

Pewithall Primary School
Curriculum Policy 2026–2028

1. Statement of intent

At Pewithall Primary School, we believe that the curriculum should be **ambitious, inclusive, coherent and memorable**. It should secure every child's entitlement to powerful knowledge, fluent basic skills, rich vocabulary, creative expression and meaningful personal development. It should also prepare pupils well for the next stage of education and for life in modern Britain. This policy sets out how our curriculum is designed, organised, taught, assessed, monitored and reviewed. It is written to align with the statutory framework for education in England, including the National Curriculum, EYFS, SEND duties, Relationships Education and Health Education, and the school's wider duties to promote pupils' spiritual, moral, social, cultural, mental and physical development.

2. Legal and statutory framework

This policy is informed by:

- the **National Curriculum in England**, including the primary programmes of study and attainment targets;
- the duty on schools to provide a **broad and balanced curriculum**;
- the **EYFS statutory framework** for school-based providers;
- statutory guidance for **Relationships Education, RSE and Health Education**, including the revised guidance coming into force from **1 September 2026**;
- the **SEND Code of Practice: 0 to 25 years**;
- guidance on promoting **fundamental British values** through SMSC;
- the current **Ofsted Education Inspection Framework** and associated inspection materials for schools.

3. Our curriculum strategic vision

Pewithall's curriculum builds on the distinctive vision already established in the school: learning should be relevant, purposeful, exciting and rooted in high



expectations. We want pupils to see themselves as capable learners, thoughtful citizens and creative contributors. We want them to take increasing responsibility for their learning and progress in partnership with staff and families. Our curriculum therefore combines clear subject entitlement with motivating contexts, high-quality teaching, and purposeful outcomes that matter to children.

We aim for pupils to:

1. **know more** by developing secure, connected knowledge across the curriculum;
2. **remember more** through careful sequencing, revisiting and intelligent practice;
3. **do more** by applying knowledge, communicating clearly, creating with confidence and solving problems independently;
4. grow as respectful, resilient and reflective individuals who are ready for life in modern Britain.

4. Curriculum principles

Our curriculum is built on the following principles:

4.1 Ambition for all

We are ambitious for every pupil, including disadvantaged pupils, pupils with SEND and those who need support to access learning. High expectations apply to all. Teaching is adapted so that pupils can access the same ambitious curriculum, while support, scaffolding and intervention are used intelligently to help pupils succeed.

4.2 Breadth and balance

Pupils are entitled to the full breadth of learning expected in primary education. English, mathematics and science are prioritised as core foundations, while the wider curriculum is protected because it develops knowledge, vocabulary, culture, creativity, physical development, citizenship and curiosity.



4.3 Coherence and sequence

Knowledge and skills are deliberately sequenced so that pupils build secure foundations and then deepen, connect and apply what they know. Leaders think carefully about what pupils should know first, what should follow, and how learning will be revisited and strengthened over time.

4.4 Relevance and purpose

The school's established approach to **learning projects** remains important. We want children to see the point of what they are learning. Authentic outcomes, rich texts, practical experiences, visits, visitors and meaningful audiences help pupils make strong connections across learning while still securing clear subject-specific outcomes.

4.5 Inclusion and belonging

The curriculum reflects and values the diversity of the school community and wider world. It promotes dignity, respect, equality and participation. It supports pupils' different starting points without narrowing their entitlement.

