



# **Horizon Schools Federation**

## **CURRICULUM POLICY**

### **September 2025**

## **Curriculum Intent**

At Horizon Schools Federation, our curriculum is designed to provide a wealth of purposeful and relevant experiences which allow all pupils to achieve their potential, developing independent skills and fostering a love of learning.

Our inspiring curriculum encourages all children to aspire to be the very best versions of themselves and to be proud of their achievements. We pride ourselves upon providing a wholly inclusive environment which respects the cultures and backgrounds of all children, celebrates uniqueness and offers every child opportunity to thrive within a rich, stimulating learning environment.

Our curriculum is ambitiously and coherently designed to build upon children's knowledge, skills and understanding, focusing upon progression across all subject areas. We ensure that the full breadth of the curriculum is taught and that meaningful connections across subjects are made.

Quality first teaching and focused, scaffolded support from our team of inspirational practitioners, ensures individualised learning needs are addressed and that all learners maximise their potential. Focused assessment enables all teaching staff to be highly reflective and adaptive, to ensure that gaps in knowledge and skills are quickly identified and personalised interventions used to ensure that all children actualise their full potential.

Our shared school vision underpins the ethos of our school and permeates through all aspects of school life. The development of the whole child lays at the heart of Horizon Schools Federation. We aim to ignite a passion for learning, empowering all children to become life-long learners.

## **Our Curriculum Design**

Due to the changing dynamics of our cohorts which impact upon whether classes run as mixed or single year groups across all key stages, we have developed a rolling programme for our curriculum. This should be followed at all times to ensure that there are no gaps in children's learning across subjects.

Our curriculum is ambitiously and progressively structured to build upon what children know, can do and understand. All subjects are given precedence to ensure that children benefit from a broad and balanced curriculum.

We recognise that children's development is sequential and therefore, irrespective of class structures, skills and knowledge are taught as appropriate to year group and stage.

## **English and Maths**

English and Maths are taught daily and in conjunction with our Teaching, Learning and Assessment policy and full Curriculum Intent Statement.

Maths follows White Rose Hub objectives, which are taught sequentially to ensure full curriculum coverage and progression of skills.

English is aligned with our History and Geography topics for each year group. Each term fiction, non-fiction and poetry will be covered and curriculum progression documents used when planning to ensure that all National Curriculum objectives are taught. Each term specified class books will be shared with the children to ensure that all children are read to and experience a wide range of high-quality texts.

Whilst links may be made and there will opportunities to apply English and Mathematics skills through foundation subjects, teaching should focus around objectives linked to individual subjects to avoid curriculum narrowing.

## **Science**

We believe that science is curiosity and the way in which we develop our understanding is through scientific enquiry. Our science teaching focuses around 'Big Ideas' which recur throughout our studies through Physics, Chemistry, Biology and Earth Science. Our Science curriculum is designed sequentially to build children's knowledge, skills and understanding around these 'ideas' throughout our primary learning journey and lay the foundations of further scientific study.

## **Foundation subjects**

All curriculum areas are mapped out clearly to ensure that all aspects of the National Curriculum are covered. Each subject has a clear skills progression map, key knowledge and vocabulary which must be taught and linked texts. There are specified links to prior and wider learning to ensure that knowledge is interleaved, embedded and applied at every opportunity. Each subject is underpinned by vertical concepts which should be explicitly taught. These are aligned to provide coherence, sequence and continuity across all curriculum areas; understanding of these concepts provide the 'building blocks' for learning. In designing our curriculum, we have strategically mapped out these concepts to ensure that our children's learning journey is purposefully designed and that there is clarity around why, how and what children are learning at each stage. Alignment of these concepts throughout all classes ensures that every opportunity is taken to reinforce this learning e.g. homework tasks, assemblies, whole school events.

## **History and Geography**

These subjects are taught in units over the period of a term. Each year we start with a localised history or geography study across all classes to ensure that our children develop a clear sense of identity and belonging and an understanding of their own heritage.

## **Art and Design and Design Technology**

These subjects have been sequenced over a 2-year rolling programme to ensure that vertical concepts are taught thematically. We have deliberately aligned topics throughout the school to ensure there is clear progression and that opportunities for collaboration. In assigning half term blocks for each of these subjects this provides both time and focus in developing knowledge and skills.

