Monks Risborough
Church of England Primary School
'A school family where everyone thrives in every way.'

Curriculum Policy

The policy was reviewed Autumn 2025

The policy is to be reviewed Autumn 2026

Signed …….. Chair of Governors

INTRODUCTION

At Monks Risborough Church of England Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years Statutory Framework (2021) for Foundation Stage.

Our rigorous, well-planned curriculum, combined with high quality teaching, ensures that children are supported to be well-rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for all people.

CURRICULUM INTENT

Our promise is to provide our children with a nurturing and engaging environment, within a school family that breeds a love of learning for all, leading to resilient, self-motivated, proud and successful learners who thrive and are confidently prepared for their future.

We have planned a curriculum that is broad and balanced and offers pupils opportunities to grow as individuals as well as learners. Our curriculum, by its design, enables pupils to know more, understand more and remember more so that they can do more by having meaningful conversations, critically analysing and expressing views and feelings independently.

We believe the foundation for academic success lies in the ability to read. All children when they start in Foundation Stage will be thought of as readers and will access outstanding provision in phonics and other reading strategies. Children requiring support will be given this immediately to ensure that they are as equally prepared as their peers. Our intent is to liberate all children from potential barriers to give them the confidence and self-esteem to feel positive about their futures regardless of other factors.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote cooperation and understanding between all members of our community. We are fortunate at Monks Risborough to have a spacious learning environment. This is respected and used by all in school and we will, through our curriculum, teach

respect for our world and how we should care for it for future generations, as well as our own.

At Monks Risborough CE our Christian school values, underpin our curriculum and permeate all areas of school life. Teaching all subjects through our values helps the children to embed these values in their everyday lives.

At Monks Risborough CE School we strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well-rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

CURRICULUM IMPLEMENTATION

Our curriculum is delivered using a thematic approach. A new topic is launched every half term with an exciting hook that will capture the children's interest. Each topic is launched with a question linked to our Christian school values e.g. How can we respect our local area? Did the Vikings behave responsibly? Each topic will be supported by a text that will be used in whole class reading and as a stimulus for writing. The texts have been carefully chosen so that children are exposed to a variety of high quality texts that will inspire and engage them, whilst celebrating diversity in authors and characters.

Curriculum overview 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Making friends How can we be a good friend?	Stories Who would really love to hear a story?	People who help us Who helps us in our community?	Minibeasts How can we look after and respect all living things?	Animals Do we have the responsibility to look after all animals?	Food Should we be thankful for food?
1	Our Local Area How can we respect our local area?	All about me Why should I be thankful for being me?	History of Toys Were our families in the past more generous than we are now?	Flight When did aviators show perseverance?	Gardens Does Peter Rabbit show responsibility?	London Why did the Lion and Katie become such good friends?
2	Princes Risborough How can we respect our community?	Healthy Mind, Healthy Body Why is it important to love yourself and be thankful for who you are?	Explorers Would an explorer be a good friend?	Great Fire of London Was the Mayor of London a responsible man?	Amazing Africa Are we more generous the less we have?	Let it Grow Who perseveres more, the gardener or the plant?
3	Stone Age Were the Stone Age people generous in their communities?	Aylesbury, Buckinghamshire How can we be responsible in our wider community?	Forces How did Rosie Revere persevere?	Ancient Greece Were the Ancient Greeks respectful people?	Light & Dark Do we really need to be grateful for light?	France, Europe How do countries in Europe show friendship?
4	Egyptians Did the ancient Egyptians respect the river Nile?	Animals including humans How can we show respect to our bodies?	The United Kingdom How can we care for our country?	Plants + pollution How can we show we are thankful for our world?	Rainforests, Brazil, South America Do Brazilian citizens show respect for their country?	Romans How did the Roman empire influence the development of Britain?
5	Life Cycles Who has to persevere most in their life cycle: birds, mammals, amphibians or insects?	Vikings Did the Vikings behave responsibly?	Rivers Do we need to respect our rivers?	Tudors & Shakespeare Would things have been different if Romeo and Juliet had been supported by their community?	Earth and Space How do people working at NASA show generosity?	Extreme Earth Who can we be thankful for following a natural disaster?
6	Light How do we persevere when there is no light?	Mayans How did the Mayans demonstrate generosity?	Coasts Should we respect our coasts? How / Why?	Circulatory System Does having a bigger heart make you a better person?	WW2 What acts of friendship and community were shown during WWII?	Trade Whose responsibility is it to ensure trade is fair?

