

Finding the best in everyone



Curriculum Policy

Felbridge Primary School values every pupil as an individual. Where required, we will make reasonable adjustments to this policy and follow statutory SEND and equality guidance to secure positive outcomes.

At Felbridge we provide a broad, ambitious and coherently sequenced curriculum that secures fluent reading, confident spoken language and strong transcription so every pupil — especially disadvantaged pupils and those with SEND or EAL — builds the knowledge and vocabulary needed to succeed at the next stage of learning.

Our curriculum is:

inclusive

creative

immersive

relevant

meaningful

progressive

and aligns with our school vision of
'Finding the best in everyone', with the children at the heart of all decisions.

Key elements of our curriculum

1. **Foundations first:** reading, spoken language, phonics, handwriting and number facts are non-negotiable.

- Why: foundational skills pupils cannot access the wider curriculum.
- *What this looks like: daily phonics or fluency practice; planned handwriting & transcription time; daily maths fluency starters.*

2. **Knowledge-rich and deliberately sequenced curriculum**

- Why: sequencing creates readiness for future learning rather than ad hoc coverage.
- *What this looks like: progression documents that state prerequisite knowledge and lesson sequences that build cumulatively.*

3. **Vocabulary and spoken language at the heart**

- Why: vocabulary breadth drives comprehension, writing and access to curriculum content.
- *What this looks like: age/stage-appropriate vocabulary lists per unit, planned talk opportunities, modelled language and explicit oracy outcomes.*

4. **High expectations for all with tailored access**

- Why: preserving end-points avoids lowering standards for SEND, EAL or disadvantaged pupils.
- *What this looks like: adaptations that keep the same outcomes - pre-teach vocabulary, scaffolded recording, "keep up" sessions.*

5. **Reading as the engine of the curriculum**

- Why: reading secures subject knowledge, cultural capital and widening vocabulary.
- *What this looks like: systematic synthetic phonics in early years/KS1, fluency practice, text choices that widen pupils' knowledge of world.*

6. Curriculum that builds knowledge and transferable skills

- Why: pupils need subject specific methods (e.g. history knowledge, scientific enquiry) as well as general skills.
- *What this looks like: explicit teaching of subject-specific knowledge and skills within subjects and opportunities to practise these.*

7. Assessment for learning that quickly identifies gaps and triggers “keeping up”

- Why: keep-up is faster and fairer than catch-up.
- *What this looks like: short, regular checks (fluency, retrieval quizzes, cold writes), marking and review policy followed and Assessment for learning procedures followed.*

8. A living curriculum with staff ownership and evidence-informed review

- Why: sustainable improvement needs staff expertise and regular review and refinement.
- *What this looks like: ongoing updates and regular review, CPD time for pedagogical development and training, subject leader monitoring*

9. Wider development and cultural capital woven into subject knowledge

- Why: personal development and readiness for life matter as much as content.
- *What this looks like: planned opportunities for purposeful trips, high-quality visitors, explicit SMSC links and wider curriculum opportunities*

This policy links closely to our Teaching and Learning policy,
within which Rosenshine's principles are applied.



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