4.6 Personal development and safety

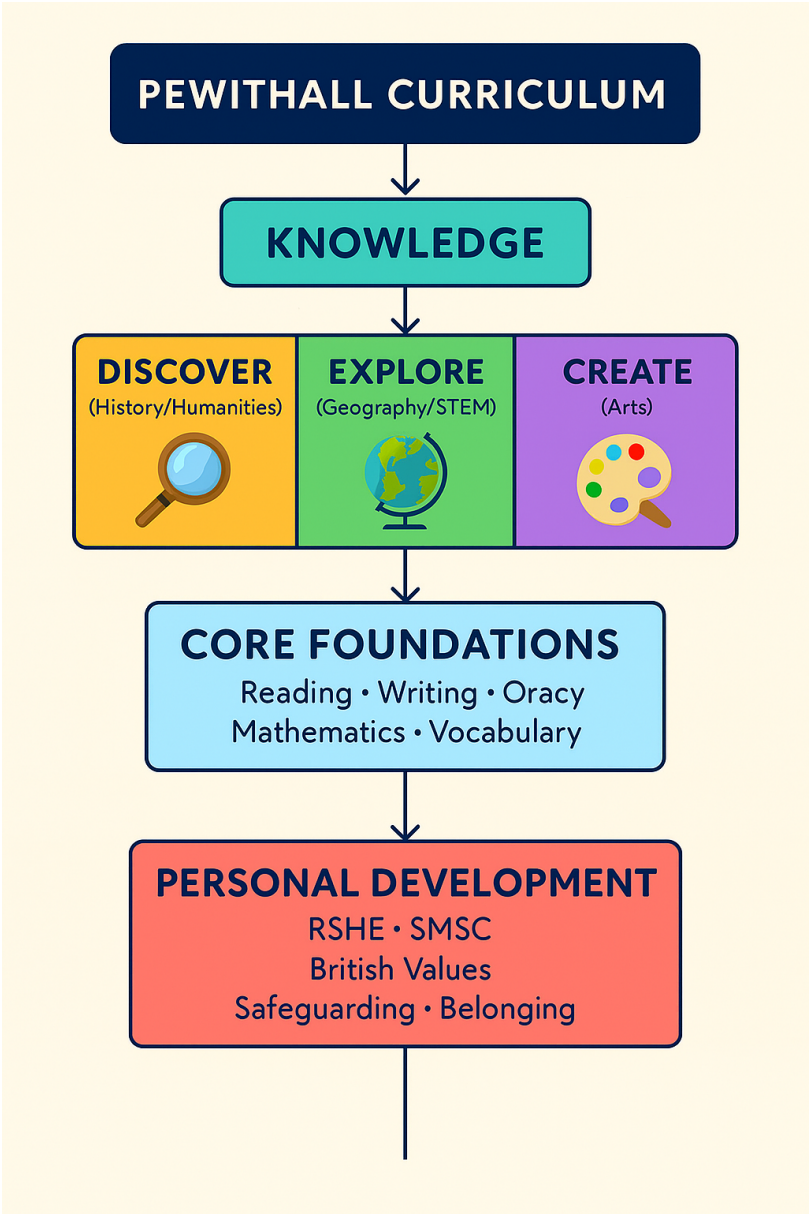
The curriculum contributes directly to pupils' wellbeing, character, relationships, safety, health and understanding of the world. This includes online safety, emotional wellbeing, respectful relationships and preparation for life in modern Britain.

5. The Pewithall curriculum architecture

Pewithall retains its distinctive organising drivers of Discover, Explore and Create. These do not replace subjects; rather, they provide a memorable framework through which subject knowledge, enquiry and application are connected. This preserves the school's established identity while strengthening clarity about subject entitlement and progression.



Diagram 1: Whole-school curriculum architecture



This model reflects the school's previous curriculum structure while making explicit that subject knowledge, core foundations and personal development are all essential parts of one coherent curriculum.



6. Curriculum intent in practice

6.1 Discover

Through **Discover**, pupils build historical understanding and broader humanities thinking. They learn to investigate the past and present, handle evidence, compare interpretations, ask worthwhile questions and understand how people, events and ideas shape the world. They are encouraged to show empathy, reason carefully and consider issues from different perspectives. This preserves the strongest features of the original policy while sharpening the disciplinary focus of the subject.

6.2 Explore

Through **Explore**, pupils engage with geography, science, computing, design and technology and mathematical thinking across real contexts. They learn about place, environment, systems, causation, problem-solving and innovation. They come to understand their impact on the world, their responsibilities as citizens and the value of evidence, precision and curiosity.

6.3 Create

Through **Create**, pupils develop as artists, designers, musicians, performers, writers and makers. They generate ideas, refine them, respond to feedback and work towards quality outcomes. The school's existing emphasis on "beautiful work", redrafting and critique remains valuable and should be retained.

7. Core foundations

The curriculum is underpinned by a set of core foundations that support success across all subjects.

7.1 Reading

Reading is central to the curriculum because it gives pupils access to knowledge, culture and the wider curriculum. Early reading is taught systematically, and pupils are expected to become fluent, accurate and motivated readers. The current policy identifies **Super Sonic Phonics Friends** as



the phonics scheme and **Big Cat Collins** as the reading scheme; this policy continues to recognise the importance of systematic phonics and closely matched reading materials in the early stages of reading development.

