

ICKWORTH PARK PRIMARY SCHOOL



Curriculum Policy 2026-2029

DATE ADOPTED / REVIEWED	Autumn Term 2026
PRINT NAME	
SIGNED	
DATE	
DUE FOR NEXT REVIEW	Autumn Term 2029
COMMITTEE TO APPROVE	Local Governing Body
RESPONSIBLE OFFICER	Headteacher

Curriculum Policy

Every child is known,
Every child is valued
Every child belongs.

1. Curriculum Intent

At Ickworth Park Primary School, we believe that **every child is known, every child is valued** and **every child belongs**.

Our curriculum has been carefully designed to provide every child with the knowledge, skills and experiences they need to flourish both now and in the future. We want our pupils to leave Ickworth as confident, capable and curious learners who are ready for the next stage of their education, ambitious for their future and equipped to make a positive contribution to society.

We recognise that our children arrive with different starting points, strengths, interests and experiences. Our curriculum is therefore ambitious for all. We believe every child deserves access to a rich and challenging education that enables them to achieve more than they thought possible.

At Ickworth Park Primary School, we want children to acquire the knowledge and skills required for future success, whilst also developing a love of learning, an understanding of the world around them and a strong sense of their place within it. We want our pupils to believe that their future is not limited by their starting point and that education provides the foundation for opportunity, choice and achievement.

Our curriculum reflects the unique context of our school and community. We take advantage of our special relationship with the Ickworth Estate, St Leonard's Church and the wider local area to provide memorable learning experiences which enrich and enhance the curriculum.

Through our curriculum, we aim to develop children who are:

-  Respectful of others and the world around them
-  Confident and articulate communicators
-  Resilient learners who embrace challenge
-  Curious about the world and eager to learn more
-  Responsible citizens who understand their role within society
-  Prepared for the opportunities, responsibilities and experiences of later life

Our curriculum is underpinned by our school values of Respect, Challenge, Resilience and Confidence and is designed to ensure that all pupils, including those with SEND and those who are disadvantaged, can succeed and thrive.

2. Curriculum Principles

At Ickworth Park Primary School we believe that effective learning happens when:

- 🕒 Children feel safe, included and valued.
- 🕒 High expectations are combined with strong relationships.
- 🕒 Knowledge is taught explicitly and revisited regularly.
- 🕒 Learning builds logically over time.
- 🕒 Reading is prioritised as the gateway to future success.
- 🕒 Vocabulary is deliberately developed across the curriculum.
- 🕒 Children are given opportunities to think deeply, discuss ideas and ask questions.
- 🕒 Learning is enriched through meaningful experiences both within and beyond the classroom.
- 🕒 Every child is supported and challenged to be ambitious for themselves and their future.

3. Local Context and Cultural Capital

We believe children should develop both a strong understanding of their local community and a wider understanding of the world beyond it.

Our unique location provides exceptional opportunities to enrich learning through first-hand experiences. We make purposeful use of the Ickworth Estate, its historic landscape and St Leonard's Church to support learning across the curriculum.

Alongside this, we seek to broaden pupils' horizons through educational visits, visitors, performances, enrichment activities and opportunities to engage with national and global issues.

We want every child to leave Ickworth with the knowledge, experiences and cultural understanding needed to succeed in modern Britain and the wider world.

4. Curriculum Implementation

4.1 Curriculum Structure

The curriculum is:

- 🕒 Carefully planned and sequenced across all year groups
- 🕒 Designed to build key knowledge and skills progressively
- 🕒 Delivered through subject-specific teaching with meaningful cross-curricular links

Clear curriculum maps and year group overviews set out what is taught in each subject.

Subject leaders ensure:

- Clear progression
- Consistency across the school
- High-quality implementation

4.2 Early Years Foundation Stage (EYFS)

The EYFS curriculum provides the foundation for all future learning.

- Strong focus on language, communication and early literacy
- Carefully structured to prepare pupils for Year 1
- Emphasis on phonics, vocabulary and learning behaviours

The curriculum has been refined to ensure key knowledge is clearly identified and sequenced, supporting children's readiness for the next stage.

4.3 Core Subjects

Reading and Phonics

- Early reading is a key priority
- We use Little Wandle Letters and Sounds Revised
- Pupils develop fluency, comprehension and a love of reading
- Reading supports access to the full curriculum

Writing

- Writing is taught using The Write Stuff (Jane Considine)
- Pupils write regularly across the curriculum
- Focus on vocabulary, structure and editing
- Increasing emphasis on Greater Depth

Mathematics

- We follow White Rose Maths
- Teaching develops fluency, reasoning and problem solving
- Pupils build secure understanding over time

Handwriting

- We use Letterjoin to support the development of fluent, legible handwriting
- High expectations are maintained across all subjects
- From the Early Years onwards, we place a strong emphasis on developing fine motor skills and correct pencil control, ensuring pupils are ready for writing and able to form letters accurately and confidently as they progress through the school

4.4 Wider Curriculum

We provide a broad and balanced curriculum, supported by high-quality schemes:

- Kapow Primary – PSHE, History, Geography, DT
- AccessArt – Art

- 🍷 Purple Mash – Computing
- 🍷 Language Angels – French
- 🍷 Suffolk Agreed Syllabus – RE
- 🍷 Charanga – Music
- 🍷 Peripatetic music provision in Years 3 and 4

These schemes provide a strong foundation for teaching and learning and are carefully adapted to reflect the needs, interests and context of our pupils.

