



Curriculum Policy

Curriculum Statement of Intent

At Bankfields Primary our curriculum aims to ensure that learning is effective, challenging, progressive and relevant to the lives and needs of our children. Our aim is to ensure that all pupils secure firm foundations in English, mathematics and science and this underpins our child-led, enquiry-based curriculum that is engaging, balanced and develops the 'whole child' while bringing learning to life. A well-thought-out programme of study in all curriculum areas ensures that each subject is taught as a discipline in its own right. Key knowledge is embedded at each stage of their learning and is built upon throughout their educational journey. This, along with a range of transferable skills that are developed throughout the curriculum, are effectively applied in different contexts. Our curriculum is designed and developed around a shared vision and ambition for our children for when they leave Bankfields Primary and move to the next phase of their educational journey and beyond. Our six curriculum drivers are central to all that we do.

Curriculum Drivers

High Aspirations

We want to develop ambitious children, who aspire to achieve their very best in every lesson, in every year and phase of school. We want them to strive for excellence in all that they do, be proud of their achievements and thrive in every aspect of school and beyond. All children, regardless of ability, will access a full curriculum which will challenge, inspire, engage and motivate.

Resilience

We strive to develop resilience and a growth mind-set in our children. This will help them overcome barriers and enable them to persevere when faced with challenges both within the classroom and beyond.

Wellbeing

Our curriculum aims to ensure the wellbeing of our children in a holistic manner. We want to equip our children with the necessary skills and knowledge to be physically fit and healthy and to make healthy choices regarding their lifestyles. Children at Bankfields will develop effective strategies to keep themselves safe within school, out in their communities and when using online devices such as social media and online gaming. We promote positive mental health and have a range of practices and initiatives to improve our children's mental wellbeing along with their sense of self-worth and self-awareness.

Develop a Curiosity and a Love of Learning

Our curriculum aims to inspire and engage our pupils, and to develop a life-long love of learning. We empower our children to become curious about the world around them, to ask questions and seek answers to make sense of the world at a local, national and global level as well as recognising the impact of events both past and present. We encourage children to develop their interests and explore new talents through a broad range of curriculum and extracurricular opportunities.

Cultural Enrichment

We aim to ensure that gaps in our children's development as well as their knowledge and skills are addressed to ensure any disadvantage our children might face is removed through the best possible educational provision. We aim to give children a wealth of experiences to open doors, to encourage them to seek and take full advantage of the opportunities available to them in the present and the future.

Communication and Collaboration

We want our children to develop into positive citizens, who communicate and collaborate with others effectively, respectfully and without prejudice through a range of activities such as discussions, debates role-play and presentations. We want our children to show empathy, be tolerant, socially aware; and who work positively with others to make valuable contributions to their communities and wider society.

Aims and Objectives

Critical to our approach is the belief that a high-quality education is built both upon substantive knowledge and disciplinary skills, which together enable our children to develop a deep, coherent understanding of each subject area. Substantive knowledge refers to the established facts, concepts and content that form the building blocks of each discipline. Disciplinary skills relate to how knowledge is constructed, questioned and used within a subject. They enable our children to engage critically and creatively with the content, fostering deeper understanding and transferable intellectual habits.

Our curriculum is therefore designed not only to ensure the progressive acquisition of knowledge, but also to nurture the subject-specific ways of thinking and working that allow our children to apply what they know with confidence, curiosity and integrity. This dual focus prepares our children to thrive academically and equips them with the tools to engage thoughtfully with the world around them.

Running through both the substantive and disciplinary elements of our curriculum are key concepts. These key concepts provide coherence and continuity, enabling pupils to connect new learning with what they already know. They help to structure thinking, deepen understanding and ensure that knowledge is not learned in isolation, but part of a meaningful, cumulative journey. By weaving together knowledge, skills and concepts in this way, our curriculum ensures that our pupils are not only well-informed, but also intellectually curious, critical thinkers who are prepared to engage with the complexities of the wider world.

To ensure all pupils can access and succeed in the curriculum, it is intentionally designed to be adapted and responsive to individual needs; thus, ensuring all pupils can access an age-appropriate curriculum. Scaffolding is used thoughtfully to support learners in accessing complex content, gradually reducing support as independence grows. Assessment for learning is embedded throughout the curriculum, enabling teachers to identify gaps in understanding, respond in the moment to make informed decisions about next steps in teaching and learning.

Implementation

Early Years Foundation Stage Curriculum

In the Foundation Stage children are given opportunities and encouragement to use their skills in a range of situations and for a range of purposes as part of the seven areas of learning and development as laid out in the Guidance for the Early Years Foundation stage. Through careful cross-curricular planning, teachers will ensure that Foundation Stage pupils' learning needs are provided for through structured activities. Early years learning concentrates on 7 areas split between prime and specific areas of learning. There is a clear alignment between EYFS curriculum and the expectations of KS1, ensuring a smooth transition and curriculum continuity.