7.2 Writing

Writing is taught as both a technical and a creative act. Pupils are explicitly taught transcription, sentence construction, grammar, composition, vocabulary and the process of planning, drafting, revising, editing and publishing. Writing across the curriculum is purposeful and informed by secure knowledge of each subject.

7.3 Oracy and vocabulary

Pupils are taught to speak clearly, listen attentively, justify ideas, question thoughtfully and present learning with confidence. Vocabulary is planned progressively so that children gain the language needed to think, understand and communicate with increasing precision. This deepens the original policy's emphasis on clear speaking and confident communication.

7.4 Mathematics

Mathematics is taught so that pupils develop fluency, reasoning and problem-solving. Concepts are carefully sequenced and revisited. Pupils learn to explain methods, make connections and apply mathematics in a wide range of contexts.

7.5 Digital competence

Pupils learn to use technology purposefully and safely. Computing and digital literacy are taught explicitly, and online safety is woven through the wider curriculum and pastoral life of the school.

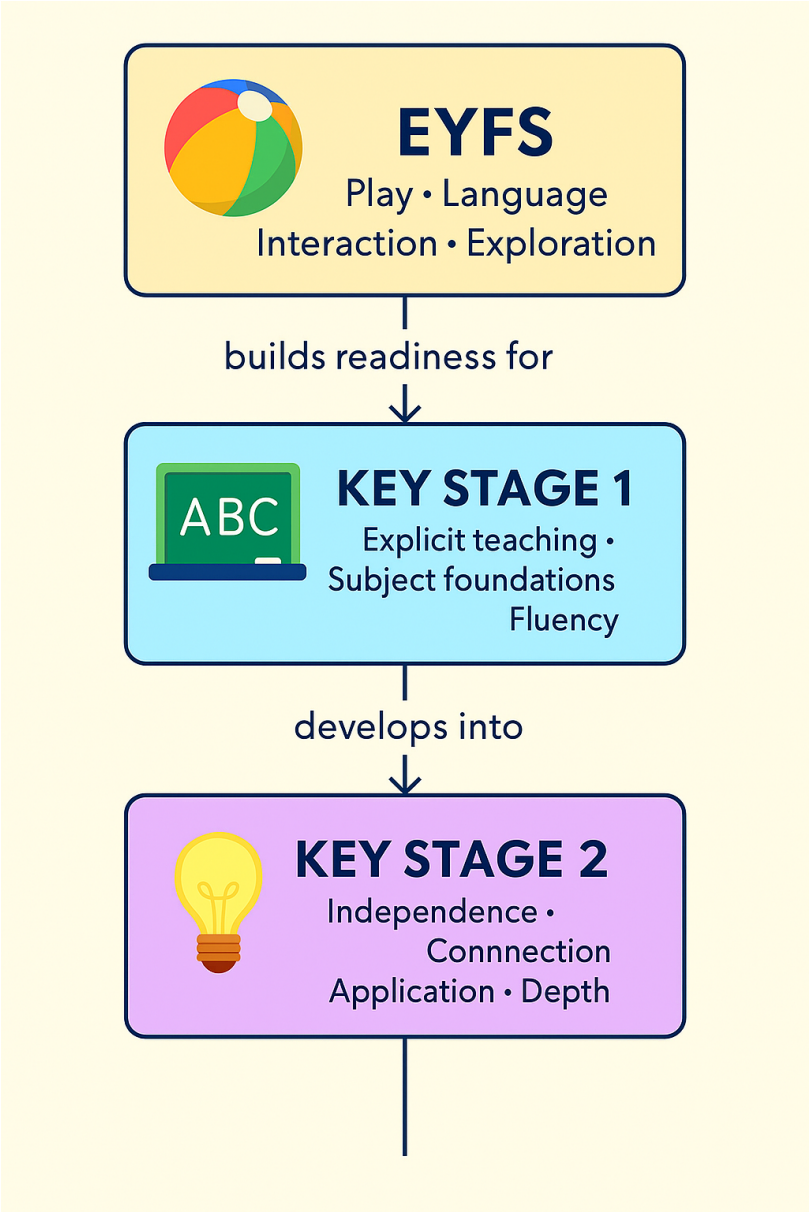
8. EYFS

In Reception, the curriculum is planned and delivered in line with the **EYFS statutory framework**. The prime and specific areas of learning provide the foundation for later subject knowledge and habits of learning. Adults use assessment, observation, interaction and carefully chosen experiences to



help children develop communication and language, personal, social and emotional development, physical development, literacy, mathematics, understanding the world and expressive arts and design. Transition into Key Stage 1 is deliberately planned so that children move from the EYFS curriculum into the National Curriculum with continuity, confidence and secure foundations.

