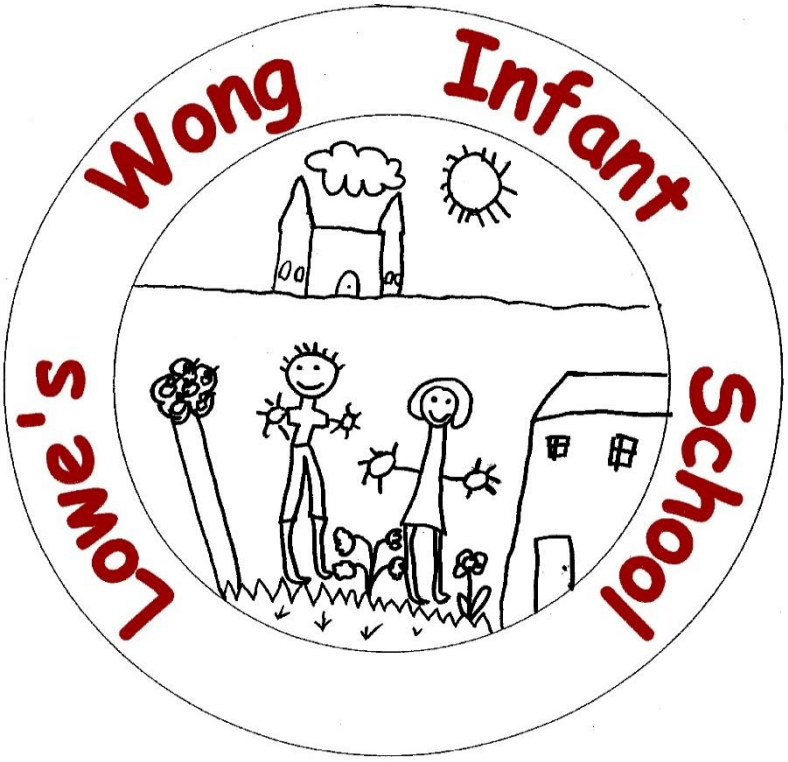
Lowe's Wong Infant School



Curriculum Policy

Autumn 2026

Review: Autumn 2027

Introduction

Lowe's Wong Infant School is at the heart of the community. We are a happy and friendly school, who pride ourselves on the opportunities we provide for all the children in our school.

We offer a high quality, aspirational curriculum, which is broad and balanced. We have high expectations of behaviour and engagement, and foster positive learning attitudes.

Vision

The curriculum at Lowe's Wong Infant School is centred around the school's motto of "Learning Happily Together." This motto shapes our school's approach to everything we do, and is encapsulated in both the content of the curriculum and in the school environment. The emphasis in our curriculum is cultivating engaged and inquisitive young minds. Enquiry Themes are carefully structured around enquiry-based questions that stimulate all children's curiosity. At Lowe's Wong Infant School, we

strive to nurture every child's self-confidence and resilience by emphasising strong, caring relationships between staff and students. Collective experiences are woven into the fabric of our curriculum, enabling collaborative learning, and creating shared memories that form an integral part of our school identity.

Curriculum Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils.
- Provide a high quality progression of learning, skills, and knowledge.
- Enable pupils to develop knowledge, understand concepts, and acquire skills, and be able to apply these.
- Support pupils' spiritual, moral, social, and cultural development.
- Support pupils to develop confidence, self-esteem, and positive relationships so that they become active and responsible citizens.
- Support pupils' physical and mental development, develop responsibility for their own health and wellbeing, and enable them to be active.
- Support creativity and innovative thinking.
- Promote a positive attitude towards learning, develop learning behaviours and encourage positive learning attitudes in all pupils.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.

Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

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.

This policy complies with our funding agreement and articles of association.

Roles and responsibilities

The Local Governing Body

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

The Local Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, Science and (subject to providing the right to withdraw) Religious Education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.

- 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.

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 Governors.
- 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 Local Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Local 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. Some teachers have subject leader roles for several subjects:

- Mrs Cunningham is leader of English, Phonics and RE.
- Miss Limer is leader of History.
- Mrs Marshall is the leader of Geography.
- Mrs Roche is leader of Music.
- Mrs Segasby is SENDCo and leader of Maths and Science.
- Mrs Macintyre is leader of EYFS, PSHE, RSE and Computing.
- Mr Hudson-Jones is leader of PE.
- Mrs McCann is leader of Art and Design and Design Technology.

Organisation and Planning

A shared responsibility and monitoring timetable ensures that all subjects are regularly reviewed, revised and adapted. This is supported by subject specific appraisal and SIP targets.

- The EYFS follow the 'Development Matters' document alongside additional texts and Enquiry Themes. We use continuous provision and learning through play to develop EY pupils' knowledge, enhance their experiences, and allow children to develop strong characteristics of effective learning.
- KS1 follow the 'National Curriculum'.

Each subject area within the curriculum has:

- A long term plan set over a two year cycle

- Intent and Implementation statements
- Progression maps through from Early Years to Key Stage 1
- Half termly overviews for each Enquiry Theme

Inclusion

Teachers set high expectations for all pupils. They use appropriate assessment and feedback to set ambitious targets, next steps, and plan challenging work for all pupils. Teachers take into account the needs of all pupils, including, but not excluding, other pupils with specific needs: more able pupils, pupils with low prior attainment, pupils from disadvantaged backgrounds, pupils with SEND, pupils who are LAC, pupils with English as an additional language (EAL).

Teachers plan lessons so that pupils with SEND can study each National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. We work closely with parents and carers and outside professionals to meet the needs of all pupils.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

Monitoring

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Link Governor visits.
- Learning walks with Subject Leaders or Senior Leaders.
- Discussions with teachers/Headteacher.
- Planning and book scrutiny alongside subject leaders.
- Meetings with the School Council other pupil representatives.

Subject Leaders monitor the way their subject is taught throughout the school by:

- Learning Walks.
- Book/work scrutiny.
- Planning scrutiny.
- Moderation activities.
- Discussions with teachers about planning, progression, and delivery of lessons.
- Analysis of data and tracking information.
- Having responsibility for monitoring the way in which resources are stored and managed.
- Pupil Voice.

The Headteacher monitors the way the curriculum is taught in school through:

- Classroom observations.
- Learning walks.
- Book/work scrutiny.
- Moderation activities.
- Data analysis.
- Setting the SIP and SEF priorities and reviewing them.
- Setting and reviewing teacher appraisal objectives relating to curriculum and outcomes.
- Approving subject budget allowances for resources as required.

- Ensuring that professional learning is reflective of requirements and up to date with current best practice.

Links with other policies

This policy links to the following policies and procedures:

- EYFS Policy.
- Assessment Policy.
- SEND Policy and Information Report.
- Equality Policy.
- Sex and Relationships Policy.

This policy will be reviewed annually by the Headteacher and teaching staff together. At every review, the policy will be shared with the Local Governing Body for approval.

Reviewed: November 2026

Next review: November 2027