

Curriculum Policy

Yew Tree Primary School



Date of Policy:	April 2026
Responsibility:	Lucy Parker and Sally McKnight – Curriculum Leaders
Review Date:	April 2029
Consultation:	This policy has been developed in consultation with staff and governors and following all current DfE curriculum requirements at the time of publishing.

“The touchstone of an excellent curriculum is that it instils in children a love of learning for its own sake”

Independent Review of the Primary Curriculum, Sir Jim Rose (2009)

ETHOS STATEMENT

It is the aim of the Governing Body of Yew Tree Primary School to support the implementation of policies and procedures that develop the skills our children need to achieve our vision of:

“Learning Without Limits”

The purpose of writing and implementing this guidance is to raise and maintain educational standards within school. This guidance outlines the purpose, nature and management of the curriculum taught at Yew Tree Primary School. This guidance reflects the consensus of all the teaching staff and they are responsible for its implementation.

CURRICULUM INTENT

Curriculum Aims

“To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses ‘Learning Without Limits’ so that children are empowered and able to achieve their full potential.”

- Our Curriculum is **broad**: so that it provides a wide range of knowledge, skills and experiences.
- Our Curriculum is **balanced**: so that each element is given sufficient time to contribute effectively to learning.
- Our Curriculum is **inclusive**: so that it provides opportunities for all pupils regardless of any differences, which might exist.

Furthermore, in order to meet the aim outlined:

- Our Curriculum is **relevant**: so that it is directly related to the learner’s experience.
- Our Curriculum is **coherent**: so that each element is linked where possible to make the learning experience more meaningful.
- Our Curriculum is **progressive**: so that teaching builds upon what has gone before, to develop skills, knowledge and concepts in a systematic way.
- Our Curriculum is **differentiated**: so that that learning is scaffolded to meet a wide range of needs presented by learners.

Curriculum Objectives

All children have a right to a broad, balanced and relevant education that provides continuity and progression and considers individual differences. The curriculum at Yew Tree Primary School is based upon three core objectives:

- To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world.
- To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn.
- To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.

This policy should be considered in line with our Equality Duty (published separately) and we will ensure that, within our curriculum, we will promote equal opportunities, avoiding discrimination against anyone with regard to the protected characteristics of the Equality Act 2010. Appropriate action will be taken in cases of harassment and discrimination.

Core Skills

In partnership with parents and carers, and in a rapidly changing world, Yew Tree Primary School aims to ensure that the following core skills are developed through all aspects of the curriculum (including RHE):

- Speaking & Listening
- Developing a sense of self-worth & understanding of self and others
- Thinking skills
- Learning with others
- Improving own learning and performance
- Developing independence and responsibility

Yew Tree Primary Curriculum

To achieve these aims & objectives, as well as develop the core learning skills outlined, we will deliver an exciting and varied curriculum across the school. We adopt a curriculum model, which covers all aspects of the Early Years Foundation Stage Curriculum and the National Curriculum. Whilst this is cross-curricular, it is broadly delivered across the following key areas of learning:

Language & Literacy	Numeracy & Mathematics	Science	Art & Design	Computing	Physical Education
History	Geography	Design & Technology	Languages	Religious Education	Music

Our curriculum is enriched through:

PSHE & Citizenship	Collective Worship	Outdoor Learning / Visit and Visitors
Local Learning	Global Dimensions	Family Engagement

In addition to this, we make provision for focus weeks and focus days to enrich our curriculum.

CURRICULUM IMPLEMENTATION

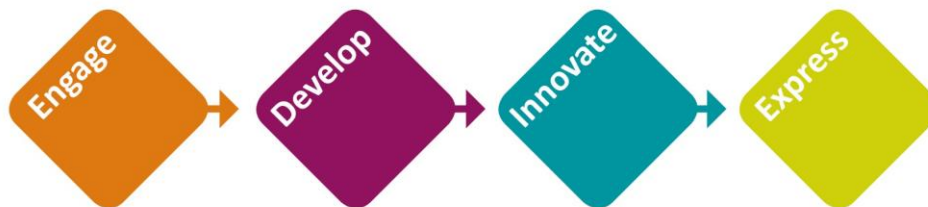
Our Curriculum Model

Yew Tree Primary School has adopted the Cornerstones curriculum model, which is used throughout the entire school. Cornerstones is a creative, enquiry led curriculum. The curriculum itself is a cross-curricular model. This means each year group works through chosen topics, which ensure comprehensive coverage of the necessary knowledge and skills to meet Early Years Foundation Stage or National Curriculum expectations. Our curriculum will be delivered through a selection of Imaginative Learning Projects (ILP's) and Knowledge Rich Projects (KRP's)

The four Cornerstones guide children through each topic:

Pedagogy

The Four Cornerstones



Supporting children to be...