Diagram 2: EYFS to KS1 to KS2 transition model





This transition model is important because it shows that the curriculum is not fragmented into phases; it is one continuous journey from early development into subject-specific mastery and increasing independence.

9. Subject entitlement

The school teaches the full range of subjects expected within primary education. English, mathematics and science are taught as core subjects. Foundation subjects include art and design, computing, design and technology, geography, history, music and physical education, with languages becoming statutory at **Key Stage 2**. Religious Education is taught in accordance with local requirements, and Relationships Education and Health Education form part of the basic curriculum.

While the school uses projects and themes to provide coherence and excitement, leaders ensure that:

- each subject retains its distinct knowledge, concepts and methods;
- progression is planned so that knowledge builds over time;
- links between subjects are purposeful rather than forced;
- coverage does not become superficial.

10. Pedagogy

Teaching at Pewithall combines direct instruction, guided practice, enquiry, discussion, modelling, retrieval, application and reflection. The original policy's emphasis on direct teaching, facilitated learning and guided discovery remains helpful, but this policy makes clearer that teaching choices are driven by the intended learning, the subject, and pupils' starting points.

Teachers:

- make the intended learning explicit;
- activate prior knowledge and revisit important content;
- model vocabulary, methods and thinking;
- use questioning to check, probe and extend understanding;



- provide scaffolded practice and carefully remove support over time;
- design rich opportunities for application and high-quality outcomes.

11. Inclusion, SEND and adaptive teaching

Pewithall is committed to inclusive practice. In line with the **SEND Code of Practice**, teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. The curriculum is not narrowed for pupils who face barriers to learning; instead, teachers adapt access, presentation, practice and support so that pupils can succeed within an ambitious common curriculum wherever possible.

Adaptive practice may include:

- pre-teaching vocabulary and concepts;
- concrete and visual representations;
- chunked instructions and reduced cognitive load;
- structured talk;
- targeted intervention linked to curriculum priorities;
- access arrangements and reasonable adjustments where appropriate.

12. Personal development, SMSC and British values

The curriculum promotes pupils' **spiritual, moral, social and cultural development** and actively promotes the **fundamental British values** of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These are developed through classroom learning, assemblies, pupil leadership, behaviour culture, relationships, wider opportunities and the day-to-day life of the school.
Pupils are taught:

- to participate respectfully and listen to others;
- to understand rules, fairness and responsibility;
- to value difference and challenge prejudice;
- to develop confidence, wellbeing and healthy relationships.



13. Relationships Education, Health Education and safeguarding through the curriculum

The school teaches **Relationships Education** and **Health Education** in line with statutory guidance. The curriculum supports pupils to understand friendship, family, respect, kindness, personal safety, online behaviour, mental wellbeing, physical health and how to seek help. The revised statutory guidance published for implementation from **1 September 2026** should be reflected in medium-term planning, curriculum maps and parent communication during the life of this policy.
Safeguarding is not a standalone lesson only; it is threaded through the curriculum. This includes:

- online safety;
- healthy and respectful relationships;

19. Assessment, Authentic Outcomes and Pre- and Post-Project Tasks

19.1 Principles of assessment

Assessment at Pewithall Primary School is used to support learning, inform teaching, and evaluate how well pupils know, remember and can apply the curriculum over time. Assessment is integral to the teaching process and is not an additional bolt-on. Teachers use a range of formative and summative approaches to identify what pupils know, what they can do, and what needs to be taught next.
Assessment at Pewithall is designed to:

- identify pupils' starting points and misconceptions before a learning project begins;
- check understanding during lessons and adapt teaching responsively;
- evaluate what pupils know and can do at the end of a sequence of learning;
- assess how securely pupils can apply their knowledge to meaningful and purposeful outcomes;
- provide reliable information for teachers, leaders, pupils and parents.



Assessment evidence is drawn from day-to-day classwork, discussion, written outcomes, practical tasks, observation and pupils' responses over time. Teachers avoid unnecessary evidence collection and use professional judgement rooted in normal classroom practice.

