

Windsor Community Primary School



Curriculum Policy

September 2025
Our Vision

Windsor Community Primary School is a safe, nurturing and diverse community where children, parents and staff unite and thrive through a truly inclusive approach to education. Children and their families feel a deep sense of belonging and purpose. Staff and leaders inspire, support and encourage all children to unlock their passion for learning, achieve their true potential and become the architects of a brighter future.

Aims

At Windsor Community Primary School, we are committed to providing a broad, balanced, inclusive, and ambitious curriculum that meets the needs of all our pupils. Our curriculum is designed to inspire, challenge, and equip children with the knowledge, skills, and values they need to succeed in life and contribute positively to society.

A key driver of our curriculum is communication – developing confident, articulate learners who can express themselves clearly, listen actively, and engage in meaningful dialogue. Oracy and spoken language is embedded across all subjects and underpins our approach to teaching and learning.

Intent

At Windsor Community Primary School we are dedicated to delivering a bespoke and inclusive curriculum that is relevant to the needs of our children and the community we are part of. We have designed a broad and balanced school curriculum which develops knowledge, understanding and skills through rich and engaging learning experiences.

At Windsor, we strive to develop the confidence in all our children to believe ‘I can do it!’ With this as a priority, our curriculum aims to:

- To provide equal access for all learners to grow and develop to the best of their ability, regardless of their race, culture, aptitude and ability.
- To promote a love of learning, so that our children enjoy coming to school each day and acquire a thirst for lifelong learning.
- To develop our children’s language and communication skills from the Early Years and Foundation Stage to Year 6 in order to help them achieve their potential as tomorrow’s adults.
- To ensure that children are taught the knowledge, understanding and skills of reading, writing, maths and science in line with the National Curriculum.
- To ensure progression in the knowledge, understanding and skills required for foundation subjects in each year group.

- To provide a wide range of life experiences and exciting learning opportunities to enrich the lives of our children.
- To teach children about the wider world they live in including global issues and how our society has changed over time.
- To celebrate the diversity and utilise the skills, knowledge and cultural wealth of our community.
- To teach children how to be aware of their own spiritual, social, emotional and physical development

In addition to the above aims, we have our own set of values that underpin our curriculum at Windsor and guide our children in their daily school life.

Working to be tomorrow's adults

Independent learners

Never give up

Differences are celebrated

Self-belief and respect for all

Only our best will do

Respect and self-belief for all

Implementation

All staff and senior leaders at Windsor recognise and embrace the need for an ever evolving curriculum. Clear strategic planning and a commitment to regular review ensures a dynamic and robust curriculum moulded around our learners. Our feedback policy is crucial in the day by day implementation of our curriculum, leading to effective and personalised teaching for the children. The policy ensures that the necessary steps are taken to address misconceptions and to challenge all children appropriately in all subject areas.

Our curriculum balances national expectations with a rich range of learning experiences allowing our children to flourish. Each half term has an enrichment experience planned to hook the children into the learning, these are carefully planned to ensure relevant and meaningful links across different subject areas. Throughout each theme the children work towards an end goal where learning and achievements are shared with parents and our community through a 'learning showcase'. Foundation subjects are planned as continuous blocks of lessons to ensure knowledge is secure and to allow for in-depth understanding. Where there may not be appropriate links between subjects within a theme, some subjects may be taught independently.

As a school, we have recognised that our children may have limited experiences outside our local area. As a result, the school has developed the 'Windsor 100' list which aims to provide 100 opportunities for the children to discover the world

around them, acquire crucial life skills and experience exciting adventures for children their age.

To further enhance our curriculum, the school is committed to supporting our children academically and holistically through our Forest School learning, Beatlife drumming sessions, our on site Nurture Group and our dedicated counsellors through Place2Be.

SEND provision:

We recognise that some pupils with Special Educational Needs and Disabilities (SEND) require a more tailored approach.

While most children access a broad and balanced curriculum, some children with more complex needs follow an individualised curriculum, designed in close alignment with the outcomes and provisions in their Education, Health and Care Plan (EHCP). This may involve targeted interventions, therapy-based approaches, life skills learning, or personalised learning sequences based on their developmental needs.

Statutory Requirements

Statutory requirements for the teaching and learning are laid out in the National Curriculum English Document (2014) and in the Development Matters in the Early Years (EYFS) for the Foundation Stage (2021).