The prime areas of learning are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The specific areas of learning are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Children in Foundation 1 (Nursery) are assessed on entry to Nursery to gain a baseline and again as they leave. On entry to Foundation 2 (Reception) a baseline is recorded and then children are assessed against the Early Learning goals at the age of 5 at the end of the Foundation Stage. Throughout the Foundation Stage evidence of learning and development is collected through observational assessment and monitoring and recorded in an Individual Learning Journey.

KS1 and KS2 Curriculum

Our progressive and coherent curriculum is achieved through intentional planning at three levels: long-term, medium-term and short-term. Each level of planning plays a distinct, but interconnected role in ensuring that children experience a curriculum that is sequenced, responsive and ambitious for all.

Long-term plans are organised around enquiry-based questions that provide a meaningful context for learning while remaining flexible enough to respond to children's interests. Medium-term planning focuses on specific learning objectives, knowledge and skills that will be explored within each area of learning. Medium-term and short-term planning allows for clear identification of progression with and across units of learning within each subject; conceptual development through varied contexts; planned opportunities for rich vocabulary development and oracy across all learning experiences; and consideration of how direct instruction and child-led learning activities will be balanced to meet curriculum goals. Medium-term and short-term planning at Bankfields Primary must feature the following elements:

- Key learning objectives
- Learning outcomes
- Key knowledge
- Key skills
- Key concepts
- Enquiry question
- Challenge
- Adaptations
- Links to careers
- Key vocabulary
- Key questions
- Resources

Task Design

Thoughtful task design is a crucial part of our curriculum planning and delivery. It ensures that learning activities are purposeful, developmentally appropriate, and aligned with curriculum intent, including substantive knowledge, disciplinary skills and key concepts. Tasks are directly linked to intended learning outcomes and are engaging and meaningful; they are designed to promote open-ended thinking, imagination and problem solving; they are designed to promote rich oracy, questioning and language development; and provide our children with opportunities for independence and collaboration. When designing tasks, teachers follow the acronym:

C- Challenging

R- Relevant

A- Accessible

F- Focussed

T- Thought-Provoking

Assessment

Assessment for learning across the curriculum creates a culture of continuous improvement in all subjects. Effective AFL strategies help teachers understand pupil learning, identify areas for improvement, and adapt teaching strategies to individual needs; thus, enhancing pupil attainment. Through AFL techniques, pupils are more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard. Pupils think more actively about where they are now, where they want to go and how they can get there and can increase

learners' confidence in their ability to reach targets through hard work and determination. AFL enables our pupils to become less passive in the classroom, creating independent learners, and helps to create a supportive and cooperative classroom.

Five Key AFL Principles

- Clarifying and sharing learning intentions and success criteria.
- Using classroom discussions, questions and tasks to gather evidence of learning.
- Encouraging pupils to support each other's learning.
- Empowering pupils to take ownership of their learning.
- Providing feedback that promotes progress.

Summative Assessment

At key points in the term at the end of units, teachers make judgements against assessment criteria about whether pupils are working at an expected level, at a basic level or if pupils have demonstrated deep learning. These judgements are based on a range of evidence: pupils work, discussions, debates, performances, practical tasks and project outcomes. Judgements are recorded on our assessment record forms for each unit taught in all foundation subjects.

Monitoring and Evaluation

In autumn and summer term subject leaders conduct a range of monitoring activities, including lesson observations, learning walks, discussions with pupils and teachers, book looks and planning reviews to form judgements in evaluating whether targets from action plans have been met, which are then recorded on a monitoring analysis record for foundation subjects and termly for core subjects. Strengths and areas for development are then shared with staff. Class teachers are responsible for ongoing evaluation of teaching methods and pupils' progress. Termly data analysis of assessment record forms is conducted by subject leaders and shared with staff and the curriculum lead at curriculum meetings. Members of SLT conduct termly learning walks, lesson observations and book looks to evaluate the impact of our curriculum design.

Roles and Responsibilities

The Head Teacher has overall responsibility for the curriculum and delegates responsibilities to staff members. Mrs Lee is responsible for curriculum development and monitoring, alongside leading significant changes throughout school. The role of the Governing Body is to monitor the quality and effectiveness of the school's curriculum and how it is implemented. We have named governors for the core curricular areas that monitor these subjects through liaising with subject leaders and carrying out monitoring visits.

The Role of the Curriculum Leader

- Provide a strategic lead and direction for all subjects across the curriculum.
- Be a champion for the curriculum.
- Provide support and advice to colleagues on issues relating to the subject.
- Monitor and evaluate standards and identify priorities.
- Lead staff INSET on identified priorities for the subject.
- Contribute to the School Development Plan.
- Monitor the coverage and progression of key skills and key concepts.
- Effective monitoring and management of resources.
- Keep up to date with developments at both national and local level.
- Attend appropriate training.
- Lead working parties with representatives from each phase of school.
- Review and update curriculum policies.

Inclusion

Our curriculum is designed to be inclusive, ambitious and accessible to all pupils. We are committed to ensuring every learner, regardless of their starting point, background, identity or need has the opportunity to access and achieve success in a rich, broad and balanced curriculum. Throughout the school, there is a well-established system of support for all children with special educational needs and disabilities (SEND) which is in accordance with the SEND code of practice. Outcomes from formative and summative assessment enable teachers to set individual targets, which reflect the next steps in children's learning. A planned programme of intervention ensures that gaps in learning are identified, and children are supported in making rapid progress to close gaps in learning. When required, we call upon specialist advice and services.