Monks Risborough uses a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children. For specific details about individual subjects please see the relevant policy.

We know children learn best when it is meaningful to them. Making learning personal allows all children to be ambitious and succeed. This is achieved by providing inspirational teaching throughout the curriculum based on a spaced learning and concept-led approach. By using a variety of research proven techniques, we intend to keep pupils engaged with learning and accommodate pupils who learn differently to their peers. It is important to note that any interventions are evidence based and required to supplement the work of the teacher and do not replace it.

In line with the Equality Act 2010, we promote equal opportunities to all of our pupils throughout our practices. Every child is recognised as a unique individual. We believe

that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use our Church School Values (Respect, Responsibility, Friendship, Thankfulness, Generosity, Perseverance, Community and Love) to further promote positive attitudes to learning and leading a successful, meaningful life.

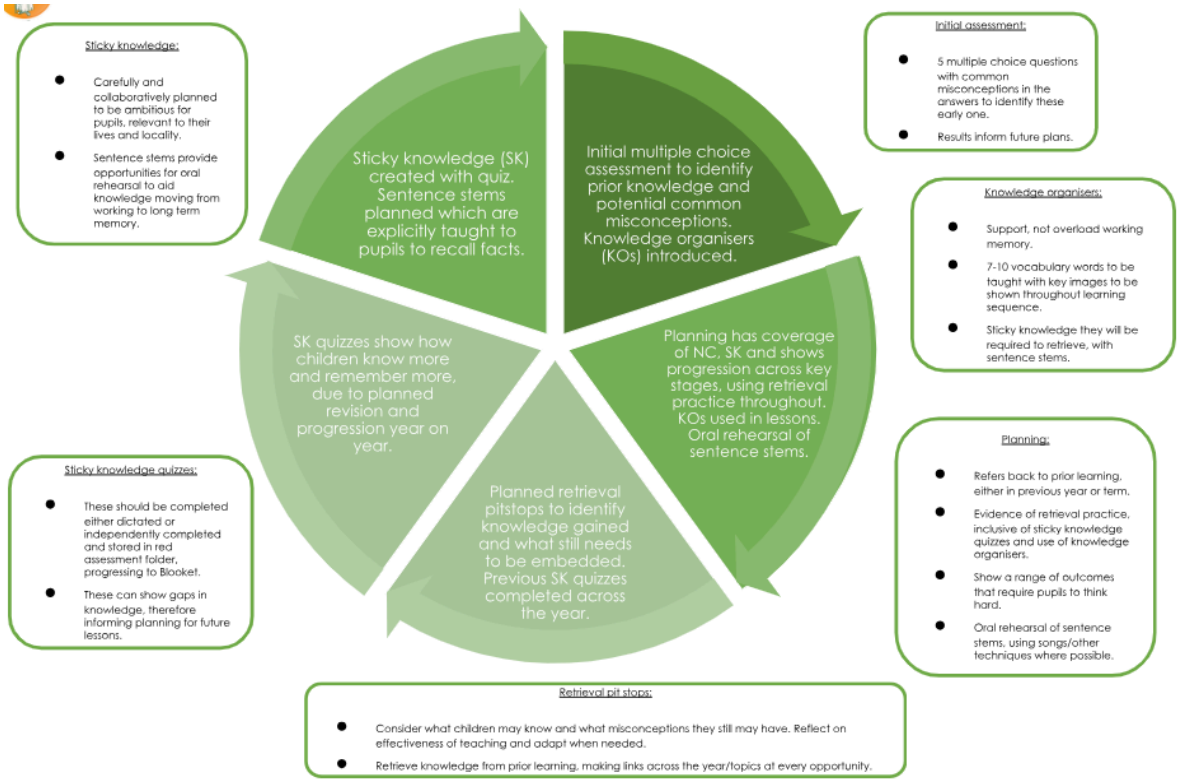
Engaging with the wider community, providing wide-ranging opportunities and a positive growth mind-set to well-being are the integral drivers of our curriculum. This shows pupils the value of being involved in their community and establishes a link between the theories they learn in the classroom to practical examples in real life. By meeting successful authors, musicians, artists, historians and sports people (for example) from our community, this will show them that people coming from our local area can achieve in whatever field they choose.

