

Bridgewater Primary School
Bridgewater Street
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Curriculum Policy

September 2026

To be reviewed: September 2027



Curriculum Policy



Introduction

The Bridgewater Primary School curriculum provides all pupils with opportunities to learn and achieve, and to fulfil their potential. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children.

Our curriculum also includes what the children learn from the way they are treated and how they are expected to behave. At the heart of our practice are the core values of our 5R's – Readiness, Resourcefulness, Resilience, Responsibility and Reflectiveness – as we understand these to be key to future success.

Curriculum Intent

At Bridgewater, it is our intent that every child is encouraged to enjoy all aspects of the curriculum and become enthusiastic about all subjects, by developing their knowledge, skills and understanding through a range of activities and experiences.

At Bridgewater, we are committed to enabling every child to learn to speak well, read and write with understanding and flair and to be able to use numbers to calculate and solve problems. These are non-negotiable and are taught systematically throughout school via quality first teaching and effective early intervention by our highly skilled teachers and teaching assistants.

We provide an enjoyable and enriching educational experience, offering a curriculum that provides opportunities for all and cultivates talent: allowing the musically inclined child to play an instrument and sing in our choirs; the sports enthusiast to develop their athleticism and compete; and the budding artist to be inspired and create the inquisitive mind to be fulfilled by challenge and purpose. We achieve all of this through opportunity, challenge and quality-first teaching.

We strive to educate the 'whole child'. We wish to provide them with an education that not only equips them with the skills to achieve academically but one that provides them with developments in their spiritual, moral, social and cultural beliefs and promotes fundamental British values. It is our aim to equip pupils with the knowledge and cultural capital they need to succeed in life.

We accept only the very best for and from all of our pupils, fostering high expectations of what can be achieved. We believe that all children can succeed given the right support, opportunities and learning environment. Yet at the heart of our practice are the core values of our 5 R's - Readiness, Resourcefulness, Resilience, Responsibility and Reflectiveness – as we understand these to be key to future success.

Unlocking potential and removing barriers to learning is the promise and commitment of our school. We work in partnership with families to make high aspirations a reality for every child.

Values

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.

Our curriculum reflects the mission statement of our school. We seek to:

- Make a difference in children's lives; see them grow and become confident young people by opening doors to new opportunities and ensuring choice.
- Foster a belief in achievement built upon aspiration so that all children enjoy learning and achieve across the curriculum.
- Cultivate talent by giving all children access to enjoyable, exciting learning opportunities with innovative challenges and experiences.

- Guarantee teaching and learning that ensures the basic skills in preparation for the future by developing successful, independent, creative, resilient thinkers.
- Provide a nurturing, stable, safe and friendly community built on mutual trust that promotes learning.
- Instil a determination to succeed by modelling and developing the continuous improvement of ourselves and others.
- Ensure children know their successes by promoting a sense of pride in all children's abilities and achievements.

Aims and Objectives

The curriculum, whilst paying due regard to achieving improved standards in English and Maths, is also a broad, exciting and challenging curriculum. At Bridgewater Primary school, we strive to educate the 'whole child'. We wish to provide them with an education that not only equips them with the skills to achieve academically but one that provides them with developments in their spiritual, moral, social and cultural beliefs and promotes fundamental British values.

We do this by:

- Providing an engaging, stimulating and challenging learning environment.
- Reflecting our high expectations through encouraging independent learning and self-discipline. Establishing a mutually supportive partnership in which parents, carers, governors and staff share responsibility for the education of our children.
- Promoting an awareness of and respect for a diversity of cultures, values beliefs and abilities.
- Working together to create a caring community of learners where every child feels safe and valued. Ensuring that all children have appropriate and equal access to the curriculum.

Cultural Capital

Cultural capital at Bridgewater Primary School refers to the knowledge, skills, experiences and values that help children understand and contribute to the world around them. It is built not only through core subjects but also through the foundation subjects of the National Curriculum, such as History, Geography, Art, Music, Modern Foreign Languages, Computing, Physical Education, PSHCE, Religious Education and Design Technology. Through these subjects, pupils encounter diverse ideas, traditions, and creative practices that broaden their understanding of society and enrich their sense of identity. Our curriculum also recognises and celebrates the diversity of the school community, ensuring that pupils see their own cultures, languages, and experiences reflected in what they learn. Cultural capital is further strengthened when learning is meaningfully linked to the local area - for example, studying local historical landmarks, exploring local geographical features or engaging with regional artistic and musical traditions. By drawing on both the richness of the community and its varied heritage, we help children develop a deep sense of belonging, respect for others and curiosity about the wider world.

Implementation

As a maintained school, we are required to implement the National Curriculum, provide Religious Education, Relationship and sex education and collective worship. Games activities are compulsory and children take part in competitive games, when appropriate, during Key Stage 1 and Key Stage 2. The curriculum is organised according to three key stages, EYFS (age 3 –5), KS1 (age 5-7) and KS2 (age 7-11).

We provide a broad and balanced education for all pupils that is coherently planned and sequenced to develop their knowledge, skills and understanding through a range of activities and experiences. The school promotes active, independent learning, enabling pupils to pose their own questions and pursue their own ideas and issues. Adaptive teaching ensures that we meet the diverse needs of all learners. (For further details see Subject policies and Curriculum overviews.)

