



CROXBY PRIMARY SCHOOL

CURRICULUM POLICY - THE CROXBY WAY

Effective Date: January 2026

Date of minuted approval by the Board of Governors: January 2026

Review Committee: Local Governing Board

Review Date: January 2027

This policy should be read along with the Marking and Feedback Policy and the Teaching, Learning and Assessment Policy.

Rationale

The intent of our *Croxby Way* curriculum is to provide a rich, balanced and ambitious learning experience that integrates knowledge, concepts, values and skills. Our aim is to ensure that every child is equipped to achieve their full academic, social and emotional potential.

Our curriculum reflects our culture of 'Aiming High', offering a broad, culturally rich and aspirational learning journey that prepares all learners confidently for the next stage of their education. This is enhanced by a comprehensive enrichment package designed to engage learners meaningfully, broaden their horizons and nurture their individual talents. We recognise and celebrate every child as unique, with their own ambitions, strengths and dreams.

Through the Croxby Way, children develop a deep sense of belonging to their community. They leave Croxby as confident, respectful and resilient young people who take pride in themselves and their achievements. Our approach ensures learners are able to make healthy and informed decisions, build strong and positive connections with others and develop the curiosity and independence needed to become lifelong learners who continue to aim high in all they do.

We follow the CUSP curriculum to teach reading, writing, history, geography, science, art and design technology. Across all subjects, ambitious medium-term plans ensure that children benefit from a carefully sequenced progression of substantive knowledge— the core facts, concepts and content of each individual discipline— and disciplinary knowledge, which teaches learners how to think, question and work like subject specialists. This progression is intentionally structured so that knowledge and skills build cumulatively over time, supporting secure understanding and strong vocabulary acquisition.

Each unit of learning is supported by a well-designed knowledge organiser, alongside carefully crafted knowledge notes for individual lessons, enabling learners to rehearse and recall key information. These are complemented by regular low-threat quizzes and spaced retrieval practice, which strengthen long-term memory and help learners to make meaningful links between prior and new learning. The curriculum deliberately interweaves substantive content with disciplinary thinking. For example, enabling children to analyse evidence as historians, conduct enquiries as geographers, investigate

scientifically as scientists, or evaluate and create as designers and artists. This integrated approach ensures all learners develop not only what they should know, but also how to apply their knowledge authentically within each subject.

Our Curriculum Focuses On:

- **Living our Croxby values** – Work Hard, Aim High, Be Kind and embedding them into daily school life.
- **Learners becoming leaders of their own learning**, taking ownership, making decisions and developing independence.
- **Building a rich vocabulary and secure knowledge base** that is stored in long-term memory and applied with confidence.
- **Removing barriers to learning** so that every child, regardless of background or need, has the opportunity to succeed.
- **Enhancing personal growth, character and development**, helping learners become confident, reflective and resilient individuals.
- **Developing curiosity and a lifelong love of learning**, ensuring children are set up for success now and in the future.
- **Setting high aspirations**, empowering every learner to be the very best they can be.

The Croxby Way Curriculum Will:

- **Enthuse and inspire learners** through an innovative, imaginative and well-structured curriculum that deepens learning across all key stages.
- **Promote high achievement and sustained engagement** by delivering subjects through interconnected knowledge and skills, underpinned by carefully chosen substantive concepts that provide meaningful context.
- **Provide a rich and varied offer**, including a wide range of enrichment experiences that broaden horizons and develop cultural capital.
- **Encourage children to know more, do more and remember more**, securing strong understanding and long-term learning.
- **Create opportunities for investigative, creative and practical learning**, developing critical thinking and hands-on skills across subjects.
- **Foster an understanding of diversity, culture and religion**, encouraging respect, empathy and the celebration of difference.
- **Develop essential life skills**, preparing learners for the challenges and opportunities of modern life.
- **Strengthen problem-solving and reasoning abilities**, enabling learners to apply their learning in new and unfamiliar situations.
- **Support calculated risk-taking**, helping learners build resilience and confidence in their own decision-making.
- **Promote metacognition and self-regulation**, teaching children to plan, monitor and evaluate their learning effectively.
- **Ensure learners build a secure core knowledge base** that is remembered over time and applied across different areas of the curriculum.

