Christchurch Junior School
Belonging - Achieving - Growing

A member of Twynham Learning

Curriculum Policy

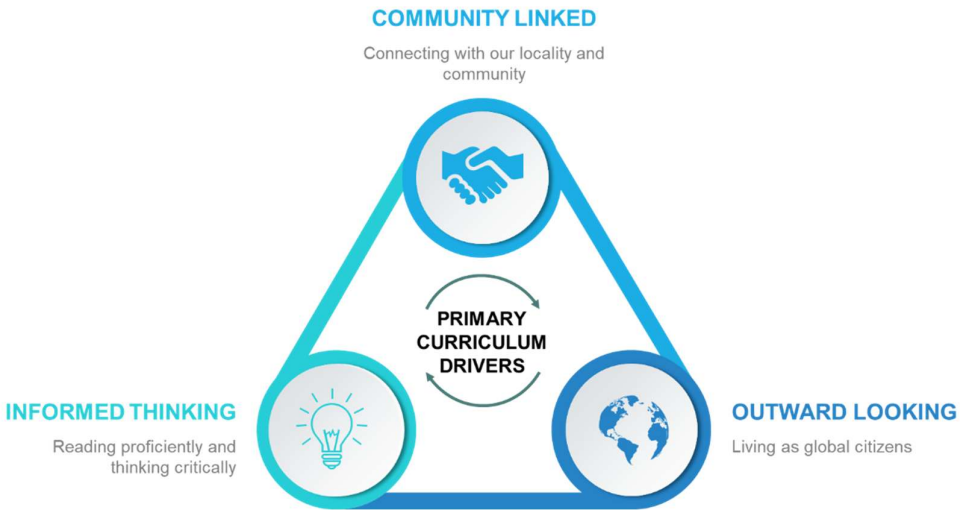
Review by policy owners:	Ben Croton, January 2026
Ratified by LAB:	4 February 2026
Next Review date:	For Spring 1 2027

This policy reflects the legislation at the time that it was last reviewed. Any changes in legislation will take precedence over anything printed in this policy.

PRIMARY CURRICULUM INTENT

The vision of Twynham Learning is simply stated: We want “every child attending a Twynham Learning school to enjoy the benefits of a world class education.”

Our primary curriculum will entitle every child to a rich breadth of experience and opportunity, irrespective of their background.



Through an ambitious and engaging learning journey, we will inspire children, deepen their understanding and prepare them for the next stage of their education.

Our knowledge of pedagogy and use of high-quality planning and resourcing will stimulate curiosity, passion and enjoyment.

Our curriculum will be enhanced by exploring and celebrating the geographical locality and community in which we live; promoting reading proficiency and critical thinking through use of high-quality texts and providing regular opportunities to explore different cultures and perspectives.

1. Vision and values of the school *(What is our curriculum intent?)*

We will do all that is possible to enable pupils to reach the highest levels of academic achievement, staying true to our school values of Belonging/Achieving/ Growing.
This will be achieved through a truly broad curriculum which provides rich experiences and by engaging fully with our community. Children will graduate into secondary education as motivated young people who have maintained a love of learning.

This means:

Belonging

- We include everyone and we respect differences
- We respect and care for our environment
- We make a positive contribution to our local community
- We recognise the part we play in the wider world
- We are a caring school where everyone feels safe and secure

Achieving

- We have high expectations
- We try our best
- We overcome barriers to success
- We achieve excellent learning through a broad curriculum
- We work hard and celebrate our achievements

Growing

- We build on our strengths and talents
- We are motivated to succeed
- We enjoy our learning and feel confident enough to take risks
- We understand everyone's right to be individual
- We take responsibility for our actions

These values reflect a broad vision of the school curriculum comprising all the learning opportunities – inside and outside of classrooms – that we plan for our pupils. They also presume that our children have a right to a world class broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. The school's curriculum is planned to meet the statutory requirements of the National Curriculum, the core aims of which are as follows:

Aim 1: The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.

