanding how to learn
- demonstrating increasing independence
- responding positively to challenge
- showing resilience and perseverance
- being able to identify their mistakes and seek support to improve
- understanding and respecting different people and perspectives
- demonstrating curiosity about the world
- developing a strong sense of personal responsibility
- participating positively in their community
- demonstrating the Webheath values of Kindness, Zest, Respect, Nurture and Integrity
- taking pride in their achievements
- being prepared academically and personally for the next stage of their education
- being proud to be the very best that they can be

22. Links to Other Policies and Documents

This policy should be read alongside:

- Assessment and Feedback Policy
- Behaviour Policy
- EYFS Policy
- English Policy
- Mathematics Policy
- SEND Policy and Information Report
- Equality Information and Objectives
- PSHE and RSE Policy
- RE Policy
- RSE Policy
- Computing and Online Safety Policy
- Acceptable Use Agreement
- PE Policy
- Educational Visits Policy
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Subject progression documents and implementation plans

- Year-group curriculum overviews
- School/Academy Development Plan
- Trust policies and curriculum expectations

23. Review

This policy will be reviewed every two years, or sooner where there are significant changes to statutory requirements, curriculum expectations, school priorities or Trust policy.

Policy reviewed: October 2026

Next review: October 2028

Written by: Emma Clifton (Deputy Head)

Approved by: Local Governing Body