



EYNHAM COMMUNITY PRIMARY SCHOOL
Curriculum Policy

THIS POLICY WAS AGREED BY GIVERNORS ON (DATE):	July 2026
REVIEW DATE:	July 2028
CHAIR OF GOVERNORS:	 Peter Leonard
Headteacher:	 Ginny Bayliss



Eynsham Community Primary School Curriculum Policy



Eynsham Community Primary School Curriculum Policy

Contents

1. Curriculum Intent:	4
2. Our Curriculum:	5
3. Individuals:.....	5
4. Local Community:	6
5. Knowledge Curriculum & Vocabulary (KCV's):	6
6. Principles of Knowledge, Concepts and Vocabulary Organisers:	7
7. Implementation of our Curriculum:	7
8. Impact of our Curriculum:	7
9. Early Years:	8



Eynsham Community Primary School Curriculum Policy

1. Curriculum Intent:

At Eynsham Community Primary School, we seek to offer an ambitious curriculum which will give all pupils the skills, knowledge and aspirations they will need to become lifelong learners and will enable them to thrive in society.

We offer a broad, balanced and sequenced curriculum which covers all the National Curriculum requirements within a framework that we have independently designed to reflect the context of our school. Each subject area within our engaging curriculum has been progressively mapped out, detailing the key knowledge, skills and vocabulary that help children to know more, remember more and create clear links with their understanding.

Underpinning the 'curriculum design' are our key values of being Ready, Respectful and Responsible. These are interwoven throughout our curriculum, developing children's social and emotional skills. This prepares them for life in 21st century Britain through teaching them about democracy and core British Values.

Designed in partnership with our local secondary school, the EPA 'Inspire' curriculum has been created between Eynsham Community Primary and Bartholomew Secondary School that focuses on skills progression from years 5 – 8.

Exciting and innovative lessons lead to clearly defined end points that prepare pupils for the opportunities, responsibilities and experiences of later life. We place a focus on real, hands-on experiences and a variety of trips and enrichment opportunities are mapped out across year groups to enhance our curriculum.

Our curriculum is taught through a dynamic, structured approach which appeals to the children and excites their interests through the use of Knowledge, Concepts and Vocabulary Organisers (KCVs). Knowledge and skills are the core element of our curriculum and are centered around building on children's prior learning.

Knowledge acts as the foundation of learning, enabling our pupils to make relationships to memory and cognition, providing a basis for 'higher-order' thinking.

Concept questions form the basis of our assessment, showing whether children have retained new knowledge and can make links to other areas of the curriculum.

Tiered vocabulary ensures that children are explicitly taught rich, ambitious vocabulary which helps all children access the curriculum.

All three of these elements are important because we aim to widen horizons for all; ensuring that



Eynsham Community Primary School Curriculum Policy

no pupils are at a disadvantage due to their background, additional learning requirements, disability, race or ethnicity.

2. Our Curriculum:

- Follows the guidelines set out in the 2014 National Curriculum.
- Shows clear progression between year groups with skills and learning.
- Has topics which are linked to high quality texts which children are exposed to daily.
- Exposes the children to real life examples of their learning through trips and experiences including opportunities for children to improve their cultural capital.
- Facilitates children's acquisition of ideas, knowledge, skills, mindsets and qualities of character, which will help them to develop intellectually, emotionally, socially, physically and morally.
- Provides children with exciting opportunities to learn through creative teaching strategies, using the outdoors where appropriate.
- Uses a broad range of teaching strategies that consider the varied and individual ways in which children learn.
- Fosters engagement, motivation and creativity.
- Uses the environment, including local facilities, to enhance learning experiences and support the delivery of the curriculum.
- Prepares pupils for the next steps in their educational journey and beyond.
- Prepares children to make a positive contribution to modern Britain.
- Allows for opportunities for pupils to become performers, experts and informers.

3. Individuals:

Every child is recognised as a unique individual. In conjunction with our values of 'ready, respectful and responsible, we celebrate and welcome differences within our school community. Our curriculum is designed to allow opportunities for pupils to:

- Read a range of cross curricular texts to develop not only their reading skills and widen their vocabulary but also to aid with making links with their learning.
- Empathise with the feelings and actions of others.
- See points of views and beliefs other than their own, self-evaluate and reflect.
- Make decisions and connections.



Eynsham Community Primary School Curriculum Policy

4. Local Community:

Community involvement is an essential part of our curriculum: we celebrate local traditions and learn new skills using the wealth of local industry. We also have links with different establishments within the local community which children visit over the course of the year. This aids them flourish into becoming respectful citizens.

5. Knowledge Curriculum & Vocabulary (KCV's):

For each subject, with the exception of English and Maths, topics are mapped out through KCV's to show progression of skills and knowledge as the children advance through the school.

Each KCV focusses on building upon prior learning and shows clearly the skills and knowledge the children will learn throughout the unit. The beginning of each KCV identifies which areas of skills or knowledge children have learnt previously. This means teachers can focus solely on the identified key skills and knowledge for that unit. These skills are broken down and made clear to teachers and children, so they know and understand their learning.

