Curriculum Policy

Updated: September 2026

Next review: September 2027 (or sooner if curriculum arrangements change)

1. Curriculum intent and aims

At Bewdley Primary School, our curriculum aims to help everyone achieve their best. We provide an ambitious, broad and balanced education from Nursery to Year 6, rooted in high expectations, inclusion and the belief that every child can succeed. Our curriculum develops knowledge, skills, vocabulary, character and a love of learning, preparing pupils for the next stage of education and life beyond school.

We teach the statutory Early Years Foundation Stage framework and National Curriculum, together with a rich range of experiences shaped by our school community. We want pupils to be curious, creative, thoughtful, resilient and able to contribute positively to society.

2. Curriculum design, drivers and progression

Curriculum drivers and cultural capital

Our curriculum drivers are informed by the backgrounds, experiences and needs of our pupils, our school values and our ambitions for their future. They help us select meaningful knowledge and experiences, extend pupils' horizons and develop cultural capital. We seek a wide breadth of study, including significant ideas, texts, people, places and achievements, while ensuring children encounter diverse perspectives and experiences.

Topics, threshold concepts and milestones

Subject topics provide the contexts through which pupils study particular content. Threshold concepts are the important subject ideas that connect topics and are revisited so that understanding develops over time. Milestones set out progression in the knowledge and skills pupils need to develop across phases of learning.

Subject leaders use these to plan coherent sequences, revisit prior learning and help children make meaningful connections.

Basic, advancing and deep

Where appropriate, subjects use the terms basic, advancing and deep to describe developing understanding, fluency and the ability to apply knowledge in increasingly complex contexts. These stages support curriculum progression but are not used as universal assessment labels or applied identically across every subject. The emphasis remains on secure knowledge, meaningful application and depth of understanding.

Knowledge and skills

We value both knowledge of facts, ideas and concepts (semantic knowledge) and knowledge of how to carry out processes and apply skills (procedural knowledge). These develop together through carefully sequenced teaching, practice, discussion and opportunities to apply learning independently.

3. How learning becomes secure

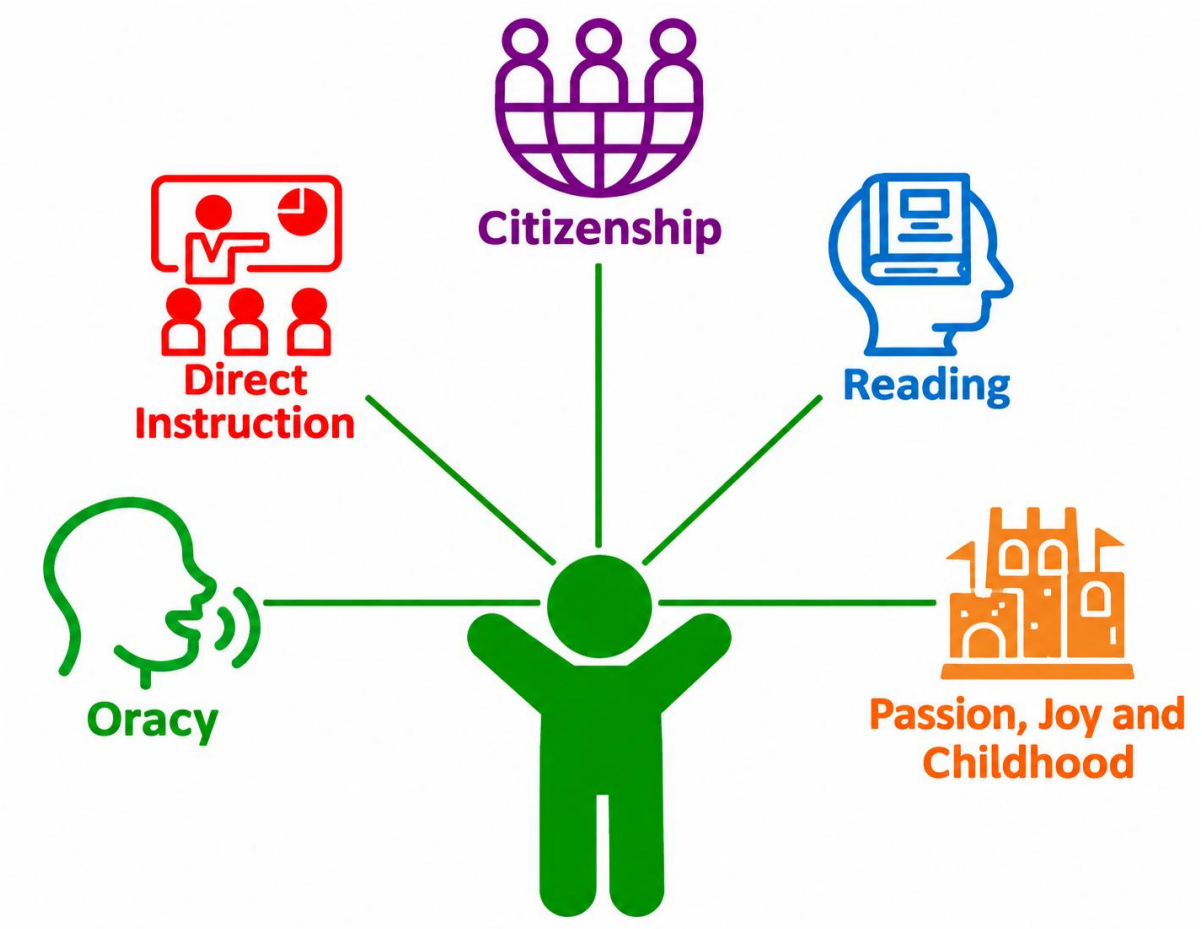
Learning involves building and retaining knowledge in long-term memory. Teachers plan for children to revisit important content and connect new ideas to what they already know. We draw on evidence about learning, including:

- Retrieval practice — recalling and using previously taught knowledge to strengthen memory and identify gaps.
- Spaced repetition — revisiting important knowledge over time rather than relying on a single encounter.
- Interleaving — providing opportunities to practise and distinguish between related concepts, knowledge or skills in a varied sequence, where this supports understanding and retention.

Teachers balance clear explanation and modelling with practice, discussion, exploration and increasingly independent application. They take account of pupils' starting points and the demands of each subject, avoiding unnecessary cognitive overload while maintaining ambition. These approaches are selected and adapted according to the subject, the knowledge being taught and pupils' needs, rather than applied as a fixed formula.

4. The five principles of the Bewdley curriculum

These five principles underpin our approach across the school. The wording below is also used on our Curriculum webpage.



1. Direct Instruction

We believe that clear, purposeful teaching provides children with the knowledge and skills they need to succeed. Through explanations, teacher modelling, questioning and guided practice, teachers check understanding, revisit learning and provide appropriate support, helping children develop confidence and become increasingly independent learners.

2. Oracy

Talking, listening and communicating are essential to learning. Through explicit vocabulary teaching, oral rehearsal, purposeful discussion and opportunities to present ideas, children learn to articulate their thinking, ask questions, listen to others and express themselves with increasing confidence.

3. Reading

Reading is at the heart of our curriculum. We prioritise early reading through Little Wandle Letters and Sounds Revised, alongside the development of fluency, comprehension and a love of books. High-quality texts enrich learning across subjects, broaden children's experiences and open doors to new knowledge and understanding.

4. Passion, Joy and Childhood

We believe that childhood should be filled with curiosity, discovery and memorable experiences. Through play, creativity, outdoor learning, the arts, physical activity, visits and enrichment opportunities, we nurture children's interests, celebrate their achievements and encourage a lifelong enthusiasm for learning.

5. Citizenship

We want our children to become thoughtful, respectful and responsible members of their communities. Through our ASPIRE values, school expectations — Ready, Respectful, Safe — personal development opportunities and wider curriculum, we encourage kindness, inclusion, an appreciation of diversity and an understanding of how everyone can make a positive contribution.

5. Curriculum organisation and implementation

Curriculum content is planned through subject-specific programmes of study and, where appropriate, cross-curricular topics. Teachers make purposeful connections without losing the distinct knowledge and skills of individual subjects. In the Early Years, planned teaching, routines and high-quality provision support children's development and prepare them for later learning.

Reading is prioritised throughout school. Little Wandle Letters and Sounds Revised is used for whole-class phonics teaching in Reception, Year 1 and Year 2. Targeted Little Wandle support is provided for pupils who need additional phonics teaching, including pupils in Key Stage 2. Reading fluency, comprehension, high-quality texts and reading for pleasure remain important across the curriculum.

Teachers use explanations, live modelling, questioning, guided and shared practice, feedback, retrieval and independent opportunities, adapting these approaches to the subject and pupils' needs. Oracy, vocabulary and reading support access to knowledge in every subject.

6. Inclusion and equal opportunity

Our curriculum is ambitious for all pupils, including those with SEND, disabilities and those who face other barriers to learning. Teachers identify starting points and adapt access through appropriate scaffolds, resources, teaching approaches and reasonable adjustments, while maintaining the intended learning. Additional support is planned where needed and reviewed for impact. Pupils should be able to participate meaningfully in the wider curriculum, including enrichment and educational visits.

7. Assessment, impact and improvement

We recognise that successful performance in a single lesson does not necessarily demonstrate secure learning. Teachers use ongoing assessment, questioning, discussion, pupils' work, retrieval and more formal assessments where appropriate to identify what children know, understand and can do, and to plan next steps. We consider how knowledge and skills are retained, connected and applied over time.

Curriculum monitoring includes lesson observations, reviews of pupils' work, pupil voice and subject leader monitoring. Leaders consider coverage, progression, quality of teaching, participation and outcomes, and use findings to support staff and refine the curriculum. Monitoring is proportionate and forms part of existing school improvement processes.

8. Roles, communication and review

Subject leaders oversee coverage, sequencing, progression, resources and development within their subjects, supported by senior leaders. Teachers implement and adapt the curriculum and use assessment to

respond to pupils' learning. The headteacher and governing body provide strategic oversight of curriculum quality and statutory responsibilities.

Curriculum information is published on the school website through the main Curriculum page and individual subject and year-group pages. Parents and carers can contact the school for further information about what their children learn.

This policy will be reviewed as the school continues to develop its subject curriculum information. It should be read alongside the relevant subject overviews, SEND and inclusion information, assessment arrangements and other applicable school policies.