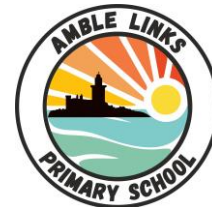


**Amble Links Primary School**  
**Curriculum Policy**



**Date Written:** March 2025  
**By:** Paul Heeley  
**Adopted by Governors:** March 2025  
**Date for Review:** March 2027

**Introduction**

Amble Links Primary School's curriculum encompasses all planned activities designed to promote learning, personal growth, and development. It includes not only the formal requirements of the National Curriculum but also a variety of extracurricular activities that enrich children's experiences. Additionally, it incorporates the 'hidden curriculum'—the values and behaviours children learn through interactions and expectations.

We aim to nurture positive, responsible individuals who collaborate effectively while developing the knowledge and skills needed to reach their full potential. We endorse the aspirations set out by the Department for Education (DfE) in the **National Curriculum (2014)** and strive for the highest standards of attainment for all our pupils. We also value the broad and balanced curriculum we provide, fostering creativity and encouraging independent learning. Above all, we believe in making learning enjoyable. Our **3Rs—Responsibility, Respect, and Resilience**—are continuously promoted and reinforced.

**Our School Vision**

Our school curriculum is underpinned by our written whole school vision that has been jointly created and agreed by stakeholders. The curriculum is the means by which the school aims to achieve our vision.

Amble Links Primary School is a safe, happy, hard-working and welcoming place where pupils are at the centre of everything we do. The vision of our pupils is simply to be 'the best school in the world'.

**Our overall intent is to ensure that:**

Our **PUPILS**:

- Can read, write and can work with numbers confidently and fluently
- Understand and model our '3Rs' of being: Resilient, Responsible and Respectful at all times
- Have high standards of behaviour
- Appreciate diversity and respect differences in a climate of 'It's Okay'
- Lead healthy and active lifestyles and understand the importance of doing so
- Leave us as confident, emotionally intelligent and well-rounded individuals with high aspirations

Our **CURRICULUM**:

- Ensures that the basic skills of reading, writing and mathematics are prioritised to give firm foundations for all learning
- Teaches the children appropriate skills, knowledge and vocabulary and enthuses them to find out more
- Is relevant to the needs of our pupils and builds strong connections between the subjects and topics they learn about
- Is inspirational and consistently taught to a high standard, leading to all pupils making excellent progress regardless of need, ability or background
- Provides a range of opportunities and experiences that prepare pupils for the next stage of their development

Our strong sense of **COMMUNITY**:

- Builds positive relationships with parents and other stakeholders
- Is reflected in the positive contributions that we make within the local area and further afield

**Organisation and Planning- Curriculum Intent**

We plan our curriculum in three phases:

**Long-term planning** – Establishes a broad framework outlining the aims of our educational programme, detailing knowledge and skills progression across each year group. This plan is reviewed annually to align with **National Curriculum** requirements and cohort needs.

**Medium-term planning** – Specifies learning objectives and lesson details for each half-term.

**Short-term planning** – Teachers provide brief weekly summaries on an online calendar, ensuring alignment with long-term and medium-term plans. All staff have access to a shared drive containing these resources.

In **Early Years**, we adopt a **topic-based approach** to ensure full coverage of the Early Years Foundation Stage Curriculum, ensuring progression in all learning areas. In **Key Stages 1 and 2**, we teach foundation subjects discretely, ensuring pupils understand the purpose of each subject.

Details of our curriculum are available on our school website: [www.amblelinks.northumberland.sch.uk](http://www.amblelinks.northumberland.sch.uk).

### **The Early Years**

Our **two-year-old provision, nursery, and reception classes** follow the **Early Years Foundation Stage (EYFS)** requirements.

We believe young children learn best through play, structured activities, and self-directed exploration. Teaching in the **Early Years** builds upon prior experiences, and we foster strong partnerships with parents by keeping them informed about teaching methods and their child's progress.

### **The Curriculum and Inclusion**

We have **high expectations** for all pupils, ensuring lessons are appropriately adapted to individual abilities.

We guarantee **equal access** to the curriculum, regardless of race, disability, gender, religion, belief, or sexual orientation. **Lessons are planned to eliminate barriers to learning**, following the guidelines of the **Special Educational Needs and Disabilities (SEND) Code of Practice**.

Additionally, we provide support for **pupils whose first language is not English**, ensuring they can fully participate in all subjects.

### **The role of Subject Coordinators**

Subject Coordinators are responsible for:

- Ensuring consistent, high-quality delivery of their subject (curriculum maps, routine planning, and delivery monitoring).
- Maintaining high standards of achievement and progress (through monitoring and data analysis).
- Supporting teachers in subject teaching, assessment, and moderation.
- Identifying strengths and areas for improvement (through monitoring and analysis).
- Organizing relevant CPD (Continuing Professional Development).
- Keeping subject documentation up-to-date and accessible (staff shared drive, policies, school website).
- Reporting regularly to the Headteacher and Governors.

### **Monitoring and review**

The Headteacher and Governors oversee the intent, implementation, and impact of our curriculum. Each governor is assigned specific subjects to monitor and liaises with Subject Coordinators.

The full governing body receives reports from subject governors, tracking progress towards School Development Plan (SDP) targets.

The Headteacher is responsible for the daily management of the curriculum, alongside the Deputy Headteacher and Subject Leaders, who conduct routine curriculum monitoring. They compile termly Coordinator Checklists, which are shared with governors.

This policy will be reviewed every **three years**, or sooner if necessary.

**A COPY OF THIS POLICY IS AVAILABLE IN LARGE PRINT ON REQUEST**