



Boxgrove Lane, Guildford, Surrey GU1 2TD

Co-Headteachers:

Mrs Alison Fitch BA (Hons) QTS & Mrs Rebecca Stacey BA (Hons) QTS

# **Curriculum Policy 2025 - 2026**

Boxgrove's curriculum reflects national developments in curriculum design as well as our own school vision and values.

At Boxgrove we want every child to:

- Love learning
- Find their strengths and talents
- Achieve more than they thought possible.

## Curriculum

We believe that in order to fulfil our aims, the curriculum must be **broad and balanced**, linked to first-hand experience and above all, meaningful. We want to engender a love of learning through providing memorable opportunities (episodic memory) which support children's acquisition of knowledge, skills and understanding. We capitalise on our worldwide, local and community links in designing a vibrant and contemporary curriculum.

## Intent

***"If it isn't in the long term memory, it hasn't been learned."***

At Boxgrove, our curriculum aims to develop skills and embed knowledge. We believe that children should be provided with a knowledge rich curriculum which is **broad and balanced**. Our intent is to build with children, long term knowledge schemas through a curriculum which is designed for repetition of knowledge, as we affirm that "if it is not within the long term memory, then the knowledge has not been learned."

## School Values

Our school curriculum is underpinned by our Boxgrove agreed values:



## Curriculum Drivers

**Boxgrove's curriculum is driven by 4 drivers.** They complement the core school values that are at the heart of our school. These drivers not only help to provide knowledge, but also help to establish breadth, depth and provide a learning curriculum which meets the future needs of our pupils and wider society whilst linking them closely with the communities in which they live.

Our drivers are identified as:



### **Enquiry:**

We want children to be curious about the world around them and to ask questions. At Boxgrove we start our PSHE, Science, History and Geography lessons/unit with an enquiry question for the children to be able to answer by the end of the lesson or unit. We encourage the children to be inquisitive and questioning through their learning and school life experiences. We provide opportunities to be resourceful and independent in their learning, giving opportunities for independent thinking and time to apply skills. This approach to learning enables creative thinking, **resilience** and nurtures problem solvers. Through an enquiry approach we aim to inspire and challenge children to be **ambitious**.

### **Wellbeing:**

At Boxgrove we believe the consideration of children's mental health and wellbeing to be a fundamental part of what drives our curriculum. Without it, learning cannot take place.

Our PSHE curriculum talks about the importance of good mental health and how to look after ourselves. As a school we have embedded 'zones of regulation' which support the children to be **caring** towards their own mental health and that of others. We also value friendship and the impact positive relationships can have on us by following a structured sex and relationships programme. Our science curriculum explores what it means to be healthy and the negative impacts of smoking, drugs and alcohol. We want to ensure all our children are happy and confident in school and that they feel supported. We have a duty to ensure children are aware of the health risks that being overweight brings. In school, we ensure our school dinners are nutritional and encourage children to bring in healthy packed lunches. We provide PE teaching that demonstrates the benefits of exercise and healthy living. This is supplemented by a wide range of extra-curricular clubs that compete in a range of competitions. We ensure our lunch times are active and encourage children to walk or ride to school. We are currently improving our play at break and lunchtimes by adopting Outdoor Play and Learning (OPAL).

### **Opportunities:**

At Boxgrove our curriculum is also driven by the range of opportunities we aim to provide children with throughout their time at Boxgrove. We are fortunate to have a large outdoor space which includes a forest school, pond and allotment. This allows us to provide rich, inspiring and memorable outdoor learning opportunities for all pupils. We also have a swimming pool, meaning that from Early Years Foundation Stage (EYFS) children have access to weekly swimming lessons.

