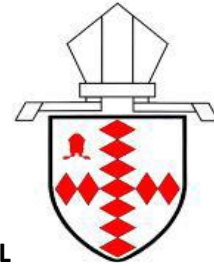




NUTFIELD CHURCH (C OF E) PRIMARY SCHOOL



Quality of Education Policy

Vision

We aim for our children and members of the wider school community to flourish in all they do and **‘live life in all its fullness’**. (John 10:10)

Values

- We are a church school, which believes in the importance of **community**, where people from all races, religions and cultures act in **peace** together.
- Our pupils, staff and families work together as a team, with **wisdom** supporting each other through our learning. We have **hope** in our challenges and in our successes.
- We recognise the **dignity** and ultimate worth of each person, created in the image of God, further shaped by the person, teaching and example of Jesus. We look to the future with **joy**.

Reviewed: Autumn 2025

Next Review: Summer 2026

This policy should be read in conjunction with the Assessment, Behaviour, Marking, SMSC and Equality and disability policies.

Nutfield Church C of E Primary School's Aims:

- To enable every child to flourish and to live life in all its fullness (John 10:10).
- To educate children in the Christian faith, nurturing each individual's awareness of spirituality, whilst respecting other faiths.
- To provide a safe, happy and inclusive environment where each individual child is valued and achievement is celebrated.
- To work as a team together with parents and carers, the Church and the wider community towards common goals for the benefit of all.
- To develop lively enquiring minds through active, creative and challenging learning as well as the children's ability to question and argue rationally and think for themselves.
- To provide excellence in all we do to enable everyone to reach their full potential mentally, spiritually and physically.

Nutfield Church (C of E) Primary School's Quality of Education Policy is firmly based on the Christian vision and values of the school. It is based on the fundamental belief that, given the appropriate support, all children can learn.

The National Curriculum affords us to plan a curriculum which is broad, balanced and focussed on our school, our community, our country and other countries around the world.

At Nutfield Church Primary School, our Quality of Education is geared towards Quality First Teaching. Where additional support is required, this is provided through careful identification of need and targeted Send Support Arrangements (SSA) which may also involve more bespoke programmes where deemed necessary. For further information, see the SEN and Inclusion Policy.

Our Curriculum Model

At Nutfield Church School we have designed a curriculum that is ambitious and carefully adapted to offer all (including disadvantaged pupils and pupils with SEND) access to the knowledge and cultural capital they need to succeed. In order to address social disadvantage, the curriculum is rooted in knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences in later life. The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and advances towards clearly defined end points.

The curriculum is broad and pupils are able to study a strong academic core of subjects, without losing vocational and technical ambition.

Core Strand

Our core subjects: Maths, English, Science and RE are given a high priority. We have developed a standardised timetable, which all classes, Y1 – Y6 adhere to. Ten percent of the timetable is dedicated to Religious Education (R.E) teaching. English and Maths are taught discretely in each class every morning.

We assess these subjects regularly to ensure our pupils are working at least in line with and preferably above national averages. We work closely with other local schools to moderate work in RE, Reading, Writing and Maths to ensure we give the best quality learning experiences for all our pupils. In addition to statutory Core subjects, we believe that PE and sporting tournaments should have a significant value in our school. We closely monitor the use and impact of Sports' Premium and give a significant amount of curriculum time to the subject and it is an integral part of our Wellbeing Curriculum.

Mathematics

We aim to provide high-quality mathematics education to all our children. Our approach to mathematics supports our key aim of challenging children so they leave our school number literate and confident, independent and inquisitive mathematicians. Through our curriculum, they will make sense of numbers, patterns and shapes they see in the world around them and appreciate how maths contributes to our economy, society and culture. They will meet National Curriculum expectations in mathematics, which will be taught by highly-enthusiastic qualified staff who will model and support pupils to develop concepts and inspire enthusiasm and interest in mathematics. Our maths curriculum has been specifically designed to ensure regular opportunities for consolidation in order to identify recalled knowledge, as well as immediately addressing gaps. Within lessons, they will develop into independent learners with inquisitive minds who have secure mathematical foundations and an interest in self-improvement. Through the use of practical objects/manipulatives children will have a better understanding when solving abstract questions, such as word problems. We strive to empower our children by equipping them with the key skills necessary to allow them to go deeper into their maths learning, developing strong reasoning and problem-solving skills. Above all, we intend to give our children the opportunity to appreciate mathematics in its wider, real-life context and to be able to apply their maths skills beyond school life.

