Priors Hall – a learning community

Curriculum Policy

2026 - 2027

'Ready for Learning, Ready for Life'

Curiosity **Kindness** **Resilien**

Priors Hall's Curriculum Intent

Our curriculum aims to ensure every child knows that they are valued and that their primary school journey is important to all of us. Not only does our curriculum encourage academic excellence and success, but it is carefully designed to offer balance, challenge and relevance to the children of Priors Hall.

A successful curriculum not only develops children academically, but also holistically and Priors Hall prides itself on its approach to character education. Character education prepares our children to be well-rounded humans who understand, accept and embrace differences, challenges and new opportunities. By doing this, children are able to successfully contribute to, and be confident in understanding their place in society: *Ready for Learning, Ready for Life.*

Our leaders believe it is important that our curriculum design is viewed as a 'never-ending journey' for all within our school community; we constantly adapt and tweak our curriculum to ensure that it reflects the needs of our children, their families and our local community. Our core curriculum principles remain unwavering: a broad, balanced and knowledge-rich curriculum available to all children with a relentless focus on both academia and building character.

This policy should be used in conjunction with other policies such as: *Feedback and Assessment* and *Inclusion Policy.*

Our Curriculum Vision

At Priors Hall, three fundamental pillars underpin our teaching and learning:

1. A curriculum that is carefully designed and sequenced to ensure knowledge-rich, cumulative learning showing children the diverse world in which we live.
2. A learning environment that is vocabulary rich, promoting high levels of oracy and curiosity.
3. A culture of ambition for all, regardless of academic ability, additional need or starting point.

By the end of Year 6, we aim for children to leave Priors Hall being:

1. Respectful and caring learners who can take responsibility for themselves and their part in the local and wider world.

2. Confident communicators who are articulate and able to engage in conversations with others.
3. Critical thinkers who find solutions and problem solve using their own initiative and prior knowledge.
4. Curious and questioning learners who are able to challenge, investigate and research effectively.
5. Understanding learners who are aware of how life has changed for people both within and outside of living memory.
6. Expressive and creative learners who are able to choose from varied mediums to express themselves.
7. Collaborative learners who work and interact well with others.
8. Ready for the challenges of secondary school and able to embrace opportunities that become available to them.

Mottos for Learning

To support children to understand the way in which we learn through different subjects, our curriculum approach aims to prepare children to understand subject specific specialisms from the earliest parts of their journey as learners. Our 'mottos for learning' develop an understanding of each curriculum area as discrete subjects which carry with them differing knowledge, skills and specialisms, all to supplement the children's journey to becoming 'Ready for Life':

Subject	Mottos for Learning
History	History is the study of change over time.
Geography	Geography is the study of people and places and their environments.
Science	Science is the study of the physical and natural world through observation, testing, experimenting and evidence gathering.
Personal, Social & Health Education (PSHE)	In PSHE, we learn how to take care of our well-being, relationships and the world around us.
Religious Education (RE)	Religious education helps us to answer big questions about faith and beliefs.
PE	PE helps us to keep fit, active and healthy through

Subject leadership

The wider curriculum is overseen by a senior leader who line manages all subject leaders. For each of the subject areas, there is a subject leader who is responsible for:

1) Monitoring coverage of National Curriculum objectives in their subject area.
2) Ensuring all children have equal access to their subject area, regardless of additional need or socio-economic background.
3) Observing, monitoring and evaluating the effectiveness of teaching and learning within their subject area.
4) Assessing the knowledge of learners within their curriculum area, supporting teachers in analysing the children's progressive knowledge as well as understand how the outcomes produced by the children reflect age-related progression.
5) Promoting their subject area across the whole school, enabling children to experience and celebrate each subject and ensuring the subject is given enough time and value within each child's timetable.

6) Strategically planning for their subject's development, ensuring the children have access to the best offer of the National Curriculum for their subject.
7) Innovating and researching current pedagogy and areas of professional growth, particularly with a view to blend digital learning into their curriculum area, ensuring recent guidance and educational research is valued, shared and impacts best practise in classroom.
8) Organising and supporting the teachers within school to grow as professionals through the lens of the leader's vision.