Bankfields Primary School recognises that Gifted and Talented pupils are those who demonstrate outstanding ability or potential in one or more area of the curriculum. Provision for these pupils ensures that all children are set tasks that offer sufficient challenge and enable these children to progress. Children are involved in setting targets for their learning and all staff endeavour to create a positive, industrious classroom environment, where children are encouraged, challenged and supported in achieving success. Careful planning for these children along with the effective use of resources and staff enhances and extends their abilities, enabling them to fulfil their potential. In addition, a range of enrichment and extra-curricular opportunities are available both within school and the wider community which further develops their skills and allows pupils from different contexts to work alongside each other on exciting projects.

Sex and Relationships Education (SRE)

SRE is taught as part of our school's policy for Personal, Social, Health, Economic and Citizenship Education. It is a sensitive but important part of a child's development. It focuses on age-appropriate learning around relationships, health, safety, respect and bodies with the aim of preparing children for life in modern society, including puberty and emotional development. Relationships education includes age-appropriate teaching on families and people who care, looking at different types of family, love, care and security; caring friendships, respectful relationships, online relationships; and being safe, involving personal boundaries, privacy and how to get help.

Religious Education

Religious Education is designed to help our children to explore religion, belief and moral values in a respectful and reflective way. It supports pupils' spiritual, moral, social and cultural development, contributing to their understanding of British values such as tolerance and respect for others. Our RE curriculum is based on the Middlesbrough syllabus. It teaches about religions from religious and non-religious worldviews without promoting one religion over another through encouraging respect of all. It builds understanding, empathy and respect for diverse beliefs, encouraging the children to explore their own values and identity in a safe and inclusive environment. Our children also take part in a daily act of worship, which can be at a class, phase, key stage or whole school level.

Extra-curricular Opportunities

Extra-curricular events and clubs are an important part of Bankfields' curriculum as they enrich the learning opportunities for children and help to develop their confidence and self-esteem. They also provide valuable opportunities to develop and strengthen relationships between pupils and their peers and with staff. We offer a number of after school clubs, which run throughout the year and are led by members of teaching and support staff as well as external providers. A list of upcoming clubs is sent out to parents on a termly basis to inform them and enable children and parents to identify activities of interest. Extra-curricular activities are planned in accordance with the 8 Enrichment Benchmarks:

1. A strategically aligned enrichment offer

- Enrichment supports wider school priorities such as attainment, attendance, behaviour, wellbeing, careers and personal development.

2. A broad and well-rounded enrichment offer

- Pupils should have access to activities across five areas:
- Civic engagement

- Arts and culture
- Nature, outdoors and adventure
- Sport and physical activity
- Wider life skills

3. A well-communicated enrichment offer

- Opportunities are clearly promoted to pupils, students and families, and participation is celebrated.

4. An enrichment offer shaped by the school or college community

- Young people, families, staff and partners help influence and develop the programme.

5. An accessible and engaging enrichment offer

- Activities are inclusive and designed to remove barriers to participation.

6. An enrichment offer that works in partnership

- Collaborates with community organisations, employers, charities and other providers.

7. An outcomes-focused enrichment offer

- Considers the impact of enrichment on pupils' development, skills and opportunities.

8. A continually improving enrichment offer

- Provision is regularly reviewed and improved through evaluation and feedback.

Educational Visits and Visitors

Educational visits and visitors are planned with a clear purpose and are a vital component of a broad and balanced curriculum. They are an opportunity to extend the learning of all pupils and enrich their understanding of themselves, others and the wider world. Learning experiences outside the classroom are often the most memorable, helping young people to make sense of the world around them and integrate new experiences and understandings into all aspects of their learning. At Bankfields, we plan a range of educational visits to support and extend learning in the classroom. We also plan a range of opportunities for visitors to come into school to deliver lessons such as musicians, poets, historical story tellers and theatre groups which bring the topics to life.

Mental and Physical Health and Well-being

At Bankfields, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We recognise that mental health and emotional wellbeing is just as important to our lives as physical health. At Bankfields, we endeavour to ensure that children can manage times of change and stress. We aim to ensure that they are supported to reach their full potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health and where they can go if they need help and support. Our active school approach is at the heart of our curriculum as we endeavour to find different ways to promote physical activity, movement and healthy lifestyles throughout the school day. We foster a culture where movement is embedded into lessons, routine and play.

Health and Safety

Children work in a safe environment both in and out of the classroom. When conducting fieldwork or on trips, children are supervised and are made aware of any potential danger such as busy roads or water hazards. Risk assessments are carried out if children engage in learning off the school site.

Parental and Community Involvement

As with all areas of children's learning, we encourage the support of parents to help us to enhance learning. This could include help with research, homework, artefacts and invitations to come in and talk about their past or by engaging in family learning afternoons.

Revised September 2026

Mrs K. Lee

Curriculum Lead

