



Curriculum Policy

Agreed by Governors: Autumn 2025

To be reviewed: Autumn 2027

Introduction

At Dothill we are passionate about teaching and learning. We seek to provide learning opportunities which are challenging and enjoyable. As a school, we identify, support and challenge pupils at all stages of their learning to maximise their individual potential. We aim to create a sense of resilience, independence and resourcefulness in all our pupils.

Pupils are taught to understand that learning is a lifelong skill; one that makes a difference to their lives now and in the future. Ensuring that our children are active learners enables them to achieve to their highest potential.

Values

At Dothill, we believe that every child and adult within our school community should be valued, respected, and celebrated for their individuality. We take pride in fostering an inclusive environment where diversity is embraced and differences are recognised as strengths.

Our school values are embedded throughout the curriculum and daily life. We set clear expectations for behaviour and ensure that all pupils understand and follow them, promoting a culture of mutual respect, responsibility, and kindness.

We are **ready** to learn

We are **respectful** to each other and school property

We keep ourselves and others **safe** in and out of school and online



We aim for our school to be a positive and happy place, where we bring out the best in everyone and where the efforts and contributions of each person are encouraged, recognised and celebrated. We believe that every child matters. All pupils should feel fully included in their learning, able to access all aspects of school life and make a positive contribution, because their individual needs are met.

We provide opportunities for our children to explore and enjoy learning in a variety of ways, to learn from their mistakes and use their knowledge and skills creatively across the curriculum and beyond.

Intent

At Dothill, we aim for all our children to leave school equipped with key knowledge, which enable them to be resilient, confident, respectful, safe, ambitious and positive individuals, who are reflective, able to make good choices and have a thirst for life and all it has to offer.

Cognitive Science tells us that nothing has been learned until it is in your long-term memory. Our curriculum is built on this principle. Learning is a change to long-term memory, and our aims are to ensure that our pupils experience a breadth of study and have, by the end of each key stage, long term memory of an ambitious body of procedural and semantic knowledge.

Our curriculum is a knowledge-led progression model. Through our curriculum, we intend to teach the key concepts within a specific subject progressively upon secure previous knowledge within a broadly context-based framework. This will enable children to revisit and build upon the key concepts at an increasingly deeper level as they move through the school. In this way, children will have the opportunity to make

increasingly complex connections in their learning across a range of contexts. This will result in rich, deep, transferrable learning.

We place a strong emphasis on delivering a curriculum that nurtures the whole child. We ensure that the wellbeing of every member of our school community is central to everything we do. We believe this focus is key to raising academic achievement.

Our children develop a deep understanding of their own value and purpose. They are equipped to make informed choices and decisions that reflect a clear understanding of right and wrong, preparing them to lead lives of integrity and compassion.

Our context-rich curriculum, built on high expectations for all learners, ensures full coverage of the National Curriculum and EYFS framework. It offers a broad and balanced range of learning experiences that deepen children's understanding of their local, British, and global communities. Designed to challenge, engage, and motivate, our curriculum encourages pupils to take responsibility for themselves and others. It is rooted in a foundation of emotional literacy and moral responsibility, supporting the development of character alongside academic achievement. Through this approach, our pupils gain the knowledge, understanding, behaviours, and attitudes needed to succeed in their next stage of education, future employment, and adult life in an ever-changing world.

Implementation

At Dothill, we ensure a broad and balanced curriculum by mapping knowledge progression across all year groups and National Curriculum subjects. Our curriculum is consistently delivered through high-quality teaching that combines challenge with enjoyment, laying strong foundations for lifelong learning.

Starting with detailed curriculum overviews, we develop medium- and short-term plans that ensure coherent coverage, clear progression, and systematic revisiting of key concepts. Subject progression documents guide planning, enabling pupils to apply and deepen their knowledge meaningfully.

Children regularly engage in exploration, questioning, investigation, evaluation, and reflection—strengthening subject understanding and embedding essential life skills. Enrichment through visits and visitors enhances real-world connections and supports knowledge retention.