Throughout their teaching, children will be exposed to a range of vocabulary, and this is broken down into two tiers. Tier 2, which is more commonly used vocabulary and Tier 3 - higher level vocabulary which the children are exposed to. Teachers explicitly teach the vocabulary so that children can access the learning to the best of their ability.

Key concept questions can be used at the beginning of a unit so teachers can gauge prior understanding. These questions require higher level thinking skills and a deep understanding of a particular piece of learning. Teachers then use these questions to assess the children's understanding in the wider curriculum. In Science and Humanities, the children produce written responses to these questions in purple pen which are used for the teacher's final summative assessments in AP1, AP2 and AP3. In subjects such as Art and Music, the key concept questions are asked within classroom inputs and children respond to them verbally.

At the end of each academic year, KCV's that have been taught will be reviewed by the curriculum lead, alongside the subject lead. This is to ensure that the knowledge and skills that are on the KCV are taught to keep prior learning up to date.



Eynsham Community Primary School Curriculum Policy

6. Principles of Knowledge, Concepts and Vocabulary Organisers:

<u>Principles</u>	<u>So that....</u>
KCVs are stuck in children's books at the beginning of each unit. These form the minimum level of knowledge that all children will learn.	Children, teachers and parents are clear about what KCVs are being taught and assessed in each unit.
There is a clear link between the KCV of each unit and the sequence of lessons which intend to facilitate the learning of this content.	All lessons are designed to teach and assess the KCV intended within the unit.
Each unit contains the opportunity for a written or verbal assessment of the KCV using key concept questions.	Teachers know how successful their teaching has been, which 'gaps' in learning need to be addressed and can form more accurate summative assessments.
Attention is paid to any gaps in learning uncovered by the unit assessment	Any 'gaps' in children's learning are reduced which will help children link future, more complex, knowledge to previous learning.

7. Implementation of our Curriculum:

At Eynsham Community Primary School, we follow the Rosenshine Principles in all our lessons. We follow a mastery approach, whereby the teachers ensure that pupils understand the foundations before moving on. At times, this may mean that learning from previous years/units is revisited to ensure that the learning is embedded. Our aim is that all children move forward at a similar pace; however individualised measures may be put in place to support or challenge pupils to ensure that the curriculum matches their specific needs. Examples of these adaptive teaching strategies include; additional resources, assistive technology, pre-teaching, challenge thinking questions, adult support or planned intervention.

8. Impact of our Curriculum:

We believe in preparing our pupils so that they leave our school with a sense of purpose; for themselves, for the locality in which they live but also within the wider world. This prepares children for life beyond the school gates, where they have the knowledge, confidence and skills to become successful lifelong learners and be ready for the next stage of their education.

At Eynsham Community Primary School, our curriculum outlines a broad range of strategies which, when consistently applied, ensures a high standard of learning and teaching across the school. The full curriculum is mapped out for each subject in its own curriculum handbook. Each subject handbook provides a full overview of each subject, complete with all intended learning and details the progression of skills and knowledge across the school.



Eynsham Community Primary School Curriculum Policy

9. Early Years:

The Early Years Foundation Stage (EYFS) covers the development of children from birth to the end of their Reception Year. The overarching aim of the EYFS is to ensure that children learn, develop and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We follow the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- children develop and learn in different ways and at different rates.

Our Early Years curriculum is designed to recognise children's prior learning, both from their Nursery settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Eynsham Community Primary School, ensuring each individual reaches their full potential from their various starting points.

Children learn skills, acquire new knowledge and demonstrate their understanding through the seven areas of learning and development.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

The prime areas are those most essential for a child's healthy development and future learning. As they grow, these skills will support the child as they extend their development in the specific areas. None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities.



Eynsham Community Primary School Curriculum Policy

At Eynsham Community Primary School we value all areas of learning and development equally and understand that they are inter connected.

- We use a range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- A carefully planned curriculum helps children work towards the Early Learning Goals throughout EYFS.
- Children take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- Children are encouraged to communicate and talk about their learning, to develop independence and self-management.
- Learning needs are supported with appropriate and accessible indoor and outdoor space and equipment.
- We identify progress and future learning needs of children through observations.

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

Through play our children develop and explore learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practice and build up ideas, learning how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own.

At Eynsham Community Primary School, we recognise that Oracy not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children’s thinking and understanding, which in turn promotes self-confidence, resilience and empathy to support the child’s well-being. Our enabling environments and warm, skillful adult interactions support the children as they begin to link learning to their play and exploration right from the start. We believe that a high level of engagement ensures a high level of attainment.

Our text-led curriculum has been designed to enable our children to develop a rich vocabulary and a love of reading. We follow children’s interests and ideas to foster a lifelong love of learning both in and outside of school. Children are able to succeed through cooperative and collaborative learning opportunities which equip the children to become ambitious, independent and inquisitive learners. By the end of the reception year, our intent is to ensure that all children make at least good progress from their starting points and are equipped with the skills and knowledge to have a smooth transition into Year 1.