Subject organisation

All subjects within the National Curriculum are taught as discrete subjects, ensuring that each area of learning has clear progression, appropriate subject-specific knowledge and skills, and sufficient curriculum time.

The National Curriculum subjects taught across the primary phase are:

- English
- Mathematics
- Science
- Art and Design
- Computing
- Design and Technology
- Geography
- History
- Modern Foreign Languages (Key Stage 2)
- Music
- Physical Education
- Religious Education, in accordance with the locally agreed syllabus
- Relationships and Health Education, as a statutory component of the primary curriculum

While subjects are taught discretely, opportunities are identified for meaningful cross-curricular links where these enhance pupils' understanding and provide purposeful contexts for learning. Some subjects, particularly History, Geography, Art and Design, Design and Technology, Computing, English and Science, lend themselves naturally to a cross-curricular approach. Such links are carefully planned to ensure that the integrity, disciplinary knowledge and progression of each individual subject are maintained.

Cross-curricular learning is therefore used to enrich and deepen pupils' learning rather than replace discrete subject teaching.

Pre-learning tasks in Science, History and Geography, we ensure that learners are directly involved in the planning process. Well planned pre-learning tasks should help to bring out what learners already know; what misconceptions they may have and what really interests them.

WOW activities in Science, History and Geography are planned to engage and excite the children. These often include visitors and workshops.

Time for learners to reflect or review their learning is central to the whole process. This is in keeping with the 'Learning to Learn' principles where reflection is seen as a very important part of individuals' learning programme.

Planning

Long Term Plans

These indicate what areas are to be taught to which groups of children over the school year. These include Curriculum plans and Year group overviews.

Medium Term Plans

These select the major areas of work from the long term plan to be taught over the period of a term or half term and contain the detail of the work to be covered. These include; key knowledge and skills, learning objectives, adaptations and what the pupil outcomes will be.

Short Term Plans

These are used for certain areas of the curriculum, that require daily or weekly plans that detail how specific areas are to be taught and how to ensure each individual is learning.

Key Knowledge and Skills (including retention)

Continuity and progression in the curriculum is built around Key Knowledge and Skills. Working from the National curriculum, subject leaders have identified Key knowledge and skills that should be taught in each year group (See Key Knowledge and skills documents). These are broken into year group expectations and have additional challenges for able learners. This allows Bridgewater to guarantee that the learner's essential knowledge and skills are being developed, alongside National Curriculum requirements.

Knowledge Organisers are used in Science and all foundation subjects to support children's learning and retention of Key Knowledge.

We ensure retention of Key Knowledge by regularly revisiting previous learning, we do this in a variety of ways, including;

- Recapping key information from the previous lesson by using a quick quiz or questions in books.
- Recalling knowledge from previous lessons/topics using a mixture of written and oral activities.
- Looking back to Key Knowledge from the last time a topic or theme was taught e.g. materials from the previous year group in Science, the last time weather was taught in Spanish.
- In History and Geography we revisit the Key Knowledge from the last History or Geography topic.

The Early Years Foundation Stage (EYFS)

At Bridgewater, we use a variety of teaching and learning styles to meet the requirements of the Early Years Foundation Stage curriculum, where we follow the guidance from the 'Development Matters' document. This national guidance identifies what children should achieve across seven areas of learning and provides a development pathway for each area. We ensure that our curriculum is progressive and enables the EYFS statutory framework to be embedded so that the standards for learning, development and care for our children are at the centre of our provision. (See Early Years Policy)

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEN policy. Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, adapting teaching when necessary to ensure that there are no barriers to every pupil achieving. If a child has an additional need, our school does all it can to meet these individual needs through adaptive teaching and targeted specific interventions.

We comply with the requirements set out in the SEN Code of Practice in providing for children with special educational needs. Support staff or specialist teachers may be used to assist the child where appropriate. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.

If a child is working above the level expected for someone in their year group they will be given open-ended questions and tasks and encouraged to follow lines of thought independently, broadening and applying their knowledge.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Environment

We promote a caring, sharing, healthy environment for our pupils.

Extra-curricular Activities

Activities outside formal classroom sessions provide an important opportunity for pupils learning and development and we support and encourage such activities, as our resources allow. We offer a wide range of activities to suit the interests and abilities of all children.

Impact (Assessment)

If pupils are keeping up with our well planned and sequenced curriculum, they are deemed to be making progress.

At Bridgewater Primary School, we measure the impact of our curriculum using both formative and summative assessment. Through summative assessments, children are assessed against Year group expectations using standardised tests in Reading, Writing and Maths. Pupils are also assessed according to the statutory requirements of the EYFS and Key Stage 2 of the National Curriculum, and we also continue to use the end of KS1 assessments. Formative assessments are used to assess the ongoing progress within lessons for example post learning quizzes, retrieval work, pupil voice and book looks. (See Assessment policy)

Roles and Responsibilities

- The Head teacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:
- The Curriculum Lead co-ordinates the work of the subject leaders and ensures that the curriculum has progression and appropriate coverage;
- Subject leaders are responsible for the long term plans and liaising with class teachers over the content and delivery of the medium term plans. They evaluate and monitor standards in their subject;
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class.
- The Assessment Lead ensures that the progress of each pupil is tracked and that there is appropriate challenge support and intervention;
- The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the Head teacher's reports and learning walks.