Curriculum Guidelines – The Croxby Way

These guidelines outline how the intent, implementation and impact of our *Croxby Way* curriculum will be visible across the school and consistently enacted through high-quality teaching and learning.

Evidence Across the School Environment

There will be clear and consistent evidence in all classrooms, shared spaces and on the school website demonstrating the impact of our curriculum on learners' enjoyment, progress and outcomes. This includes:

- **Subject-linked displays** celebrating children's work, showcasing the knowledge organiser and the lesson sequence for each topic.
- **Progression displays** for specific subjects, illustrating high-quality expectations and age-appropriate vocabulary across year groups.
- **Subject-linked non-fiction texts** available in classrooms to promote high-quality independent reading and research.
- **Live modelling** by teachers in every lesson, displayed or accessible as a reference point for learners.

Curriculum Delivery Expectations

We aim to provide a full, broad and ambitious curriculum for all learners. Teachers will ensure that:

- The curriculum is **tailored to the specific needs** of Croxby learners.
- Learners regularly apply **cognitive and collaborative skills** to solve problems and work with others.
- Learning follows a '**teach, task, teach, task**' structure, allowing knowledge acquisition before application.
- **Cognitive load** is carefully considered when planning pitch and progression, supported by the '**connect, explain, model, attempt, apply, challenge**' structure.
- **Spanish** is taught weekly in Key Stage 2.
- **RHSE and PSHE** are taught weekly through our **Set for Success** lessons and supported through assemblies.
- Learners develop **cultural understanding** through exploration of faiths and worldviews.
- **Sketchbooks and DT books** provide space for learners to refine skills, techniques and iterative improvement.
- **Science, history and geography books** record selected tasks and include knowledge notes to support long-term retention.
- All learners receive a **minimum of 60 PE lessons per year**.
- The **Charanga Model Music Curriculum** is used to deliver a spiral programme in which learners revisit, build and extend musical knowledge and skills incrementally.
- All learners experience **musical theatre annually**, culminating in a performance to an audience.
- **Teach Computing** is used to ensure ICT is embedded across the curriculum and computing skills are progressively developed.
- **Reading and vocabulary** are embedded into all lessons to strengthen connections and deepen understanding.
- **Metacognition** is explicitly taught, with learners encouraged to plan, monitor and reflect on their learning to develop self-regulated learning habits.
- Learners have opportunities to develop a strong sense of **scholarship** through our **graduate award system**.

Professional Responsibilities for Teachers and Subject Leaders

Teachers and staff with subject leadership responsibilities will ensure that:

- **Knowledge organisers** are precise, reflect the core knowledge to be acquired and are shared with learners as retrieval support tools.
- Lessons promote **independent and collaborative learning**, offering practical and inclusive activities.
- Learners understand **the subject lens** they are working through (e.g. “Today we are geographers”), with enquiry questions made explicit at the start.
- **Trips and visitors** are used purposefully to deepen subject knowledge, enhance skills and increase enjoyment.
- **Reading underpins all lessons**, with texts chosen to support subject knowledge and language development.
- **Tier 2 and tier 3 vocabulary** are effectively taught in science and foundation subjects to deepen understanding and application of key terminology.
- **Spaced retrieval** is embedded through tri-weekly retrieval lessons, with low-threat quizzes tracked annually to support long-term retention.

Whole-School Implications

To ensure the ongoing quality and effectiveness of the Croxby Way curriculum:

- Learner progress will be monitored in each subject using **low-threat post-topic quizzes**.
- Regular **monitoring and evaluation** of teaching and learning will check curriculum effectiveness and ensure progression.
- **Book monitoring** will ensure high-quality tasks, depth of understanding and strong learner responses.
- **Learner voice** will be gathered to evaluate enjoyment, engagement and knowledge gained in each theme.
- **Staff training** will share good practice and build subject expertise.
- **Team teaching, paired observations and collaboration** across teams will support consistency and professional growth.