Trumps Green Infant School

Curriculum Intent Policy

Trumps Green Infant School is committed to safeguarding, child protection and promoting the welfare of children and young people. We expect all members of the school community including staff, parents, carers, volunteers and governors to demonstrably share this commitment.

Curriculum aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Ensure adaptations and reasonable adjustments are used to enable pupils to access ambitious curriculum content and will not unnecessarily limit the breadth, depth or ambition of the curriculum available to them.
- 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
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for KS1

These curriculum aims are underpinned by our values:

- Our school values effective teamwork, so our curriculum provides plenty of opportunities for collaborative working
- Our school values the importance of diversity and respect, so our curriculum promotes cooperation and represents diverse voices

Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

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 Handbook.

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.

Roles and responsibilities

The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher

The Headteacher 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 reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Organisation and planning

Our Curriculum is designed to promote:

- our children being successful learners, who enjoy learning, make progress and achieve.
- our children being confident individuals who are able to live safe, healthy and fulfilling lives.
- our children to be responsible citizens who make a positive contribution to society.

Curriculum Leaders work together to ensure cohesive sequenced learning with ambitious skills progression and coverage.
In planning our curriculum, we ensure we immerse our children in purposeful, active and engaging learning within a broad, balanced, creative and enriched curriculum where all children flourish, shine and achieve success.
When designing and planning our topic-based curriculum we are mindful of our community of children and families and their diverse academic, physical, emotional, social, moral, spiritual experience and needs.

Uppermost in our minds is also the mental health and self-esteem of our children and the importance of nurture. We promote a set of values that will lead and support our children throughout their lives.

We plan for the development of lively, curious and enquiring minds and equip children with the knowledge and practical skills to promote life-long learning.

Reading and oracy is the gateway to all, so that all learners develop confidence and feel empowered, as such Reading is at the forefront of all planning across all subject areas.

We plan for challenge fostering a "can do" attitude, with problem solving, deep thinking and questioning woven into all learning opportunities.

We plan for children to learn together, having opportunities to collaborate and develop communication skills learning how to build and maintain positive relationships with their peers and all staff.

See our EYFS policy for information on how our early years curriculum is delivered.

Inclusion, access and high expectations

Teachers set high expectations for all pupils and use appropriate assessment to set ambitious targets and plan challenging learning. This includes:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils known or previously known to Social Services
- Pupils with English as an additional language (EAL)

The school is committed to ensuring that all pupils, including pupils with SEND, disadvantaged pupils, pupils with EAL and pupils with other additional needs, can access an ambitious, broad and balanced curriculum.

Teachers will identify and reduce barriers to learning through appropriate adaptations, scaffolding, reasonable adjustments, accessible resources, assistive technology and teaching approaches informed by pupils' individual needs. Where appropriate, teachers will work with the SENCO, support staff, external professionals, pupils and families to identify and review effective approaches.

Teachers will plan and adapt learning to meet the needs of pupils with SEND, in accordance with the SEND Code of Practice, pupils' individual needs and, where applicable, their Education, Health and Care Plans (EHCPs). Pupils with SEND will be enabled to study every National Curriculum subject wherever

possible, with adaptations and reasonable adjustments used to remove or reduce barriers to participation and achievement.

The school will identify and address barriers to learning experienced by disadvantaged pupils. Curriculum planning will take account of factors such as prior attainment, vocabulary and language development, attendance, access to resources and enrichment, and other individual circumstances that may affect participation and achievement. Disadvantage will not be treated as an indicator of lower ability or lower curriculum ambition.

Teachers will avoid assumptions about what pupils can achieve based on SEND, disadvantage, prior attainment, EAL or other characteristics. Adaptation will enable pupils to access ambitious curriculum content and will not unnecessarily reduce the breadth, depth or challenge of learning.

The school recognises that pupils may experience multiple and overlapping barriers to learning, including SEND, disadvantage, EAL and other individual circumstances. Provision will therefore be responsive to the individual pupil rather than based solely on membership of a particular group.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will provide opportunities for pupils to develop their English and to participate fully across the curriculum.

We ensure accessibility through appropriate attention to:

- accessible texts and resources
- physical accessibility
- sensory needs
- communication needs
- assistive technology
- alternative ways of recording and demonstrating learning
- visual supports
- pre-teaching, retrieval and scaffolding where appropriate

Leaders will monitor whether pupils from different groups are accessing, participating in and benefiting from the curriculum. Monitoring will consider curriculum access, participation, progress, attainment, attendance and engagement, recognising that individual pupils may require different forms of support. Where barriers or differences in experience or outcomes are identified, leaders will work with staff, pupils and families to identify appropriate actions and review their impact.

Monitoring arrangements

Leaders will monitor the implementation and impact of the curriculum for pupils with SEND, disadvantaged pupils and other identified groups. Monitoring will consider curriculum access, participation, progress, attainment, attendance and engagement, while recognising that individual pupils may require different forms of support. Where barriers or gaps are identified, leaders will work with staff, pupils and families to identify appropriate actions and review their impact.

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through school visits, meetings with Curriculum leaders, Governors Awareness mornings and trough Headteacher Reports to Governor.

Curriculum leaders monitor the way their subject is taught throughout the school through planning scrutinies, learning walks, book scrutinies, etc.

Curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- All curriculum policies
- Assessment policy
- SEND policy and information report
- Equality information and objectives

Monitoring, Evaluation and Review

Curriculum Intent is monitored in line with the Strategic School Development Plan policy monitoring cycle. The Governing Body monitors the curriculum within the school to evaluate its implementation and effectiveness. This policy will be reviewed by the Governing Body every year, or earlier if the need arises. This policy will be promoted and implemented throughout the school.

Equality Statement

In accordance with our Equality Policy we will promote equality across the full range of protected characteristics and ensure that all pupils have equal access to all opportunities offered by the school.

Policy Status	
Agreed by Governors	January 2026
Next Review Date	January 2027