## **Computing-**

A clear and comprehensive Computing curriculum which ensures full coverage, links to resources and focuses upon skills progression to provide children with the knowledge and skills to apply ICT within other curriculum areas.

The following subjects are taught following schemes of work in order to provide sequential curriculum content and ensure consistent high standards across all areas:

## **RE**

Lincolnshire Agreed Syllabus is followed. Through this curriculum content is mapped out progressively and is designed to evoke philosophical and ethical thinking through questioning and enquiry.

## **PSHE-**

Jigsaw- A comprehensive programme for PSHE which provides clear structures for teaching across the whole school. This ensures a consistent and focused approach.

## **Computing-**

A clear and comprehensive Computing curriculum which ensures full coverage, links to resources and focuses upon skills progression to provide children with the knowledge and skills to apply ICT within other curriculum areas.

## **Music**

Sing Up provides high quality music lessons which ensure that children receive high quality provision, which develops musical knowledge and skills and inspires a passion for music.

## **MFL**

Language Angels- Through following this French programme of study we ensure that the requirements of the DfE Languages Programme of Study for KS2 are met and substantial learning and progression achieved, alongside developing children's love of languages.

## **PE**

iMoves – A digital platform with thousands of fun, engaging and educational resources. It includes a complete PE programme with CPD, lesson plans, videos and assessment showing clear progression of skills. There are 100s of Active Blasts providing perfect 'brain breaks' every day! It also includes mental health & wellbeing resources to build a growth mindset, increase resilience, confidence & mindfulness and reduce anxiety.

## **Curriculum Aims**

The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to their own personal interests, develop positive attitudes towards learning and acquire a solid basis for lifelong learning.
- Teach all children to read fluently and to develop a love of reading- opening the door to learning
- Teach pupils the basic skills of literacy, numeracy, ICT and science.
- Encourage and enable pupils to be creative through art, dance, music, drama and design and technology.
- Encourage pupils to appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the locally agreed syllabus for RE.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work cooperatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.

- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

#### Roles and responsibilities:

The **Executive Headteacher** is responsible for:

- Setting the strategic direction of teaching and learning across the federation
- Communicating the agreed curriculum to the governing body.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing body

- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

The **Assistant Headteacher**, with responsibility for Curriculum Leadership is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers, subject leaders and other members of the Senior Leadership Team
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Making any necessary adjustments to the curriculum where required.
- Ensuring the curriculum is created in accordance with this policy.
- Supporting Subject Leaders within their roles
- Providing strategic leadership to subject leaders, teaching and support staff.
- Evaluating the impact of curriculum implementation and reporting upon this to the Executive Headteacher and Governors.
- Ensuring the curriculum is inclusive and accessible to all.

- Leading and co-ordinating curriculum focused CPD for staff.

**Subject leaders are responsible for:**

- Providing strategic leadership and direction to teaching and support staff within their area of curriculum responsibility.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the subject and reporting on this to the Executive Headteacher.
- Evaluating the impact of curriculum implementation within their area of subject responsibility and reporting on this to the Assistant Headteacher and Executive Headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.
- Ensuring their own expertise within their subject and sharing this with staff through effective CPD.
- Advising and supporting staff in relation to curriculum implementation within their subject.

**Teachers are responsible for:**

- Implementing this policy consistently throughout their practices.
- Ensuring the agreed curriculum is implemented consistently.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum
- Creating weekly lesson plans in collaboration with colleagues and sharing these on the One Drive.
- Collaborating with the SENDCo to ensure that the curriculum is inclusive and accessible to all.
- Using adaptive practice expertly and responsively to ensure all pupils achieve well.
- Working closely with the SENDCo and support staff to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENDCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring and evaluating the progress of all pupils and ensuring assessment is used effectively to address learning targets.

**Governors are responsible for: EMMA PLEASE ALIGN THIS**

- Upholding and articulating the school curriculum intent
- Monitoring and evaluating the impact of the agreed curriculum
- Ensuring that the curriculum offer is accessible and inclusive to all
- Monitoring the website to ensure that the school curriculum offer is celebrated
- Holding the Executive Headteacher to account for the quality of the school curriculum
- Ensuring that the curriculum offer is broad, balanced and develops cultural capital