



BRICKFIELDS

Multi Academy Trust

Kings Road Primary School (The Brickfields Trust)

Curriculum Policy

Certified as reviewed: Summer 2025

Next review date: Summer 2026

The Brickfields Multi Academy Trust is a company registered in England and Wales.

Company Number: 10538130

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1. Links with other policies

This policy links to the following policies and procedures for the Brickfields Trust or individual school:

- EYFS
- Assessment, Marking & Feedback
- Separate subject policies (inc Relationships Education, RE & PSHE)
- SEND policy and information report
- Equality information and objectives
- Pupil Premium Strategy and Funding Plan
- More Able pupils
- Homework
- Positive Behaviour Management
- Spiritual, moral, social and cultural (SMSC)

Intent

2. Aims and Vision

Our curriculum aims to:

- Provide a broad, balanced and ambitious curriculum of education, giving all pupils, particularly the most disadvantaged, opportunities to attain the knowledge, skills and share in memorable experiences needed to achieve and feel inspired through their learning
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development (SMSC)
- Support pupils' physical development and responsibility for own health, enabling them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Develop pupils' independent learning skills and resilience, equipping them for the next stage of their learning journey

- Promote the learning and development of our youngest children and ensure they are ready for KS1
- Preparing Year 6 children for their transition to Key Stage 3

School vision:

At the heart of everything we do is our ambition for children to become 'Learners for Life'. Through our meticulously designed curriculum, aligned to the National Curriculum requirements, we aim to provide the building blocks for all children to achieve both academic success to take pride in their own personal achievements.

As a staff, we have worked together to select a range of topics which we believe will provide wide and varied opportunities for achievement and will promote engagement and enthusiasm from our children. Through this cross curricular approach, we aim to nurture pupils' skills and creativity and know through creating these links, skills will be anchored into knowledge to create understanding.

Our curriculum is designed to meet the needs of our diverse community; our core values underpin and drive our curriculum, permeating all areas of our school life.

- At Kings Road, children are taught to **respect** everyone and through our curriculum have opportunities to learn, develop and share empathy, compassion and understanding to those other than ourselves, recognising that through respect we are all able to receive support to achieve our dreams.
- Children come to recognise that in life we may all face elements of challenge and adversity on our journey to achieving success. Through our encouragement of **resilience**, children are taught to apply a growth mindset and to adopt a sense of rigour when faced with something that initially, they find difficult. This is something that we see our children encouraging independently with their peers, refusing to let others struggle when they encounter challenges.
- Our aim is that through **teamwork**, children can strive to achieve whatever they set their minds on, recognising that there are times when we need to be nurtured by the knowledge and skills of others to help us grow.
- At Kings Road, we promote aspiration at all times, encouraging our children to **aspire** to be the best that they can be. This approach allows children to feel confident in themselves, developing the abilities and mindset they need to succeed in all aspects of life.
- We encourage and inspire children to take **pride** in all they accomplish, recognising that when we take pride in our achievements. The results can spur us on to engage and succeed in other projects and experiences.

Through the incorporation of these values into our curriculum, we aim to support pupil's spiritual, moral, social and cultural development, which will enable them to appreciate and understand the diverse community in which they live, and that of the world beyond.

Schools within The Brickfields Trust work in partnership with staff, families and the wider community to create a safe and inspiring environment where children are excited about learning, develop a curiosity about the world and take pride in their progress. We have high expectations of ourselves and each other so that all children can reach their potential and become confident, life-long learners who make a positive contribution and respect others.

3. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [governance guidance](#).

It complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

4. Roles and responsibilities

4.1 The Local Academy Committee

The Local Academy Committee will monitor the effectiveness of this policy and hold the Head of School to account for its implementation.

The Local Academy Committee will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, and Science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

4.2 Head of School

The Head of School is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is monitored by the Local Academy Committee.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Local Academy Committee and Board of Trustees are involved in decision-making processes that relate to the breadth and balance of the curriculum
- Committee members and trustees are advised on school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

4.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. All subject leaders are responsible for promoting their subject within the school and maintaining a high standard of provision in their subject across the school.

Core Subject Leaders manage their own separate subject policies, write (annually) and review (termly) action plans and carry out monitoring of teaching and learning in their subject throughout the year. They provide feedback to teaching staff, support them with long, medium and short term planning and lead CPD relevant to their subject.