The Curriculum is mapped against long term plans to ensure there are no gaps in our coverage. We have mapped progression of skills and constructed knowledge organisers so that children have the skills to improve and the knowledge to solve problems. For our lead topics, we have created 'Sticky knowledge' - the essential knowledge that children need to become resilient, self-motivated, proud and successful learners who thrive and are confidently prepared for their future. A combination of learning techniques brings the learning to life so that pupils enjoy learning and are prepared for life beyond our school. We encourage the use of retrieval techniques and provide opportunities for retrieval practice, such as multiple choice quizzes, mind maps and challenge grids. We recognise that pupils should be challenged in their development, learning from failures and celebrating successes.

At Monks Risborough, we promote Growth Mindset throughout the school. We teach the children about the qualities needed to be a successful learner using our own Monks Mindset Heroes –Tilly and Timmy Teamwork, Curious Cara, Reflective Roxy, Creative Cody, Independent Ivan and the Power of Yet.

Our cross-curricular approach to learning provides children with varied opportunities to extend their learning and develop skills outside the strict timetabling of each subject. For example, English lessons may have a History focus and this can be seen from our curriculum overviews which are available on the school website. We also enrich our pupils' lives by offering a variety of non-statutory extra-curricular experiences such as clubs, visits, visiting speakers and sporting events. Children in Key Stage two take part in residential trips – Year 6 go to Calshot in Southampton to learn about Geography skills and team building and life skills. In addition, we seek to enhance our pupils' learning through developing positive two-way relationships with our local community.

Our Curriculum planning cycle:



CURRICULUM IMPACT

At Monks Risborough, we offer a curriculum which empowers all pupils to:

Quality of education

- Enjoy learning by making it meaningful to them
- Be creative, independent learners
- Be given significant time to learn new skills and have time to practise those skills
- Evaluate and assess their own learning so they know what their strengths are and which areas they need to develop
- Challenge themselves and engage themselves in learning at greater depth

Behaviour and Attitudes

- Be successful lifelong learners who demonstrate resilience and persevere at tasks
- Develop their critical thinking so they make informed choices based on acquired knowledge
- Understand and value the importance of our eight core Christian values and how these relate to everyday life
- Nurture positive relationships promoting working cooperatively with one another and mutual respect
- Help children understand Britain's cultural heritage

- Explore their spiritual, moral, cultural, mental and physical development.

Personal Development

- Feel successful in their learning and to promote a balanced self-esteem
- Have the flexibility to decide how best to learn in different situations and to decide what they are going to learn and how
- Be given the opportunity to decide upon the final outcome of their learning
- Can set their own targets for future improvement

LEARNING OUTCOMES: ASSESSMENT, RECORDING, MONITORING AND EVALUATION

Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning.

Formative assessments take many different forms and are reflected in the pupil's books/work in the detailed marking and provision of constructive feedback. Feedback follows the school's policy and identifies areas for children to improve by giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve.

Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils. These are used to help prepare children though the year groups for the end of key stage testing as required by law.

Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. At Monks Risborough School, we use Target Tracker as a system to monitor pupil's progress. Pupil progress will be reported to parents at three points in the year either in writing or at an appointment where parents are invited to discuss their child's progress. In school, teachers will meet with the Headteacher after each assessment point for pupil progress discussions where any barriers to learning are discussed. Pupil premium funding is allocated accordingly to help improve learning experiences for those children.

For further information about assessment, recording and reporting as well as marking and feedback please see the appropriate policies.