Curriculum coverage

At Priors Hall, we strive to give our learners a broad and balanced offer of the National Curriculum. The curriculum coverage at Priors Hall is set out visually in the Curriculum Overview document (Appendix 1). This document demonstrates that curriculum progression happens both within and across year groups. This overview is widely shared not only with staff but with children as well, enabling all members of our school to see the breadth of subject content taught within school.

To give balance and value to the subjects within the wider curriculum, timetables are planned strategically by teachers to ensure children access the right amount of learning time across the school year.

- Science is taught weekly and flexibility within the timetable allows for the depth needed for children to work scientifically.
- History and geography are taught on an alternating cycle. Each history or geography unit is taught deeply across approximately nine school weeks.
- Music and RE are also taught during alternating half-terms for six hours, spread across the half-term.
- Art and DT are taught for six hours in total per full term (Autumn term, Spring term and Summer term) with planning allowing for flexibility in the form of 'DT days' and 'Art afternoons' where best-fit for our learners.
- PSHE and RSE, as part of a wider package of personal development, is taught weekly. This is supplemented through weekly assemblies with an PSED focus.
- A blended approach of discrete taught sessions and strategic digital pedagogy promotes the computing curriculum as an on-going journey towards future-forward digital literacy, with a focus on the use of 1:1 devices.

Fundamental British Values

Priors Hall values highly the five values outlined by the Department for Education as part of the Fundamental British Values agenda:

1) **Democracy:**
   All children, parents and carers, staff and community leaders have the opportunity to be heard. The Junior Leadership Team demonstrates the democratic process of voting for representatives and representatives passing on information from those they were elected by. Key democratic events, such as general elections or referendums, are included into teaching activities where appropriate.
2) **Rule of Law:**
   Understanding the expectations of school is a key focus for all children at Priors Hall. Expectations are clearly given and the school rules are agreed to via a Home-School Agreement, which is signed to by all stakeholders (children, parents and carers and teaching staff). Across the curriculum, children are taught the reasons why rules and laws are in place, which is supported by community visitors, such as police officers and community outreach workers offering workshops to all children.
3) **Individual Liberty:**
   Decision making and critical thinking is a key aspect to the curriculum offer at Priors Hall. The PSHE and online safety curriculum enable children to understand what their individual rights are and how to appropriately exercise these.
4) **Mutual Respect:**
   Respect is one of the four cornerstone values at Priors Hall and is an omnipresent thread interwoven throughout the school culture. Teaching staff have high expectations of children's behaviour toward all members of the school community. In turn, staff also show high levels of mutual respect to children by being key role models to all children.
5) **Understanding and celebrating (tolerance) different faiths and beliefs:**
   Kindness and curiosity are two further cornerstone values at Priors Hall and they both encapsulate this value. Although tolerance is the official term provided by the Department for Education, we believe that to articulate accurately and fully the message that was intended, this fifth value of 'understanding and celebrating' better represents the school's ethos. We offer children an enriched curriculum offer that includes people of all races, ethnicities, sexualities and beliefs so that all children have role models they can associate with. RE and PSHE lessons focus on diversity and allow children to learn about cultures, beliefs and practices that may contrast to their everyday lives.

Wellbeing and SMSC

As outlined above in the school's curriculum intent, wellbeing and spiritual, emotional, social and cultural development is equally valued to the progress children make academically whilst at Priors Hall. Priors Hall is whole-heartedly committed to the well-being and mental health of all the children and their families who belong to our community. Whilst there is specific reference to this throughout the curriculum, there is also a strong culture of respect for others as well as diversity. Our children are taught and supported in building resilience to overcome challenge and embracing new learning opportunities; and celebrating diversity and individuality. Within learning environments, there is a peaceful, stimulating and supportive atmosphere in which all children feel able to learn. Wider collaboration with other schools, parents and carers and the wider community offer all children and staff a sense of belonging to both the school and local community.

Enrichment and cultural capital

Throughout the curriculum at Priors Hall, enrichment opportunities are interwoven so that children's learning is enhanced. We see enrichment as part of the delivery of a broad and balanced curriculum and so offer all children the opportunities to learn outside of the classroom through off-site trips, overnight residentials, outdoor learning opportunities and school links to the wider community. Throughout the year, specialist curriculum days or weeks are carefully included into learning sequences so that all children can explore topics in detail and gain a deeper understanding of specific subject matter.