◆ Adventurous	◆ Industrious	◆ Imaginative	◆ Confident
◆ Curious	◆ Purposeful	◆ Inventive	◆ Articulate
◆ Excited	◆ Resilient	◆ Resourceful	◆ Reflective

Cornerstones is a flexible and creative curriculum with a 'backbone'. This means that it ensures coverage and progression within and across year groups. It provides a 'detailed coverage checker' to ensure that all objectives within the curriculum are covered. Cornerstones also allows practitioners to include discrete elements of teaching. In particular, at Yew Tree, our curriculum makes use of the following discrete elements:

- Plan Bee Science
- Sandwell Locally Agreed Syllabus for RE
- Jigsaw PSHE
- PE Hub
- Charanga Primary Music Curriculum
- Entrust J2E Computing
- Modern Foreign Languages (Spanish in KS2)

Skills and knowledge will be taught through these discrete sessions. The children will have the opportunity to apply their skills and knowledge to Cornerstones units where possible and applicable.

We make use of Curriculum Maestro from Cornerstones to support planning and ensure coverage and progression.

Information about all aspects of our curriculum are available on our website:

www.yewtreeprimary.co.uk/curriculum-assessment-information

PSHE, SMSC & Behaviour

The school curriculum supports the development of the following **CORE VALUES**, which underpin our Positive Behaviour Policy across the school:

Responsibility	Respect	Courage	Ambition	Pride
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These values are woven into all we do and are strongly supported by our PSHE & RHE curriculum, SMSC development (including Collective Worship) and our Positive Behaviour Policy.

Further details of these aspects of the curriculum are outlined on our website:

www.yewtreeprimary.co.uk/behaviour-information

www.yewtreeprimary.co.uk/our-wider-curriculum

CURRICULUM IMPACT

Assessment

The school assessment systems are closely aligned with our curriculum to ensure that it is purposeful, meaningful and helps us identify children's progress towards nationally agreed Age Related Expectations (ARE) at the end of each key stage.

To ensure that assessment for learning is embedded into our curriculum, staff should consider the following aspects when planning a lesson or sequence of lessons:

Pupil Led Learning	Knowledge Driven	Retrieval Skills
Target Setting	Creative Learning	Feedback, gaps & DIRT
Peer & Self-Assessment	Celebrating Success	Learning Evaluation

We assess children's work, across the curriculum, by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary in line with the marking policy. We use this information as a basis for assessing the progress of the child and we use this to inform future planning. We pass this information on to the next teacher at the end of the year and as guidance when writing the annual report. We RAG rate our curriculum overview booklet based on an approximate number of children showing strong understanding.

Our staff make use of curriculum exemplification materials to support them in making judgements about age-related expectations (ARE) across all subject areas.

Enjoyment & Engagement

We want our children to enjoy and be engaged by the curriculum we offer. We know that this will help 'hook them on learning' and foster the qualities required for them to be a life-long learner. To support this, we try to ensure that learning experiences are:

- Investigative
- Cross curricular
- Relevant & enjoyable
- Media rich
- Integrated
- Active & hands on
- Based on choice (developing application of learning)
- Challenging and engaging
- Developed in a supportive environment
- Culturally diverse
- Positive reinforcements of learning
- Personalised to support all learning styles
- Rooted in enquiry-based learning (making the child ask questions as well as answer them)
- Reflective
- Knowledge rich

Monitoring, Evaluation & Review (MER)

It is important to us that the impact of the curriculum matches the intent. In addition to the assessment and tracking of pupils' knowledge in the core areas of learning, the quality of their learning in other subjects is monitored in a range of ways including book trawls, pupil conversations and lesson observations. These activities are designed to check children's skill and knowledge progression across all aspects of the curriculum

The quality of curriculum provision is monitored and evaluated in a range of activities across the year. These activities are mapped out and published in our MER schedule each year.



Yew Tree Primary School Curriculum Vision

"Learning Without Limits"

CURRICULUM AIM	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.					
OBJECTIVES	To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world.		To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn.		To develop the child as a life-long learner who has a range of skills which ensure a high level of achievement.	
PEDAGOGICAL APPROACH	ENGAGE Using interests and experiences to provoke thought, interest & curiosity		DEVELOP Teaching knowledge & skills required to progress in a number of areas		INNOVATE Applying learning & developing enterprise, independent thinking & creativity	
KEY AREAS OF LEARNING	LANGUAGE & LITERACY	NUMERACY & MATHEMATICS	SCIENCE		ART & DESIGN	COMPUTING
	HISTORY	GEOGRAPHY	DESIGN & TECHNOLOGY		LANGUAGES	PHYSICAL EDUCATION
CURRICULUM ENRICHMENT	PSHE & CITIZENSHIP LOCAL LEARNING		COLLECTIVE WORSHIP GLOBAL DIMENSIONS		OUTDOOR LEARNING/VISITS FAMILY ENGAGEMENT	
ASSESSMENT FOR LEARNING	PUPIL LED LEARNING	KNOWLEDGE DRIVEN	RETRIEVAL SKILLS	TARGET SETTING	CREATIVE LEARNING	FEEDBACK & GAPS
LEARNING EXPERIENCES	INVESTIGATION CHALLENGING & ENGAGING		CROSS-CURRICULAR SUPPORTIVE ENVIRONMENT		RELEVANT & ENJOYABLE CULTURALLY DIVERSE	
	MEDIA RICH POSITIVE REINFORCEMENT		INTEGRATED SKILLS LEARNING STYLES		ACTIVE & HANDS ON ENQUIRY BASED LEARNING	
CORE VALUES	RESPONSIBILITY		RESPECT		COURAGE	
	AMBITION		PRIDE			