Foundation Stage Profile

Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements.

LEADERSHIP AND MANAGEMENT

Governing Body

Our Governing Body is responsible for monitoring the way the school curriculum is implemented. The Governors liaise with the subject leaders of these areas and monitor the way the school teaches these subjects. We have an 'Achievement' committee who review the curriculum on a termly basis. We have a very active Governing body who make visits into the school as well as meeting with teachers in order to be able to make their reports. The full committee reviews curriculum development via the Governors' subject reports, the Headteacher's report, the SDP and the SEF.

Subject Leaders and Curriculum Leader

It is the role of each subject leader and the curriculum leader to keep up-to-date with developments in their subject(s), at both local and national level. They evaluate the way the subject is taught in the school. They produce their own action plan for improvement, using appropriate research where applicable. Each subject leader monitors the quality of education in the curriculum for their subject by evaluating planning and regular classroom drop ins . The subject leader also keeps a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

The role of the curriculum leader is to:

Take overall responsibility for the implementation of the curriculum.

The curriculum leader oversees the work of the subject leaders by:

- monitoring subject leaders action plans
- preparing them for Governing Body meetings
- quality assuring subject leaders feedback of teacher's planning
- working in partnership with subject leaders to evaluate the quality of learning across the curriculum
- being a role model by sharing good practice and high expectations
- identify the impact of the subject leader through outcomes for pupils.
- utilise performance management to hold leaders accountable for curriculum development of their subject

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- keep themselves and other staff up-to-date with developments in their subject by sharing relevant reading, INSET and policy development;
- present curriculum subjects action plan to Headteacher and Governing Body
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the **quality of education** over time;
- monitor pupil progress in that subject area by working alongside colleagues, book scrutinies, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teachers' plans and **quality of education**;
- RAG rate curriculum subjects action plans for performance management
- liaise with appropriate bodies e.g. other schools, governors, the LEA about matters relating to their subject.
- provide efficient resource management for the subject.

The Pupil Council as Leaders

- Subject leaders work with the School Council enabling them to evaluate the curriculum from the eyes of a pupil at Monks
- The Year 6 and Year 5 School Council representatives will take their findings to the Achievement Committee
- The Achievement Committee challenge the pupils for a greater understanding of the Quality of Education

INCLUSION AND SCAFFOLDING

In order to provide all pupils with relevant and appropriate work at each stage, we:

- set suitable learning challenges;
- respond to pupils' diverse needs;
- help overcome potential barriers to learning;
- identify gaps in pupils learning and address these promptly
- parents are given weekly teaching plans in advance
- pupils receive pre-teaching to help them engage with a new topic of learning.

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for differentiated activities. Our curriculum is inclusive and promotes a growth mindset for all our children. Extra

support and interventions are provided for children as necessary and in line with our SEND policy.

LEARNING CHALLENGE CURRICULUM

Across the school we deliver many of the curriculum areas through the Learning Challenge Curriculum which is a question-based approach. The key drivers for this learning are:

- Planned around the distinctive needs of our children at Monks Risborough
- Enquiry-based to promote curiosity
- Outcomes driven to raise standards
- Embedding the application of skills ('learning to learn') and knowledge
- Making learning meaningful and setting it in context
- Underpinned by latest thinking about quality learning and brain-based learning

CURRICULUM COMMUNICATION TO PARENTS

Communication with our parents about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

- Formal reporting to parents three times a year either in the form of a written report or a parent consultation evening where parents make an appointment to meet with their child's teacher to discuss his/her progress.
- Parents receive copies of long term curriculum maps
- On a termly basis parents are provided with topic webs
- Parents are given a resources list including real books linked to topics
- School website and year group pages inform parents what has been happening in the wider curriculum and provide access to all above documents.

The school holds an open door policy and parents are encouraged to speak to teachers. Teachers regularly use email to communicate with parents and the school office is another port of call.

RESOURCES

Subject to financial constraints, we provide and maintain resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to subject leaders and budgets spent with these requests in mind ensure a high quality delivery of our curriculum.