Outside of the standard school day, there are a range of after school clubs and provisions run by teaching staff and support staff, offering children the opportunities to learn new skills and continue their learning and development outside of the classroom. Parents, carers and community leaders are involved, where appropriate, to support the school's enrichment offer, and in so doing building positive links and partnerships with the local community.

Planning

It is an expectation that each year group produce a medium-term plan for humanities subjects and science and weekly planning for maths, reading and writing. The planning of other wider curriculum subject areas are supported through the use of different schemes.

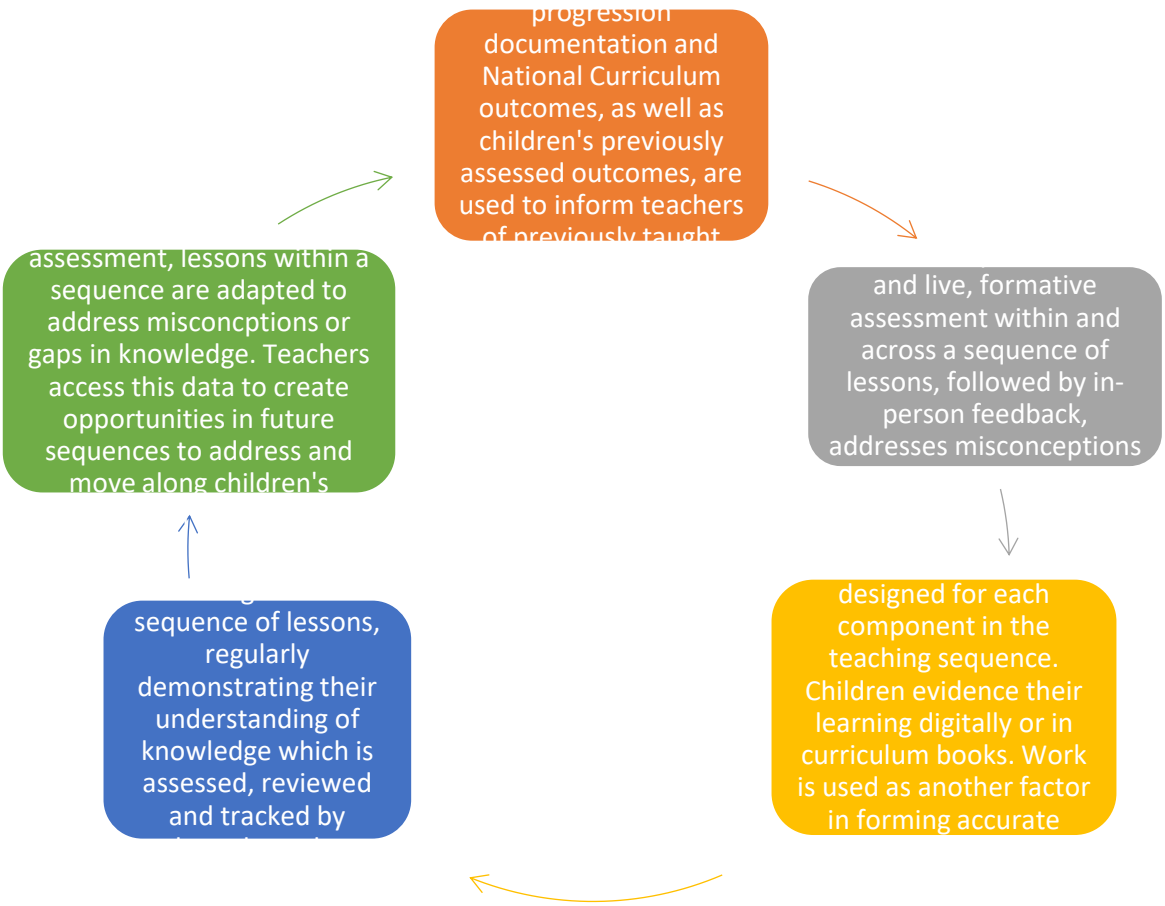
To support teachers in providing high quality and current curriculum teaching and learning, specific schemes of learning are available to guide teachers in delivering the subject knowledge and content that aligns with our progressive and sequential documentation. It is an expectation that teachers use these schemes to supplement and scaffold their planning, however, should use their practise wisdom, current research, expertise in and around school and ongoing CPD around the blending of digital platforms in the classroom to adapt these schemes to deliver Priors Pedagogy in a highly ambitious way. For science, history and geography lessons, teachers are required to produce medium-term planning documents half-termly. Within other subjects, teachers are expected to adapt and utilise planning available from schemes to deliver lessons which are high-quality and ambitious for all learners.

