



NEWBOLD SCHOOL

Curriculum, Teaching, Learning and Assessment Policy

Reviewed September 2026 by Mrs J Crissey (Headteacher) & Mrs M Jennings (Deputy Headteacher).

To be ratified by Newbold School Board of Governors: Autumn Term 2026

Next Review: September, 2029

Curriculum Policy

What is taught, curriculum intent, values, aims, organisation, inclusion, EYFS curriculum design.

Teaching, Learning and Assessment Policy

How learning is delivered, adaptive teaching, assessment, classroom practice, monitoring and evaluation.

Curriculum Policy

At Newbold School, we believe that an ambitious, inclusive and engaging curriculum enables children to lead happy, successful and rewarding lives. Our curriculum is designed to meet the needs of all pupils, taking account of pupils' age, aptitude, background and individual needs, while promoting curiosity, independence, resilience and high aspirations.

The curriculum is the totality of pupils' learning experiences and is enriched through Forest School, drama productions, educational visits and wider opportunities that broaden children's understanding of the world.

Our curriculum is based on the 2014 National Curriculum and reflects our Christian ethos and school values. We promote spirituality through the Fruit of the Spirit:

- Love
- Joy
- Peace
- Forbearance
- Kindness
- Goodness
- Faithfulness

- Gentleness
- Self-control

Respect is central to school life through our “Respect Times Five” code, promoting respect for:

- Self
- Peers
- Adults
- Others who are different from us
- The environment

We actively promote British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.

Aims

Our curriculum aims to:

- promote high standards of achievement and progress for all pupils
- develop knowledge, skills and understanding across all subjects
- encourage creativity, curiosity and problem solving
- develop independence, resilience and collaboration
- promote spiritual, moral, social and cultural development
- foster physical and mental wellbeing
- celebrate arts, culture and diversity
- encourage pupils to understand their place within the local and wider community
- prepare pupils for the next stage of education and adult life

Curriculum Organisation

The curriculum is taught through discrete subjects and meaningful cross-curricular links where appropriate. Curriculum maps outline progression across EYFS, KS1 and KS2. Teachers use medium- and short-term planning to ensure progression and meet the needs of their classes.

Children are taught in mixed-age and mixed-ability classes for most subjects, with flexible grouping used where appropriate to support and challenge pupils.

Religious Education follows the SDA Encounter Curriculum, alongside the study of other faiths and cultures to promote understanding and respect.

The curriculum is coherently planned and adapted to ensure full inclusion. Pupils with SEND and EAL are supported through adaptive teaching and targeted intervention, while higher-attaining pupils are provided with challenge and opportunities for deeper learning.

Early Years Foundation Stage (EYFS)

In EYFS, learning is delivered through a balance of child-initiated play and adult-led teaching within a safe, nurturing and engaging environment.

The curriculum is carefully sequenced to build upon children's prior knowledge, interests and next steps. Staff use Development Matters and the EYFS Framework to support planning, assessment and progression across all areas of learning. Continuous provision, skilled interactions and observational assessment ensure children develop independence, curiosity, resilience and a love of learning.

Provision is inclusive and adapted to meet the needs of all learners, including pupils with SEND, EAL and higher levels of attainment. Strong partnerships with parents and the wider community support children's personal development and readiness for the next stage of education.

Further information can be found in the EYFS Policy and EYFS Curriculum Statement.

Teaching, Learning and Assessment Policy

At Newbold School, we believe that effective teaching and learning enables children to achieve their full potential academically, socially and emotionally. We promote a growth mindset and encourage children to embrace challenge, value effort and learn from mistakes through the phrase:

"I can't do it yet."

We recognise that children learn in different ways and are committed to providing high-quality, inclusive teaching that enables all pupils to succeed.

Teaching and Learning

Teaching is purposeful, engaging and based on secure knowledge of pupils' prior learning. Teachers maintain high expectations and foster positive classroom environments where pupils feel safe, valued and motivated to learn.

A range of teaching strategies are used, including:

- practical investigation and problem solving
- collaborative and independent learning
- questioning, discussion and reasoning
- ICT and visual/aural resources
- creativity, role play and performance
- outdoor learning and enrichment opportunities

Adaptive teaching ensures that all pupils can access the curriculum through appropriate scaffolding, support and challenge. Teaching assistants are effectively deployed to support learning and targeted interventions.

Behaviour is managed consistently in line with the school behaviour policy and classroom expectations are developed collaboratively.

EYFS teaching is play-based and child-centred, with skilled adult interactions used to extend learning and development.

Assessment and Feedback

Assessment is used to inform teaching and support progress from pupils' starting points. Teachers use ongoing formative assessment, including:

- questioning
- observation
- discussion
- evaluation of pupils' work

This enables misconceptions to be identified and teaching adapted accordingly.

Pupils receive regular feedback, both verbal and written, to support reflection and next steps. Opportunities for self and peer assessment help pupils develop independence and ownership of learning.

Summative assessments, including standardised tests where appropriate, support accurate assessment of attainment and progress. EYFS assessment is based on ongoing observation linked to the EYFS Framework.

Impact

The impact of effective teaching and learning is seen through:

- good or better progress for pupils
- secure knowledge and skills development
- increasing independence and resilience
- positive attitudes to learning
- readiness for the next stage of education

Inclusion

We are committed to inclusive practice, ensuring all pupils achieve well regardless of need or starting point. Teaching is adapted to support pupils with SEND, EAL and higher prior attainment through high-quality first teaching, targeted support and appropriate challenge.

Provision for pupils with SEND is planned collaboratively with parents and external professionals where appropriate.

Further information can be found in the SEND Policy.

Home and School Partnership

We value strong partnerships with parents and carers and communicate regularly regarding learning, progress and curriculum expectations. Parents are encouraged to support learning at home and engage positively with school life.

Homework is provided across Key Stages 1 and 2 in a purposeful, manageable and age-appropriate way, reflecting children's developmental needs and supporting the knowledge, skills and learning covered within the school curriculum, in accordance with relevant Department for Education guidance and the school's curriculum aims; in Reception, children may take home appropriate activities, reading, phonics practice, where applicable, to support their development and strengthen the partnership between home and school.

Monitoring and Evaluation

Teaching and learning are monitored through:

- lesson observations
- work scrutiny
- pupil voice
- assessment and data analysis
- professional dialogue and staff meetings

This policy is reviewed regularly to reflect curriculum developments and best practice.