

# Springfield Curriculum Policy



Date: Sept 2025  
Review: July 2026

## Intent

At Springfield, we aim to provide our pupils with a knowledge engaged curriculum which aims to build powerful knowledge (substantive, procedural and disciplinary) that enriches them for life. Our curriculum will aim to be both a mirror and a window (Styke, E. (1988). A mirror to reflect their own world; understanding of their own culture and building their identity – whispering to our children that “they belong” Kidd, D. (2020) as well as a window which provides them with the opportunity to view the experience of others’ and providing a window of opportunity into a world beyond what they already know. This in turn should provide them with the knowledge and skills for success in life. Alongside this, our curriculum will provide our children with the skills to cope with everchanging world we live in. Our school values of Respect, Resilience, Reflection and Empathy and the rights of the child will underpin our curriculum, so our children are well rounded members of society.

## Implementation

The curriculum is led and overseen by the curriculum leaders. Subject leaders work with the curriculum leads to assist in delivering a broad and balanced curriculum for our children. The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the children in our school, making the most of local area links where possible.

Our curriculum provides an overview of teaching and learning in each year group across school from Year 1 to Year 6. EYFS teachers follow the Early Years Framework and Development matters to deliver their curriculum expectations. Each subject lead has created overviews of their curriculum with knowledge organisers which outline the key knowledge, skills and tier 3 vocabulary required for that unit of work.

Lessons are creative and engaging and teach the knowledge and skills within each subject. Prior knowledge, skills and key vocabulary are shared with our children within their learning journey to provide a clear understanding of progression. This will enable our children to develop long term memory and increase their cultural capital. The People Pathways give guidance on coverage of a wide range of areas.

Assessment of the wider curriculum will be in line with the whole school feedback policy, many of which are tracked through OTrack by teachers and are evaluated and acted upon by middle leaders.

## Implementation: Lessons

All lessons will

- Teach skills and knowledge linked to the curriculum.
- Have age expected outcomes.
- Make meaningful links between prior knowledge and new learning.
- Enable pupils to develop an understanding of sequential progress of knowledge and skills.
- Have a clear learning outcome.
- Be vocabulary rich.
- Use questioning to develop our children as critical thinkers.
- Be differentiated by outcome, adult support, task, resource etc
- Will use an enquiry-based approach as an engaging stimulus and to develop our pupils as critical thinkers.
- Enable children to make progress. Children remember more & know more.
- Have a range of strategies to measure impact of learning.
- Be engaging to children.

## Impact

Our curriculum:

- Includes opportunities for all children to collaborate and develop social skills both indoors and out.
- Ensures that the needs of individual and small groups of children can be met with targeted support where appropriate.
- Provides enjoyment and promotes achievement, confidence and good behaviour.
- Promotes an ethos whereby our children will become resilient learners and critical thinkers.
- High quality visits and visitors to the school will enhance the curriculum.
- Promotes reflective learning.
- Provides opportunities for our children to leave the school with a sense of belonging where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.