Maths is taught daily. We use White Rose Maths across the school. The curriculum is coherently structured to build understanding in small steps. Children master steps before moving on. Through our curriculum, children explore number with increasing depth so that they see numbers as a way of interpreting and understanding the world around them. The children are introduced to numbers through a variety of representations so that they can recognise the numerals and the amounts. Once this is secured, children start to manipulate numbers through simple operations, such as basic addition and subtraction. The children readily access practical resources and visual representations to scaffold their learning and which allow them to talk about what they know and have learned. A concrete, pictorial,

abstract (CPA) approach is used to deepen understanding of mathematical structures and can be used to provide a scaffold. Frequent practice of Times Tables (including the use of Times Table Rock Stars) allows the children to recall multiplication and division facts by Year 4. Our children are taught problem-solving skills, and apply their understanding to a range of increasingly complex problems and contexts. They receive opportunities to mathematically reason. This allows them to use accurate mathematical vocabulary and stem sentences. In EYFS, children develop a deep understanding of maths in an engaging and stimulating environment. Vocabulary in the EYFS is essential to the development of confident mathematicians, in number and across all other strands of maths. As a result, the maths provision in the EYFS focuses on discussion to allow children to develop their understanding of the everyday language of shape, space and measures through an engaging and stimulating environment.

English

We foster a love for reading, writing, and effective communication across all year groups. We aim to equip students with the literacy skills necessary to access the full curriculum, express themselves clearly, and engage confidently with the world around them. Our vision is for every child to leave our school as a fluent reader, articulate speaker and enthusiastic writer.

The English curriculum is designed to be broad, balanced, and inclusive, ensuring that all students develop key competencies in reading, writing, speaking, and listening. We align our curriculum with the National Curriculum requirements while tailoring it to meet the needs of our students, making sure it is both challenging and engaging. We ensure that resources are appropriate to provide a rich and challenging curriculum.

Reading: We promote a strong reading culture through daily guided reading sessions, regular story times, and access to a diverse range of high-quality texts. Phonics is taught systematically in the Early Years and KS1 using ELS (Essential Letters and Sounds), while comprehension skills are developed progressively throughout the school. We also encourage reading for pleasure through initiatives such as book fairs, reading challenges and author visits.

Writing: Writing is taught through a process that emphasises planning, drafting, editing, and publishing. We integrate writing tasks across the curriculum, ensuring that students have opportunities to write for different purposes and audiences. Grammar, punctuation, and spelling are imbedded in our daily English lessons but also taught explicitly and practiced through writing activities. We use model texts and shared writing to demonstrate good practice, and celebrate the children's writing through our displays.

Speaking and Listening: We ensure that students develop strong oral communication skills through class discussions, presentations, drama activities and collaborative learning. Speaking and listening are woven into all areas of the curriculum, with a focus on building confidence and clarity in communication.

Science, Computing and Design and Technology

At Nutfield Church Primary Science, Computing and Design and Technology are all seen as exciting subjects.

In placing these three curriculum subjects together as one strand, we combine the practical and academic aspects of Science and Technology with real life experiences through practical application. This strand is given a significant amount of curriculum time. Key learning is achieved through lessons, experiments, visits and partnerships with specialist volunteers and partnerships with local secondary schools. We remove barriers to learning to enable all children to flourish. Through annual events such as Working Week, children have the opportunity to talk about and experience careers in Science, Computing and Design and Technology.

Geography and History Strand

Geography and History are now taught as separate subjects. The decision to separate these subjects was to allow for a clear progression of skills and knowledge across the year groups and key stages. As a direct result of this change, teachers are able to confidently talk about the skills the children learnt in previous years and how this informs what the children are currently learning.

Our high-quality History curriculum allows children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires our children to want to know more about the past and equips them to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History lessons focus on three key skills: **progression in chronological understanding; progression in historical enquiry skills and historical knowledge and understanding.** These skills are tracked and built on each year. History helps our children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as understanding their own identity and challenges of their time.

Geography inspires a curiosity and fascination about the world and its people. Geography lessons equip the children with knowledge of diverse places, people, resources and environments, together with a deep understanding of the Earth's physical and human processes. Progression in Geography is planned for through the content and the sequences of learning activities. Through Key Stage 1 and Key Stage 2, children re-visit elements of the curriculum, each time with a developing geographical knowledge base, a greater level of understanding and more advanced use of geographical skills. Progression focuses on how children's learning advances in terms of acquisition of locational knowledge and skills and the development of understanding in locational knowledge, geographical enquiry, map skills, fieldwork skills, use of images, use of digital technologies and communication skills.

Expressive Arts Strand

The Arts Curriculum is the beating heart of the school. It is a highly visible medium for children to express themselves and also their love for God, through exhibition and performance.

The annual Art Exhibition (Life in all its Fullness) is a particular highlight of the school year, when children's work is celebrated together for all to enjoy, including parents, governors and the wider community. Progress across the year groups can be easily identified through a range of the six agreed foci- drawing, sculpture, painting, printing, collage and textiles. Our Arts Curriculum encourages the exploration of different art forms from around the world with a particular focus on chosen artists from the continents of North America, Asia, Africa and Europe.