Progression of Knowledge

To ensure that our curriculum offer is progressive and sequential, each subject leader has created and regularly reviews their subject's knowledge progression document, which begins in our Early Years and progresses to Year 6. Children are supported through and across the curriculum in building on prior knowledge and creating cross-curricular links, which are assessed and monitored by teachers using quality feedback and assessment.

Assessment

Assessment in all forms is a fundamental element of delivering a high-quality curriculum and education to all. The whole school approach to feedback is outlined in the Assessment and Feedback policy. Within the wider curriculum, children are assessed formatively through live feedback, learning that is shared and produced within lessons, and within the outcomes produced in line with the National Curriculum, which teachers use to assess children's success across each area of the curriculum. Through digital tools like Socrative and Learning by Questions, teachers can accurately and regularly check the children's knowledge and analyse gaps taught within a sequence of lessons or from previous programmes of study.



Feedback

High quality verbal and instant feedback is the most effective tool in supporting the development of children as learners, and as such is an expectation of all adults in the classroom. Children record and produce work in various forms, sometimes within subject books and, more frequently, on digital platforms in the form of 'Showbie' workbooks and assignments.

In subjects where learning is recorded in books, teacher demarcations indicate specific areas within the children's learning where children have been successful as well as where their learning requires the child to look again or dig deeper. This feedback is child-specific, and 'marking' by a teacher (in line with the feedback policy) denotes relevant aspects of the high-quality verbal feedback which, at Priors Hall, we believe had the most direct impact on learning. In curriculum books, feedback shared by an adult is actioned by children in purple pen in line with the marking and feedback policy.

Presentation of learning in books and digitally should be to the same high standard and all teaching staff must ensure that any discrepancies between English and maths books and wider curriculum books are addressed promptly. For further information on feedback, please refer to the Assessment and Feedback policy.

IFTL curriculum offer

As an IFTL school, Priors Hall's curriculum is in line with IFTL Curriculum Offer, by striving for:

- Successful individuals who have a passion for learning, making progress and achievement.
- Confident individuals who are equipped with the skills to contribute to the ever-changing world.
- Responsible citizens who make a positive contribution to society.
- Ready for learning at each stage of their education and beyond.
- Engaged individuals who are persistent and creative and are dynamic and persevere.
- Purposeful learners who embrace all areas of the school and curriculum.
- Effective contributors to their own and others' learning.

Safeguarding Statement

Safeguarding is everybody's business. Priors Hall – a Learning Community has an unwavering commitment to safeguarding to ensure that: all our children and young people are safe and feel safe; that children, parents/carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and

guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of harm. In essence, we instil a culture of vigilance.

All concerns should be given to our school Designated Safeguarding Leads: **Jenny Forshaw (DSL) Jacqueline White (Assistant Headteacher and DDSL), Tess McQuade (Headteacher and DDSL), Justin Pye (Assistant Head and DSO), Charlotte Brazier (Assistant Head and DSO), Alex Crawford (Nursery Lead Teacher and DSO), Lucy Nisbet (SENDCo and DSO) and Calla Haycock-Hall (Pastoral Lead and DSO).**

- In any case where an adult is concerned that a child is, or may be, at risk of significant harm they must report this immediately to the DSL or to a member of the Safeguarding Team who will make a referral directly to Northamptonshire Multi-Agency Safeguarding Hub (MASH) on **0300 126 7000**.
- If a child or other person is at immediate risk of harm, the first response should always be to call the police on **999.** This policy applies to all adults, including volunteers, working in or on behalf of Priors Hall – a Learning Community.
- If a concern is in relation to a member of staff at Priors Hall (who is not the Headteacher), please contact Tess McQuade on **01536 216090** to report this concern.
- If a concern is in relation to the Headteacher, please contact the Chair of Governors (Matt Miller) via email on SBoak@IFTL.co.uk or IFTL Safeguarding Lead (Kim Kemp) via email on KKemp@iftl.co.uk