Learning is enriched through a range of first-hand experiences, educational visits, visitors and opportunities linked to our unique local environment. We make meaningful use of the Ickworth Estate, its historic landscape and St Leonard's Church to bring learning to life and deepen pupils' understanding across the curriculum.

Alongside this, we seek to broaden pupils' horizons through educational visits, visitors, performances, enrichment activities and opportunities to engage with national and global issues.

This helps every child develop both a strong understanding of their local community and a wider understanding of the world beyond it.

Across all subjects:

- 🍷 Knowledge is carefully sequenced
- 🍷 Vocabulary is explicitly taught
- 🍷 Learning is adapted for all pupils
- 🍷 Opportunities exist to apply knowledge across the curriculum

4.5 Inclusion and adaptation

At Ickworth Park Primary School, inclusion sits at the heart of curriculum design.

We believe that all pupils should be able to access a broad and ambitious curriculum regardless of background, ability, need or starting point. Teachers adapt learning appropriately to ensure that pupils are supported whilst maintaining high expectations for all.

Our curriculum is fully inclusive:

- 🍷 Teaching is adapted through scaffolding and challenge
- 🍷 Pupils with SEND access the full curriculum alongside peers
- 🍷 Staff respond to barriers through assessment

Provision follows a graduated approach (Assess–Plan–Do–Review)

Strong SEND provision includes:

- 🍷 SEND Learning Plans, Care Plans and personalised provision

- ⊗ Targeted interventions (ELSA, speech and language, precision teaching)
- ⊗ PINS programme supporting neurodiversity

Monitoring includes:

- ⊗ Learning walks and book scrutiny
- ⊗ Pupil progress meetings
- ⊗ Pupil and family voice
- ⊗ Case studies

We work with:

- ⊗ External agencies
- ⊗ Local authority
- ⊗ All Saints Schools Trust

This ensures provision is evidence-based, consistent and responsive

4.6 Assessment

Assessment ensures pupils make strong progress and informs teaching.

We use:

- ⊗ Ongoing formative assessment
- ⊗ Termly NFER standardised tests
- ⊗ Optional SATs in Year 2
- ⊗ Statutory assessments

Teachers meet regularly in pupil progress meetings to:

- ⊗ Analyse outcomes
- ⊗ Identify gaps
- ⊗ Plan interventions

Accuracy is strengthened through:

- ⊗ Internal moderation
- ⊗ Local authority moderation
- ⊗ Trust moderation

Leaders also use:

- ⊗ Case studies
- ⊗ Pupil-level analysis

This ensures assessment is robust, reliable and informs teaching

5. Curriculum Impact

The success of our curriculum is measured not simply by outcomes, but by the difference it makes to children's lives.

We want pupils to leave Ickworth Park Primary School with secure knowledge, strong academic foundations and positive attitudes towards learning. We want them to be confident individuals who are ready for the next stage of their education and who understand their value within their communities and the wider world.

Through regular monitoring, assessment and pupil voice, leaders evaluate the effectiveness of the curriculum and identify areas for further improvement.

Successful implementation of the curriculum will be evident when pupils:

- ② Remember and apply important knowledge.
- ② Speak confidently about their learning.
- ② Demonstrate resilience when faced with challenge.
- ② Read fluently and widely.
- ② Produce work of a high standard.
- ② Show curiosity, independence and enthusiasm for learning.
- ② Feel known, valued and included within school life.

6.Roles and Responsibilities

Governors

- ② Ensure statutory requirements
- ② Monitor effectiveness
- ② Hold leaders to account

SLT

- ② Provide strategic leadership
- ② Monitor curriculum quality

Subject Leaders

- ② Lead curriculum development
- ② Monitor implementation

Teachers

- ② Deliver high-quality teaching
- ② Adapt learning

Support Staff

- ② Provide targeted support

7. Monitoring and Review

The curriculum is regularly reviewed, refined and quality assured

Monitoring includes:

- ② Lesson observations
- ② Book scrutiny

- ⊗ Pupil voice
- ⊗ Data analysis
- ⊗ Focus on key groups

Leaders triangulate:

- ⊗ Internal monitoring
- ⊗ Assessment data
- ⊗ External review (LA and Trust)

This ensures:

- ⊗ Accurate self-evaluation
- ⊗ Strong leadership decisions
- ⊗ Continuous improvement

8.Links with Other Policies

- ⊗ Assessment Policy
- ⊗ SEND Policy
- ⊗ Teaching and Learning Policy
- ⊗ Remote Education Policy
- ⊗ Equality Policy