19.2 Assessment across the curriculum

Assessment in the core subjects is aligned with statutory expectations and teacher assessment requirements, including national curriculum assessment arrangements where applicable. Teacher judgement is informed by a broad range of evidence from across the curriculum and over time.

In foundation subjects, assessment focuses on whether pupils are gaining the intended knowledge, developing subject-specific disciplinary understanding, and applying this learning with increasing independence and depth. Assessment is not limited to recall of disconnected facts; it considers how well pupils connect, explain, interpret and transfer what they have learned.

19.3 Authentic outcomes

At Pewithall, many learning projects culminate in an **authentic outcome**. An authentic outcome is a purposeful final product, performance, presentation or response that gives pupils a real reason to apply their learning. This approach supports the school's curriculum vision by making learning meaningful, engaging and connected to a real audience, purpose or problem.

Authentic outcomes may include, for example:

- a published piece of writing or information text for a defined audience;
- an exhibition, performance, debate or presentation;
- a scientific explanation, model or investigation outcome;
- a design, artwork, campaign, proposal or community-facing product.

Authentic outcomes are not used as isolated "show pieces". They are the result of carefully sequenced teaching and allow teachers to assess whether pupils can **apply knowledge, vocabulary, skills and understanding in context**. They therefore provide rich evidence of curriculum impact.



19.4 SOLO Taxonomy

Pewithall uses **SOLO Taxonomy** as part of its approach to assessing pupils' depth of understanding, particularly within the wider curriculum and learning projects. SOLO provides a shared language for describing the quality of pupils' responses and helps teachers identify whether pupils are simply recalling isolated information or are connecting ideas and applying them more deeply.

The school uses the following SOLO-aligned descriptors:

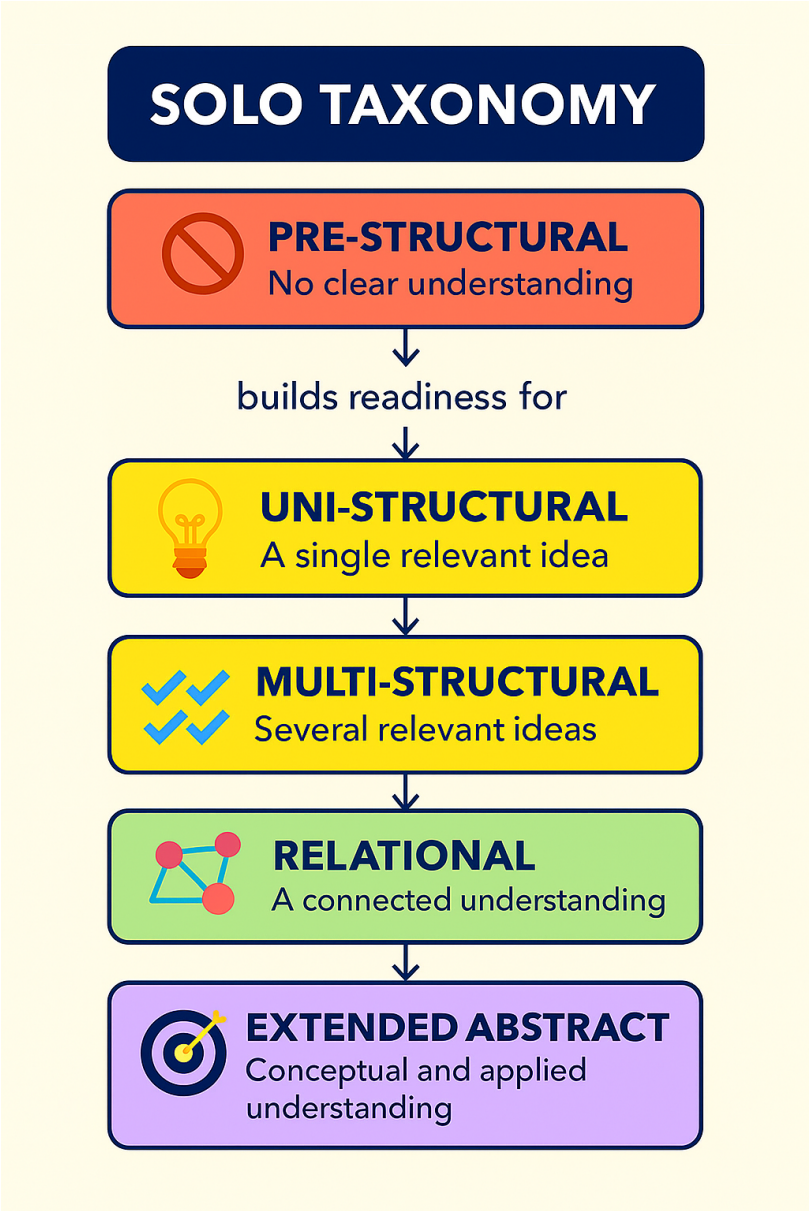
- **Developing – Multi-structural:** the pupil can identify or describe several relevant aspects of learning, but ideas may remain separate or disconnected.
- **Expected – Relational:** the pupil can link ideas together, explain relationships and show a coherent understanding of the learning as a whole.
- **Working at Greater Depth – Extended Abstract:** the pupil can generalise, predict, evaluate, reflect, transfer learning to new situations or create new understanding from what has been learned.