Our extensive list of staff run extra-curricular clubs also provides children with access to a range of opportunities. We ensure that our units of work are supported by visits, experience days, and welcoming experts in, to support learning for example; in Year 1 children visit Brooklands to support their learning of transport through the ages. In Year 2 children visit Guildford Castle to support their learning about William the Conqueror and the Battle of Hastings. In Year 3 children deepen their understanding of life in the Stone Age through an immersive experience day. In Year 4, children attend an overnight residential, having the opportunity to light fires, build shelters, climb a wall, and join in team building activities. In Year 5 children partake in an Ancient Greece day. In Year 6 children visit The Royal Grammar School (RGS) as part of their Tudor learning in History experiencing music and finding out about the life of Shakespeare.

## **Community:**

Our curriculum has also been shaped by our community driver. When designing our curriculum, we believe it is vital that our children develop a secure understanding of their local and wider community, and how they fit into these as individuals. Many children live within the Boxgrove/Merrow area, situated on the east side of Guildford but at the same time, our children are part of the wider Surrey community, and the global community too. Our curriculum has evolved to embrace the ever-changing community. The world around our children is becoming increasingly diverse and includes many people of different religions, languages and economic groups and cultures, and our curriculum teaches this to our children and seeks out the opportunities to explore and celebrate it further. We want our children to know about their local history and town in order to be successful members of the community as they grow older.

We develop very close links with our local community to provide opportunities not only for our children, but the community too. This includes:

- Local community party
- Boxgrove's Got Talent
- School Council
- Eco Champions (Year 6)
- Fiver challenge (Year 6)
- Fundraising for charities
- Cafe B performances
- Christmas church service
- STEAM week- supported by parent visitors.

## **Implementation**

Our curriculum is built on the three main principles that underpin Chris Quigley's Essentials Curriculum (based on evidence from cognitive science):

- Learning is most effective with spaced repetition
- Interleaving helps pupils to discriminate between topics and aid long-term retention
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning is invisible in the short-term and that sustained mastery takes time. Our content is subject specific and in most cases is taught in isolation, but we do make inter-curricular links to strengthen schema.

Year groups will have a broad 'theme' for the half term which will consist of subject specific foundation lessons of: Science, PSHE, Computing, French (Key Stage 2 (KS2)), RE, Music, either Geography or History, and either Art or DT. All children have a weekly swimming lesson as well as an additional PE lesson enabling them to build their skills in gymnastics, dance and games. Outdoor learning opportunities are considered to have a powerful impact on children's intellectual, physical, emotional, spiritual and moral development. At Boxgrove we plan for high quality outdoor learning in all year groups.

Further information about the National Curriculum can be located at: <https://www.gov.uk/national-curriculum/overview>.

We enrich our curriculum with a series of visits (both locally and further afield), visitors (enabling us to capitalise on parents' expertise) and focus weeks and days which enable children to develop persistence in following lines of enquiry. They also serve to embed learning in meaningful contexts and create links across the curriculum. Focus weeks and days enable children to work in mixed age groups: to support younger children's learning or learn from an older child. This helps us to contribute to our aim of ensuring that even though we are a large school, we have a caring and supportive "school family" ethos.

## **Inclusion**

We are an inclusive school and value the diversity of individuals. All children have equal access to the curriculum and are treated fairly regardless of race, religion or abilities. We ensure all learning is personalised to ensure all children have success in their learning. Children learn best when they can see links and have reasons for learning. Our curriculum promotes enjoyment of learning through creativity, outdoor learning, purpose and relevance. We try to personalise learning to allow all children to experience success in their learning and make good progress whatever their starting point.

## **Organisation**

The curriculum at Key Stage 1 (KS1) and KS2 is designed to ensure that teachers are able to be flexible and to adapt the learning within and between lessons to secure the best possible progress for all children. Children are taught in class groups primarily but have opportunities to work with children and adults across the year group too.

## **Early Years Foundation Stage (EYFS)**

Reception classes follow the EYFS curriculum which covers 7 areas of learning, 3 "Prime Areas":

- Personal, Social, and Emotional
- Communication and Language
- Physical Development

and four "Specific Areas":

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design.

