

Curriculum Policy Statement

Low Ash Primary School



Approved by:	The Governing Body	Date : 15.7.26
Last reviewed on:	16.7.25	
Next review due by:	Summer 27	

CURRICULUM POLICY STATEMENT

Achievement, enjoyment and enrichment

Our School Vision – The Curriculum

Low Ash Primary will work with everyone to create a happy, safe and stimulating setting where children are motivated to learn together. By maintaining high expectations of ourselves and each other, children will be equipped to encounter opportunities and challenges with resilience and determination. We encourage a curiosity about the world and strive to ensure that our children will contribute positively to it, both now and in the future.

Low Ash Primary is characterised by its varied, creative and challenging curriculum- based on real, enquiry-based learning. Academic achievement is only part of our vision: we provide many opportunities for pupils to practise in and master both the visual and performing arts, through our weekly enrichment afternoons and participation in concerts and musical shows, and also excel on the sports field.

Low Ash Primary is an inclusive school, intent on ensuring that all pupils reach their potential in a culture of success. As a team, we are passionate about preparing our pupils to be successful adults in an ever-changing, society. We encourage our pupils to aim high – ***‘to be the best that they can be’***. We value their individuality and creativity, and equip them with the skills and confidence to succeed. Where there are barriers, teachers use adaptive teaching methods to ensure all children access the curriculum. Ongoing assessment, scaffolding and questioning help to adapt learning to meet pupils' needs and enable all learners to access the intended curriculum.

Below is the vision we share with our staff and our children which embodies the points noted above:

‘At the heart of our community stands Low Ash — a school not just built of stone, but rooted in care, purpose, and an unwavering belief in every child. Like a great tree, its branches stretch far and wide, offering shelter, strength, and a place to grow for all who gather beneath them: the confident, the uncertain, and those still learning how to spread their wings — each welcomed with warmth and dignity. Our staff, tending the tree, work hand in hand with families through gentle seasons and stormy ones alike.

From the moment the children arrive beneath its branches, they are handed a passport, and as they move through the seasons of school life, their passports are stamped with memories gathered and adventures travelled. No journey looks exactly the same as no branches grow alike.

Low Ash is more than a school — it is a symbol of aspiration, standing tall and steady, illuminating paths so that every child can become the very best they can be.’

Overall Curriculum Intent

The child is at the centre of what we do at Low Ash Primary School. Our inclusive approach develops confident, resilient learners with a thirst for knowledge and love of learning. Every child is encouraged to meet and achieve their potential – ***‘to be the best that they can be’***. We believe the Low Ash curriculum should be exciting and engaging – a curriculum which all pupils enjoy and can achieve and flourish within.

All stakeholders (pupils, parents, carers, staff and governors) have an important part to play in the shaping of our curriculum, so changes are made regularly in light of feedback.

At Low Ash, we make it our aim to discover what children are good at and use this to promote a positive attitude to learning. The curriculum we deliver is broad and balanced, with opportunities for pupils to celebrate, share, and learn about different cultural and spiritual beliefs.

Subject leaders ensure there is a clear progression of subject specific knowledge – both substantive and disciplinary.

Curriculum Implementation

The curriculum is based on good quality resources. English is taught through quality whole class texts, and Maths is taught using planning from the National Centre for Excellence in the Teaching of Mathematics (NCETM) with a focus on problem solving, reasoning, fluency and mastery. Other curriculum subjects are delivered through discrete subject teaching – some based on published schemes of work eg. Geography is based on the Developing Experts Curriculum- and some designed by subject leaders in school eg. The History curriculum is bespoke to Low Ash. Through the teaching of discrete lessons, children are able to focus on their specific area of study to a high standard whilst avoiding misconceptions. Our curriculum is knowledge based and, as each child travels through school, our knowledge and learning is planned so it continually builds upon, links to, re-visits and develops previous learning. Creativity and teacher expertise is also woven into the curriculum with specialist teachers and outside agencies (eg. pupils can enjoy peripatetic music lessons) working with pupils and teachers, sharing good practice and ensuring that learners learn from the best.

In order to raise aspirations and equip children with a real belief that they can achieve anything if they are prepared to work hard, Low Ash has developed links with the world of work and prioritised experiential learning within our curriculum. We look to organise events and activities that develop the curriculum and bring our children's learning to life. ~~In some cases, this involves a theme day or 'hook' to launch a topic but it also~~ This involves school trips and residentials, or visits from experts and inspirational individuals to support learning and spark imagination.

We also utilise our excellent school facilities and make the most of our outdoor learning environment to enhance hands-on learning experiences and provide purposeful and stimulating learning opportunities. This includes running annual theme weeks such as Healthy School's Week. In order to develop our children's understanding of their local heritage, whilst developing links with the community, we regularly visit local attractions and sites, such as: Saltaire & Salts Mill, St Cuthbert's Church, The National Film and Photography museum, Buck Wood, Baildon Moor and many more. In addition, we host an annual Shipley Showcase, where all of our year groups complete fieldwork linked to our local area. This helps our children recognise what makes Bradford unique as well as developing their understanding and appreciation of the many cultures that form the rich tapestry of modern Britain and the wider world.

We believe that one of our fundamental tasks is to teach our children to speak clearly and articulately and to read and write effectively. Reading across all curriculum areas is a priority to extend and deepen pupils' understanding and use of vocabulary. We want pupils to develop a love of reading during their time at Low Ash Primary and be exposed to a range of classic and contemporary literature. The use of the school library, reading areas around school, class shared texts and the reading vending machine are pivotal to this.

Digital literacy is an increasing priority in the 2027 curriculum. Low Ash will provide pupils with skills and confidence to use technology safely, responsibly and effectively. While computing lessons teach specific digital skills, all subjects provide opportunities for pupils to use technology to support their learning and prepare them for life in a digital world.

Pupils are taught to evaluate online information critically and understand the importance of online safety, privacy and responsible digital behaviour. From next academic year, in line with new guidance, they will also develop an awareness of artificial intelligence (AI) and learn how to use AI tools appropriately to support learning while recognising the importance of independent thinking and academic integrity. The school regularly reviews its use of digital technology to ensure it remains relevant, inclusive and supports high-quality teaching and learning.

Sustainability is an emerging priority within our curriculum and wider school community. Through planned learning opportunities across a range of subjects, pupils are encouraged to develop an understanding of environmental responsibility, sustainable living and the impact their choices can have on the world around them. The school has appointed a Sustainability Lead to support the development of this work, including implementing a climate action plan; promoting whole-school initiatives and embedding sustainability within the curriculum where appropriate.

Curriculum Impact

The impact of the curriculum is monitored through triangulation of outcomes: pupil voice, test/data outcomes, planning, monitoring of books and displays, lesson learning walks, discussions with teaching staff, pupils and parents.

Pupils, parents and staff are consistently and regularly consulted about the curriculum and the impact that it makes.

The desired outcomes of the curriculum will ensure that pupils are well rounded students, ready to embark on high school education. They will be equipped with the foundations and skills to achieve success in later education. Pupils will have an understanding of what they are good at and have developed skills to face their challenges.

Signed:

Chair of Governing Body

Next Review Date: July 2026