Assessment is embedded throughout. Staff use formative and summative methods to identify gaps and inform teaching. Daily recall tasks (e.g., rapid recall, “fluent in four”) encourage effortful retrieval, strengthening memory and deepening learning.

Subject leaders play a vital role in curriculum success. Each has clear responsibilities and works with senior leaders to design, deliver, and evaluate their subject area. Regular reviews by leaders and governors ensure curriculum quality, coverage, and balance.

We also value pupil voice in shaping the curriculum. Children are encouraged to articulate their learning journey, fostering ownership, deeper understanding, and effective retrieval strategies.

Impact

As a result of our curriculum, most pupils leave Dothill with:

- A deep, durable, and transferable web of knowledge across all subjects.
- The ability to retrieve knowledge and make meaningful connections across contexts.
- Confidence in applying their learning across a range of disciplines.
- The capacity to think deeply about key concepts and solve problems creatively.
- Strong critical thinking skills and the ability to innovate.
- Empathy and respect for others, celebrating diversity and inclusion.

- Enhanced understanding through experiences they may not otherwise have had, enabling deeper learning connections.
- The ability to reflect critically on their knowledge and make emotionally literate, morally responsible decisions.
- A solid understanding of the value of physical activity, supporting lifelong healthy habits.
- The resilience and knowledge needed to identify and resist risks, keeping themselves and others safe.

Our children grow up being able to make a positive contribution to the world in which they live.

Curriculum Aims

Our curriculum is designed to:

- Foster a positive attitude towards learning by promoting curiosity, independence, and enquiry.
- Encourage creativity and support the development of independent thinking.
- Equip pupils with strategies to learn from mistakes and view failure as a valuable part of the learning process.
- Celebrate diversity and promote appreciation of all individuals within our multicultural society.
- Develop understanding of Britain's cultural heritage and core values.
- Support pupils' spiritual development and help them distinguish right from wrong.
- Instil the importance of truth, fairness, and equal opportunities for all.
- Promote respect for self and others, enabling pupils to live and work cooperatively.
- Deliver the 2014 National Curriculum while embedding our school's values and aims throughout.

Curriculum Structure and Organisation

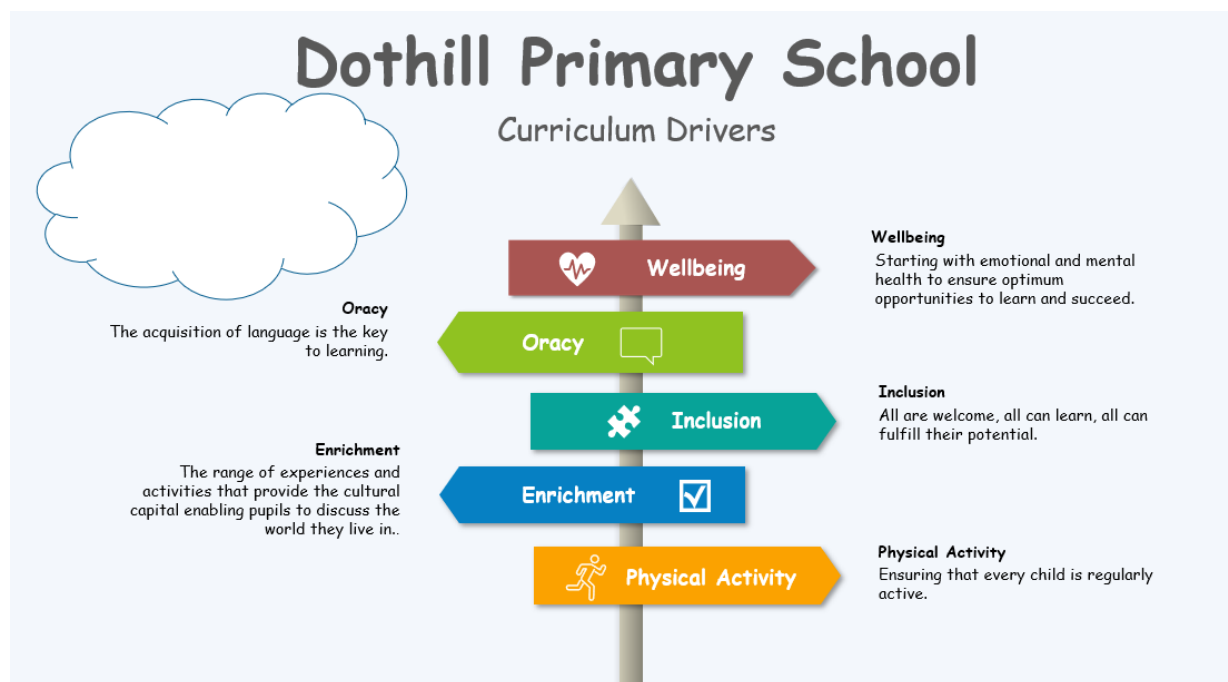
At Dothill, our curriculum fully incorporates the 2014 National Curriculum while embedding our own values and aims to ensure it is relevant, purposeful, and engaging for all pupils.