Using SOLO helps teachers to:

- assess the **quality** of understanding, not simply the quantity of content covered;
- plan questions and tasks that move pupils from surface understanding to deeper thinking;
- support pupils to explain where they are in their learning and what they need to do next.

SOLO is used as an internal assessment tool to support formative assessment, pupil reflection and curriculum evaluation. It complements, but does not replace, statutory assessment arrangements in English, mathematics and science.





19.5 Pre-project tasks

Before a new learning project begins, teachers may use a **pre-project task** to establish pupils' starting points. Pre-project tasks are short diagnostic activities designed to reveal what pupils already know, what misconceptions they may hold, and what vocabulary or concepts require explicit teaching.

A pre-project task may include:



- a concept map, quick write or retrieval activity;
- a discussion prompt, image stimulus or enquiry question;
- a short quiz or low-stakes knowledge check;
- an initial practical or creative response.

Pre-project tasks are used diagnostically rather than judgmentally. They are not high-stakes tests. Their purpose is to help teachers shape the project, pitch teaching appropriately, identify gaps in prior knowledge and establish a meaningful baseline from which progress can be seen.

19.6 Post-project tasks

At the end of a project, teachers may use a **post-project task** to assess what pupils now know, understand and can do after teaching. Wherever possible, this will link to the project's authentic outcome so that pupils demonstrate their learning through purposeful application rather than through disconnected recall alone.

A post-project task may:

- revisit the same or a similar question, prompt or concept used in the pre-project task;
- require pupils to apply their knowledge in writing, discussion, performance, design or investigation;
- provide evidence of how far pupils have moved from multi-structural understanding towards relational or extended abstract understanding within SOLO;
- help teachers evaluate both pupil progress and the effectiveness of curriculum design.

The comparison between pre-project and post-project tasks enables teachers to make learning visible. It helps pupils recognise their own progress and supports teachers in evaluating whether the intended curriculum has been learned, remembered and applied successfully.

19.7 Feedback and pupil reflection

Feedback linked to assessment should help pupils understand:

- what they have done well;



- what they need to improve;
- what the next steps in learning are.

Pupils should be encouraged to reflect on their pre- and post-project responses, discuss how their thinking has developed, and use SOLO language where appropriate to describe the increasing depth of their understanding. This strengthens metacognition and helps pupils take greater ownership of their learning.

19.8 Monitoring and consistency

Subject leaders and senior leaders will monitor assessment practices to ensure that they are:

- aligned to curriculum intent and progression;
- proportionate and manageable for staff;
- consistent in supporting accurate teacher judgement;
- useful in improving teaching, learning and curriculum design.



PRE-PROJECT TASK
Identify prior knowledge, misconceptions and vocabulary gaps

builds readiness for

TEACH THE PROJECT SEQUENCE
Use formative assessment throughout

POST-PROJECT TASK/ AUTHENTIC OUTCOME
Judge depth of understanding using **SOLO TAXONOMY**

Use findings to adapt future teaching



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Minuted & Adopted: 2nd November 2026
Date for review: 2nd November 2027
Signed: Mr N Burgess (Chair of the board of Governors



Signed: Mr D Baugh (Head Teacher)



Appendix One:



SOLO taxonomy explained using Lego

The stages of SOLO



Unistructural – students acquire knowledge



Multistructural – students begin to group the facts together to create descriptions



Relational – students make connections between the pieces of information and differentiate between them



Extended abstract – students can connections beyond the scope of the topic or question, placing the learning in a more general context, generalising or transferring the learning into a new situation