Aim 2: The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the National Curriculum specifications. The National Curriculum provides an outline of the core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

2. Principles

The curriculum is designed to provide:
Breadth – of subject matter and learning experience
Balance – between styles and areas of learning
Depth – opportunities for deep learning that will stick with children
Relevance – to the needs of the individual and past and present experiences
Coherence – through links between different areas of learning
Equality of opportunity – overcoming barriers to learning and assessment and setting suitable learning challenges which respond to diverse learning needs
Access – taking account of individual needs and abilities and allowing teacher, parent and pupil led choices
Outstanding outcomes for all pupils.

3. What do we want for our pupils? (What impact do we want our curriculum to have?)

- To develop the knowledge, skills and understanding identified in our curriculum planning (see the overview and key skills checklist for each subject on our website).
- To be inspired by and engaged in their learning.
- To become critical and reflective learners.
- To be able to work independently and with others.
- To develop the confidence and resilience to tackle challenges.
- To develop spiritual, moral, social and cultural values that serve them beyond their school experience. (e.g. tolerance, respect, appreciation of others' feelings).
- To develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources.
- To acquire and apply their skills and knowledge across the whole curriculum.
- To understand and respect diversity.
- To develop their creative potential.
- To develop the skills to solve problems.
- To develop fluency and automaticity.
- To understand how they can best improve their learning (e.g. through feedback and assessment).
- To feel valued as individuals and as members of a community.
- To understand others' points of view while being comfortable to develop their own opinions.
- To understand how they learn and how they can improve – metacognition
- To behave in a considerate way and learn to become responsible for their actions.
- To care for and take pride in their school
- To know how to apply the basic principles of health, hygiene and safety.
- To develop agility, physical co-ordination and confidence in and through movement.
- To develop leadership skills.
- To be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- To make decisions about the ways in which they record and communicate what they have learned.

- To know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events.
- To have knowledge of the beliefs of the major world religions.
- To apply learning in order to safely navigate the digital world.

4. How do we provide this? (How do we implement our world class curriculum?)

These impacts have implications for the way we plan, teach and assess. For example, we need:

- To provide a world class broad, balanced and relevant curriculum with equal entitlement for all our pupils;
- To plan an outstanding, coherent curriculum where there are meaningful links between different subjects and children are able to build on their learning in different areas and support the development of schemata in long term memory;
- To plan opportunities to strengthen and apply children's knowledge and skills in reading, writing and mathematics through their learning in other subjects;
- To plan opportunities for a range of outcomes, e.g. written, spoken, creative and practical so that children can have some autonomy in the way they represent and record what they have learned;
- To provide opportunities for pupils to develop key skills, to ask and answer big questions;
- To provide specialist teaching and resources in areas of the curriculum where it is particularly appropriate (e.g. phonics teaching, music, physical education (gym, dance, swimming and games), modern foreign languages). This can be best provided through careful timetabling;
- To teach a mastery approach to mathematics using the 'Maths No Problem' programme of study across the school;
- To teach PSHE and RSE using the 'Jigsaw' programme of study to adopt an enquiry- based approach, provoke challenging questions and encourage pupils to explore their own beliefs and to build their sense of identity and belonging;
- To teach RE using the 'Discovery RE' which helps develop critical thinking and enhance children's spiritual development;
- To teach History, Geography, Science and writing using bespoke designed Twynham Learning curricula;
- To teach early reading (phonics) using the Little Wandle SPS;
- To teach PE using a Twynham Learning designed curricula underpinned with planning from Complete PE;
- To teach all other subjects in line with our published curriculum maintaining their fidelity;
- To monitor effectively the curriculum provision and also the progress of all children (and different groups of children, including those that are disadvantaged). This is the responsibility of subject leaders;
- To implement the SEND Code of Practice and make reasonable adjustments to our provision to support for children with special needs;
- To extinguish the gap between the attainment of disadvantaged and non-disadvantaged pupils through high quality teaching and learning;
- To set suitable learning challenges for all children, including extension and challenge to stretch our high attaining pupils;
- To provide useful assessment to pupils and their parents, including constructive feedback on achievements and suitable targets or "next steps";

- To support subject leaders in their roles of leading, managing and monitoring their curriculum areas;
- To review and develop our curriculum in line with our Twynham Learning MAT schools so that our pupils experience continuity and progression and are well prepared for secondary education;
- To make the most of local opportunities to support children's learning, e.g. visits to local events and sites or inviting members of the community to enhance our curriculum;
- To promote British values to ensure children are prepared for life in modern Britain.