Our curriculum is built around a subject-specific philosophy. Subjects are taught discretely, with meaningful cross-curricular links made where appropriate. We believe that pupils learn best when taught the essential knowledge and skills unique to each subject.

Curriculum content is carefully mapped into blocks of time, prioritising key areas to ensure depth and progression. Detailed coverage for each year group is available on our school website:

<http://www.dothillprimaryschool.co.uk>.

Our curriculum is shaped by a set of core drivers—key elements that reflect our school's vision and ethos. These drivers are embedded across all subjects and themes, guiding the design and delivery of learning experiences and ensuring consistency and coherence throughout the curriculum.



Oracy

Children are given regular opportunities to discuss lesson content to develop their knowledge and are encouraged to articulate their learning whilst using technical vocabulary.

Wellbeing

At the heart of Dothill's curriculum, we have ensured that the wellbeing of staff and children is of paramount importance and needs to be nurtured to ensure that effective learning can take place. To support children with this, we have included programmes, such as CalmBrain, within our curriculum.

Inclusion

When designing Dothill's curriculum, we have ensured that it is inclusive and accessible to all children through adaptive teaching, which provides scaffolding or adult support as required. Our curriculum design includes links to other countries, including Kerala, where a number of our students come from.

Physical Activity

As a school, we recognise the importance of physical activity throughout the curriculum. Because of this, we participate in the Creating Active Schools programme, which promotes regular physical activity throughout the day.

Enrichment

We have planned a range of experiences and activities that provide cultural capital opportunities, which allows pupils to discuss the world they live in. To engage and enthuse pupils in their learning, we organise hook days at the start of a unit of work.

Values and citizenship education

At Dothill, our values are central to the curriculum. We aim not only for academic excellence but also to nurture pupils as responsible, compassionate global citizens. Our curriculum supports the development of resilience, emotional wellbeing, and social awareness, preparing children to navigate life's challenges with confidence.

Personal, Social, Health and Economic (PSHE) education is taught both discretely and through the wider curriculum. Relevant issues are addressed daily, ensuring pupils gain the knowledge and understanding needed to lead healthy, independent lives and become informed, active members of society.

All pupils are encouraged to participate in a wide range of activities and experiences within and beyond the classroom. These opportunities help them contribute meaningfully to school life and the wider community, reinforcing our commitment to holistic development.

Enrichment and Learning Resources

Learning at Dothill is enriched through a wide range of resources, including the use of ICT such as tablets and computers where appropriate. We also make purposeful use of our local environment and extend learning through educational visits further afield. These experiences bring learning to life and offer opportunities beyond the classroom.

We actively engage with community partners, such as the *Friends of Dothill Nature Reserve*, to provide meaningful, real-world learning experiences. This collaboration has been recognised through our nomination for the *Pride of Telford Award* in 2018, highlighting the impact of our curriculum beyond academic outcomes.

These enrichment opportunities support pupils in making deeper connections in their learning, developing curiosity, and applying knowledge in varied contexts.

The curriculum at Dothill Primary School is constantly evolving according to the needs of our children and to the aspirations of the staff and community.