Learning in EYFS is organised in a variety of ways. They may learn as a whole class, in small groups or in pairs. Sometimes, children will choose or be asked to learn independently too and this is another important skill to develop right at the start of their learning journey with us. The timetable in the Foundation Stage reflects a balance of structured/unstructured sessions during which children experience direct teaching and opportunities for child-initiated learning. At Boxgrove we follow the Read, Write Inc (RWI) programme to teach phonics. In EYFS we start by teaching the children the first 26 letter sounds. Once the children are confident at recognising these sounds and are able to blend them together they will receive a reading book.

Further information about the EYFS Curriculum can be located at:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

## **CORE SUBJECTS**

### **Phonics**

Children in EYFS, Year 1 and Year 2 use the RWI programme to learn to read and spell. Children are assessed to see which RWI colour bookband they are at, and this is what they take home as their 'Book Bag' Book. This can also be supplemented with another *share at home* book at the teacher's discretion. For those children who are still assessed to be on the RWI scheme in KS2, we continue to deliver 1:1 tutoring. In KS2 specific spelling rules are taught and spelling linked to current learning are also studied.

### **English**

At Boxgrove our children have access to a wide range of reading material to support their development of reading. When the children are assessed as having finished RWI phonics, we have a wide range of books which are banded according to their level of difficulty. Each band contains a range of genres, authors and illustrators. At the start of their reading journey, children are able to choose books from within a given band which gives them an element of choice over their reading. In KS1 children read with their class teacher every week, and in KS2 children read with their class teacher every other week.

Top 100 books are also available for children at each phase across the school. The 100 book lists are made up of current high quality children's literature to help the children develop a love of reading. Each class chooses a book to read together during each day to further promote reading.

Group, and whole class reading skills sessions are delivered in EYFS and KS1. These sessions encourage children to talk about the texts they are reading, developing their enthusiasm for books as well as their understanding of texts and developing their vocabulary. Throughout KS2, reading skills are taught through a book or extract that the whole class read together. Children share a text and delve deeper into the text to explore new vocabulary, retrieve information, summarise what they have read and extend their ability to infer.

Across the school, writing is taught within a whole class setting where the children practise and refine their editing skills, widen their understanding of punctuation and sentence structures, develop their writing stamina and produce a final piece of writing. Children are supported in their writing through the use of high-quality texts linked to their current topic, teacher modelling, word bank building and sentence stems.

### **Maths**

At Boxgrove our children have access to a range of fluency, reasoning, and problem-solving activities in order for them to become well rounded mathematicians. We follow a 'Mastery' curriculum, which involves children being challenged and stretched by thinking deeply about maths problems. The aim of 'Mastery' is that every child can achieve their full potential. There is an emphasis on learning number facts such as times tables and number bonds so that children can access these to solve in-depth reasoning and problem solving. 'Mastery' empowers each child with skills for the here and now and also the future.

### **Science**

The children follow the national curriculum in science, studying different science topics in each year group. All science lessons are underpinned by core science and enquiry skills. The school believes in enquiry-based learning and strives to deliver lessons where the children learn through practical experiences - encouraging curiosity.

Children's learning in science across the milestone will incorporate:

- Living things and their habitats
- Animals, including humans
- Properties and changes of materials
- Earth and space
- Forces
- Electricity
- Light and sound
- Inheritance and Evolution.

## **Religious Education (RE)**

We follow the Surrey agreed syllabus for RE at Boxgrove which can be found here : [surrey-agreed-syllabus-for-religious-education.pdf \(d3hgrlq6yacptf.cloudfront.net\)](https://d3hgrlq6yacptf.cloudfront.net/surrey-agreed-syllabus-for-religious-education.pdf)

Learning in RE is divided into two distinct areas: **knowledge** and **skills**. Knowledge involves **learning about** religion and – where appropriate – non religious world views. Skills enable pupils to **express ideas and insights** about the nature, significance and impact of religion and beliefs.