Our Expressive Arts Curriculum introduces children to a variety of instruments and genres of world-wide music through a series of carefully sequenced lessons. Children have the opportunity to sing both together and individually. This often culminates in a performance to the rest of the school during Class Collective Worship, which allows children to grow immeasurably in confidence. The school holds an annual Music concert, where children from all Year groups perform to their parents and the wider community. Music is not just confined to lessons, but is an integral part of our daily worship and our church services. Children are instrumental in choosing worship songs.

Our Foreign Language of choice is French. Such is the importance of Modern Languages, children at Nutfield Church School are taught French in KS1. Our French curriculum provides opportunities for children to read, speak and listen to native speakers.

PE and Wellbeing Strand

At Nutfield Church, Physical Education has a very high priority. As such we see it as part of Wellbeing and prioritise it by showing its curriculum overview separately and referring to it as Physical Wellbeing. ~~We prioritise tournaments which we attend as part of a network of schools.~~ We promote additional physical activity through our outdoor sports, activities weeks and additional wellbeing days which provide invaluable CPD for support staff. We believe that PE gives children the tools and understanding required to make a positive impact in their own physical health and well-being. We offer all children a wide variety of sports and physical skills which we believe will enhance life-long fitness and life choices. PE can challenge and promote self-esteem through the development of physical confidence and problem solving. It can teach children to cope with both success and failure in competitive, individual and team based physical activities. Within dance it will allow children to explore their personal and spiritual identity.

The curriculum provided by Nutfield Church School extends beyond the academic and physical. We support our children to develop in many diverse aspects of life and, as a direct result of this and our effective wider work, pupils are supported to become confident, resilient, independent and to develop strength of character.

The primary aim of our Wellbeing strand is to enable every child to flourish and to live life in all its fullness (John 10:10). It is our intention that through our Wellbeing curriculum children's self-esteem and confidence will develop; they will become resilient, determined and independent learners; they will develop their creativity and an ability to collaborate. Their life skills and experiences will improve thus enabling children to gain a respect for their natural environment and wildlife.

Under the umbrella of Wellbeing, children are not only taught PE but also PSHE, RSE & Health Education, P4C (Philosophy for Children) and outdoor learning. At the core of the Wellbeing Curriculum sits outdoor learning due to its proven ability to raise attainment, bolster social, emotional and personal development and contribute to the health and wellbeing of our children. At Nutfield Church School we believe that outdoor learning is an essential way of learning and it should not be restricted to the summer or as an 'add-on' after core or foundation subjects have been taught. At Nutfield Church Primary school we are blessed with an abundance of land and through our Wellbeing lessons we enable our children to have frequent access to continuous and progressive experiences in the school grounds, whether it be tending to the chickens, guinea pigs and rabbit or planting and weeding in Trinity Gardens. Having access to the outside also teaches the theological belief of stewardship. At Nutfield Church School children live out the Christian belief that God created the universe and all that is within it therefore that they must take of creation and look after it. Psalm 24:1 — King James Version (KJV 1900) 1 The earth is the Lord's, and the fulness thereof; The world, and they that dwell therein.

Through the Wellbeing Curriculum, the school prepares pupils for life in modern Britain effectively, developing their understanding of fundamental British values of democracy, the rule of law, individual liberty and tolerance. The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.

We use Philosophy for Children (P4C) to aid our pupils in deeper thinking and to develop skills in challenging ideas, asking questions, building on the ideas of others and understanding that ideas are valued and respected. Pupils engage with views, beliefs and opinions that are different from their own in considered ways. As a result, pupils understand, appreciate and respect difference in the world and its people.

Personal Social Health Education (PSHE) and Relationships and Sex Education (RSE) & Health Education is taught in a way that enables our children to become independent, confident, healthy and responsible members of society, as well as developing the "whole child" intellectually, morally, socially and spiritually. It is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life thus allowing our children to flourish and 'live life in all its fullness'. Our PSHE and RSE & Health Education is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental & physical health. With an ever-changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. Weaving through the heart of our PSHE/RSE & Health Education teaching, is a commitment

to enhancing and promoting our core Christian Values; Community, Peace, Wisdom, Hope Dignity and Joy. Our PSHE/RSE & Health Education curriculum addresses both children's current experiences and prepares them for the future. This spiral approach develops children's knowledge, skills, and attributes where prior learning is re-visited, reinforced and extended year on year.

Pupils will be taught to recognise online and offline risks to their well-being as well as the digital including social media. Pupils also develop an age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

Assessment

For information regarding assessment please read the Assessment Policy.

APPENDIX 1 – NATIONAL CURRICULUM PROGRAMMES OF STUDY

English <https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

Maths <https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

Computing <https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

Citizenship <https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study>

Design and Technology <https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study>

Art and Design <https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Geography <https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

History <https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Languages <https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Music <https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

PE <https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

Science <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>