Subject leaders play a vital part in ensuring that we plan, deliver, assess and monitor an excellent learning journey which matches these intentions. For example

- Working with colleagues from across Twynham Learning (including subject specialist secondary colleagues) they identify the key knowledge and skills which need to be taught and assessed in their subject in Key Stage 2 and plan progression across the four years.
- They have a knowledge and understanding of what is taught at KS1, how this is built on in KS2 and progresses at KS3.
  They devise a curriculum overview (published on the CJS website) which shows the progression of those skills and knowledge and how it links to the National Curriculum in our topics.
- Planning considers prior learning and provides opportunities to revisit this and develop pupils' knowledge and understanding of key concepts. The sequencing of lessons facilitates this and the process by which key knowledge is secured to long term memory.
- They support Year Leaders to plan a curriculum which has opportunities for children to strengthen their skills as readers, writers and mathematicians through other areas of learning.
- Ensuring teachers and learning support assistants have a thorough understanding of what has been taught before, and what comes next, so that learning is appropriately challenging.

Year Leaders and their teaching teams plan a coherent curriculum for each year group which, where appropriate, develops links between different subjects. Well-designed topics inspire children in their learning and they can also provide opportunities for:

- Meaningful reading of high-quality texts and writing activities (e.g. reading to research or writing for real purposes and audiences);
- Learning at greater depth (e.g. when children can pursue a line of research);
- Promoting children's spiritual, moral, social and cultural development (e.g. learning in creative and practical ways or engaging with the wider community).

5. What can we do to maintain high quality teaching and learning?

The main thing is to keep the main thing the main thing. (Stephen Covey)

- Weekly drop ins (10-15mins) from SLT, year leaders and subject leaders, followed by a coaching conversation and an agreed area for development.

- Teaching and learning is a Trust wide and whole school priority. Our School Improvement Plan priorities reflect that this is our core purpose. CPD and Appraisal are important opportunities for staff to reflect on and improve practice.

- CPD for all staff (teachers and learning support assistants) focussing on the development of excellent teaching and learning (WalkThrus, Peer Review and Joint Practice Development).

- The school's self-evaluation cycle builds in opportunities for Headteacher and Deputy Headteacher to meet with subject leaders to review the strengths and priorities for development in our curriculum and its delivery.

- Subject leaders play a vital role in advising colleagues in the planning, delivery and assessment of our curriculum. They have a responsibility for monitoring.

- Subject leaders will be supported to become experts in their subject.

- Subject leaders will, where appropriate, be a member of a subject association or body and stay informed about their subject.

  Regular opportunities for monitoring, Joint Practice Development and peer observations promote an exchange of ideas. Subject leader monitoring and drop in observations should follow the same principles:
  - establish a focus of observation;
  - agree on a factual account of lesson;
  - relate key strengths and points for development to the focus of observation; - be honest and constructive.
  - apply coaching strategies to support the teacher's reflection, problem solving and development of next steps.
  - Follow up on the implementation of next steps.

- The school's teaching and learning guidelines identify the principles for high quality pedagogy in line with Twynham Learning Pedagogy.

- We will continue to monitor and review standards of learning and teaching through our systems for appraisal and monitoring pupil progress.

- Twynham Learning subject leaders including colleagues from CJS are continuously reviewing the curriculum and monitoring in line with the Curriculum Evaluation Overview. This is resulting in the design of an excellent learning journey, that is providing consistency, equality and a world class education for our pupils, across all TL schools.