RE is mostly taught as a distinct subject but the learning may also be re-embedded through themes such as the Egyptians and Tudors. When appropriate, children visit places of worship and visitors, representing different religions, come in to tell children about their faith.

## **Spiritual, Moral, Social and Cultural Development:**

At Boxgrove we ensure that our broad and balanced curriculum develops children's spiritual, moral, social and cultural understanding. We achieve this in a variety of ways.

We plan an education that develops spiritual understanding by giving children the opportunity to explore beliefs and experiences that they and other people may hold. The children's religious education lessons and learning about different places in the world allow them to understand more about cultures and people in the United Kingdom and abroad. Children learn to respect different people's faiths, feelings and values through work in class and whole school assemblies and events. These sessions allow us to instil the values of tolerance and respect in all children. We provide opportunities for children to enjoy learning about themselves and other people in the world, through the international themes in our curriculum. During classroom activities children are able to use their imagination and develop their creativity. At Boxgrove children develop the ability to reflect and consider a range of subjects that may affect them and other people.

At Boxgrove children follow our 'B' the Best You Can Be charter which outlines core expectations of all children in KS1 and KS2.

Through curriculum learning opportunities we encourage our children to make decisions and offer views about how those decisions might affect other people. We teach the British Values of Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance.

At Boxgrove we actively plan for a range of opportunities to develop our children's social skills and understanding. Children regularly engage in whole class, paired and group work. At Boxgrove the children have structured and unstructured play opportunities to develop their social ability. This allows them to learn skills of participation, appreciating different viewpoints, dealing with conflict and reaching consensus. These skills develop their understanding of how to function as an active participant in British society. To develop their knowledge of democracy we have an active school council, elected

head boy and girl, house captains and learning champions. These positions allow the children to learn how to be responsible role models within our school community.

We believe at Boxgrove that it is important that children develop an understanding of how to keep themselves and others safe. We explore children's feelings and support them in a variety of ways if they are expressing emotions that we are concerned about. We work together with parents and agencies to enable our children to feel happy and safe during their time with us.

Our children's spiritual, moral, social and cultural development happens during planned and incidental parts of the school day. You will also see at Boxgrove that this development extends to our extracurricular activities, including trips, school clubs and Grovers wrap around care.

## **Personal, Social, Health Economic Education (PSHE):**

PSHE lessons are delivered to give pupils the knowledge, skills and understanding they need to lead confident, healthy, and become informed, active and responsible members of society. At Boxgrove our PSHE programme is taught through the use of the You, Me, PSHE programme and supported by the Christopher Winter RSE programme. PSHE also flows through all other curriculum areas and is reinforced in assemblies and circle times.

## **Relationship and Sex Education (RSE):**

We deliver RSE to all pupils using age appropriate lessons from the Christopher Winter programme. The objective of RSE is to support children through their physical, emotional and moral development. We give children the knowledge and evidence to make informed choices. They will learn to develop respect for themselves and others. Children will explore different types of relationships such as: family and friends.

<https://s7v751.n3cdn1.secureserver.net/wp-content/uploads/2022/12/SRE-Policy-Autumn-Term-2022.pdf>

## **Foundation Subjects:**

Foundation subjects comprise:

- Art and Design
- Computing
- Design and Technology (D&T)
- Geography
- History
- Modern Foreign Language (MFL)
- Music
- Physical Education (PE).

## **Impact**

Because learning is a change to long-term memory it is impossible to see impact in the short term. We do, however, use probabilistic assessment based on deliberate practice. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long-run. We use comparative judgement in two ways: in the tasks we set and in comparing a student's work and responses over time.

Teaching and learning at Boxgrove is monitored in a variety of ways. Some of these include:

- Lesson observations
- Book scrutiny
- Learning walks
- Governor visits
- School development plan
- Coaching sessions
- Assessment meetings
- Pupil progress meetings
- Talking to children
- Visiting classrooms.