Foundation Subject Leaders also write and review their own action plans, monitor teaching and learning within their subject and support teachers with planning.

Year Group Leads work in partnership with subject leads and members of the senior leadership team during termly pupil progress meetings in order to ensure the curriculum is being implemented effectively. They monitor teaching and learning within their year group and work together as team to ensure consistency and progress.

The SENCo & Inclusion Manager monitors the provision for children on the SEND register and ensures teachers and Learning Support Assistants are supported and receive any necessary CPD to enable them to adapt to the specific needs of the pupils they teach and support.

The Assessment Lead monitors the attainment and progress of children across the curriculum, leading Standards and Progress meetings with teacher teams to evaluate and ensure the curriculum is being implemented effectively. The Assessment Lead also supports subject leads with analysis of their own subject's attainment and progress data.

Implementation

5. Organisation and planning

Kings Road Primary School provides a creative curriculum based around half termly topics; a nationally recognised approach for delivering outstanding learning opportunities for children.

The school provides a creative and thematic approach to learning is mapped to the 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. Our curriculum provides a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning. We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum provides learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum. The school implements the Little Wandle approach to teaching phonics and White Rose for teaching Maths.

The school uses the rigorous essential skills framework provided by the Insight software, which outlines the end of year expectations in all subjects. These essential skills are age related so that staff can track children's progress and identify their individual learning needs.

Planning, Preparation & Assessment

Teachers plan in a team with their year group and phase partners, with senior members of staff supporting the teachers in their team. A range of resources and schemes are used for long, medium and short term weekly plans. Teachers have a wide range of technology available to enhance learning, including iPad and laptop trolleys. Teachers use their PPA time for moderation and assessment as well as planning.

Teaching & Learning

To find out further information on individual subjects at Kings Road, subject overviews can be found here: <https://www.kingsroad-pri.essex.sch.uk/curriculum>

Our Curriculum page on our website is reviewed regularly by our curriculum lead, and subject leaders are expected to review the subject overviews (subject one page profiles) annually, or at least where significant changes have been implemented. You can also find out overviews of our curriculum over the year in specific year groups as well as any development plans we have for subject's futures.

Extra-Curricular Activities

Teacher clubs – Adults in school run a range of after school clubs in the throughout the year. These clubs are all free. Current and previous clubs have included computing, art, musical theatre, choir.

Sports – Free sports clubs are available before and after school led by sports coaches and teachers. Current and previous clubs include football, netball, multi-sports, cricket,

Lunchtimes – A range of clubs are available throughout the week to widen the choice for pupils and the opportunities for them to socialise and strengthen friendships (indoor in the winter and spring months and outdoor in the summer months). Past and current clubs include chess, colouring, lego, art skills, board games.

SMSC & British Values

See our SMSC policy and the school's British Values statement can also be found on our website's policies page here: <https://www.kingsroad-pri.essex.sch.uk/about-us/policies>

EYFS

See our EYFS policy on our website's policies page (link above) for information on how our early years curriculum is delivered. There is also additional information on the EYFS year group page on the website. <https://www.kingsroad-pri.essex.sch.uk/year-groups/reception>

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 SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

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.

As of February 2025, Kings Road Primary School is now recognised as a communication friendly school as accredited nationally by Ekklan and OCN London. Staff at Kings Road have all undergone specific training to ensure strategies are adopted to support children with speech and language difficulties, striving to ensure that all children, regardless of their language capabilities are able to engage and access the curriculum we offer on their level.



Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Impact

6. Monitoring arrangements

The Local Academy Committee and trustees monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Committee members visit with members of the senior leadership team to discuss all areas of the School Improvement Plan including data and curriculum.
- Committee members are invited to curriculum events including parent assemblies and themed days/weeks.
- Presentations from the school council.
- Termly Head of School report
- Subject leader reports

Subject leaders monitor the way their subject is taught throughout the school through:

- Lesson observations
- Environment, book and planning scrutiny
- Pupil perception interviews
- Data analysis.
- Dialogue with teachers

Subject Leaders have responsibility for monitoring the way in which resources are stored and managed.
This policy will be reviewed and approved every three years by the Local Governing Committee.

Designated Member of Staff:

Head of School

Trust CEO

Monitoring and review

This policy will be formally reviewed by the Local Academy Committee and trustees, on an annual basis or earlier if new guidance becomes available.