Impact

The impact of our curriculum is monitored through; the collection and evaluation of attainment data, comparing standards of learning across subjects, pupil and parent voice, and collaboration regarding the development and implementation of our curriculum within our network of schools and working closely with our local school improvement agency.

At Windsor Community Primary School we aim to achieve the following through our curriculum design and delivery:

- To raise standards and attainment in all subjects in order to close the gap in reading writing and maths to bring our children closer to the national average.
- For children to have a wide range knowledge across foundation subjects, understand the links between certain disciplines and apply key skills in different contexts
- For children to be responsible, respectful, fair and tolerant as they grow into young adults in line with British Values.
- For our children to be independent, resilient and ambitious learners who solve problems collaboratively and celebrate the achievements of themselves and others.

- To ensure that our school is a central point for our community, adapting and growing together with our families, local businesses and other stakeholders.

Teaching and Learning

At Windsor, we use a variety of teaching and learning styles in our lessons in order to meet the needs of all our pupils. In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Staff members have high expectations that all children can achieve their full potential.

Teachers and learning support assistants, facilitate the learning of the children in their focused groups; providing review points on previous learning, the modelling of new objectives and skills, group tasks, and independent challenges, in order to provide children opportunities to deepen their learning.

We carry out the curriculum planning in three phrases (long, medium and short term). In the long term, the key objectives outlined for each year group are drawn up by the Subject Leader. In the medium-term plans (created by subject leaders) details of the main teaching objectives are identified with an outlined sequence for teaching, key knowledge, prior learning, possible misconceptions, oracy outcomes and assessment expectations. In the short term, teachers complete daily planners to record and reflect on their teaching, evaluating the impact of teaching and learning, to plan for the following lesson.

Our ultimate aim is for the children to become confident and independent learners with high levels of enjoyment, understanding and comprehension.

The use of ICT:

Different interactive and communication technologies are used to enhance the curriculum including; the internet, Edshed, TTRockstars, author websites and Chatta to name a few.

Assessment and Target Setting:

Work will be assessed in line with our assessment policy. In addition to this: assessment for learning strategies are embedded in teaching and learning that include peer and self-assessment, questioning, talk partner and group talk. Assessment and monitoring for reading and writing materials are used in Year 1 to 6, and where that isn't appropriate 'P scales' and 'Pivats' are used to highlight smaller steps and are used to supplement teacher assessment.

Inclusion:

At Windsor Community Primary School we aim to identify the barriers to learning and participation as they arise and to provide teaching and learning contexts, which enables every child to achieve to their full potential. Learners with dyslexia will benefit from early identification, appropriate intervention and targeted effective teaching, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens.

More Able children will be identified by class teachers and suitable learning challenges and provision will be provided.

English as an Additional Language:

Children with English as an additional language are supported according to need, i.e. children with no knowledge of the English language are supported through 1:1 targets, which are identified by the teacher and supported by the schools bilingual learning support assistant. When appropriate the child will join a phonics group. Focus groups of children with English as an additional language are identified and supported appropriately during English lessons and in other areas of the curriculum.

Equal Opportunities:

All children are provided with equal access to quality first teaching of the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Roles and Responsibilities

Governing Body: Monitors the curriculum policy and ensures statutory requirements are met.

Headteacher and SLT: Lead on curriculum vision, implementation, and review.

Subject Leaders: Oversee curriculum design, teaching quality, and progression within their subjects – including attention to subject-specific oracy and vocabulary development.

Class Teachers: Deliver engaging, inclusive lessons that promote discussion and ensure all pupils have the opportunity to speak and be heard.

Support Staff: Facilitate inclusive communication and language development, especially for pupils with EAL and SEND.

Parental Involvement:

Parents are encouraged to take an active role in the learning experience of their child. At Windsor this is done through:

- home and school reading scheme
- Reading for Pleasure at home

- Homework – Learning Logs
- parent workshops that offer information sharing on strategies

Conclusion:

This policy also needs to be read in conjunction with other school policies and therefore should be read alongside the following school policies:

- Teaching and Learning policy
- Assessment Policy
- Feedback Policy
- Special Educational Needs Information Report
- EYFS Policy
- ICT Policy
- Equal Opportunities Policy

This Policy has been approved by the
Full Governing Body

This Policy was amended on 01/09/2025
by C.Hope

This Policy will be reviewed in
September 2026