



Tadpole Farm

CE Primary Academy

Curriculum Statement 2026-2027

Introduction

At Tadpole Farm CE Primary Academy, our curriculum is rooted in our Christian vision:

“Everything is possible for one who believes.” – Mark 9:23

Our curriculum is underpinned by our six Christian values of **Respect, Courage, Compassion, Service, Truthfulness and Perseverance** and reflects our **LEAP** ethos.

We aim to foster a **LOVE** of learning; encourage children to **ENQUIRE**, think deeply and ask questions; enable every child to **ACHIEVE** their potential academically, socially and emotionally; and work in **PARTNERSHIP** with pupils, families, our church, our Trust and the wider community.

We are ambitious for every child. Our curriculum is designed to provide pupils with the knowledge, skills, experiences and personal qualities they need to flourish at Tadpole Farm and to be well prepared for the next stage of their education and their lives beyond school.

Curriculum Intent

At Tadpole Farm, we aim to provide an ambitious, inclusive and engaging curriculum that:

- develops confident, independent and resilient learners;
- provides all pupils with the knowledge and skills they need to succeed;
- is carefully sequenced so that new learning builds upon secure prior knowledge;
- enables pupils to make meaningful connections within and between areas of learning;
- develops pupils’ academic, social and cultural capital through a broad range of experiences;
- encourages curiosity, enquiry, critical thinking and thoughtful questioning;
- supports pupils to demonstrate courage, persevere and take appropriate risks in their learning;
- is ambitious for all pupils, including those with SEND and those who may be disadvantaged;
- uses adaptive teaching to respond to pupils’ needs while maintaining high expectations;
- provides purposeful practical, investigative and first-hand learning experiences;

- develops pupils' vocabulary and ability to communicate their ideas confidently;
- promotes respect for different people, cultures, beliefs and viewpoints; and
- supports children to become responsible, compassionate and active members of their community.

Curriculum Implementation

Our curriculum is carefully planned and sequenced from the Early Years through to Year 6 so that pupils progressively develop their knowledge, understanding and skills.

At Tadpole Farm, we implement our curriculum through:

- clear curriculum progression which identifies the important knowledge and skills pupils need to learn over time;
- high-quality teaching informed by our school's Teaching and Learning Principles (**See Appendix A**);
- purposeful opportunities to revisit and retrieve previous learning so that important knowledge becomes secure;
- explicit teaching of vocabulary and opportunities for pupils to speak, explain, reason and discuss their learning;
- effective modelling, questioning, scaffolding and feedback;
- adaptive teaching which enables all pupils to access ambitious learning and make progress from their individual starting points;
- carefully selected practical experiences, investigations, enquiry and problem-solving where these enhance learning;
- opportunities for pupils to work independently and collaboratively;
- appropriate use of technology to enhance teaching and learning;
- collaborative planning and professional dialogue between teachers and subject leaders; and
- regular assessment which informs teaching and identifies misconceptions or gaps in learning.

Subjects retain their own distinct knowledge, concepts and disciplinary approaches. Where meaningful connections exist between subjects, teachers make these explicit, helping pupils to connect new learning with what they already know.

Across a number of subjects, **golden threads** identify important concepts which pupils revisit as they progress through school. These enable children to deepen their understanding and recognise connections across different periods, places and contexts. For example, in History pupils revisit the themes of **Power and Conflict, Change and Legacy, and Culture and Society** throughout their learning.

Curriculum Impact

The impact of our curriculum can be seen in what our pupils **know, remember, understand and can do**.

We want our children to leave Tadpole Farm as confident and curious learners who can draw upon a secure body of knowledge, make connections in their learning and apply what they know in increasingly sophisticated ways.

We evaluate the impact of our curriculum through a range of evidence, including:

- pupils' work and outcomes;
- discussions with pupils about their learning;
- lesson visits and learning walks;
- assessment information;
- teacher assessment and professional dialogue;
- subject leadership and curriculum monitoring; and
- pupils' ability to recall, connect and apply their learning over time.

Assessment is an integral part of teaching. Formative assessment is used continually to check understanding, identify misconceptions and inform next steps. Appropriate summative assessment complements this and supports teachers and leaders in identifying patterns, strengths and areas requiring further development.

Curriculum monitoring is used not simply to check whether curriculum content has been taught, but to understand **how successfully pupils have learned it**. Leaders use this information to continually strengthen curriculum design, teaching and provision.

By the time pupils leave Tadpole Farm, we aim for them to be well prepared for secondary education and to possess the knowledge, skills, values and personal qualities that will enable them to contribute positively to their communities and wider society.

Enrichment Opportunities and Additional Breadth

We believe that children's education extends beyond the classroom. Our curriculum is therefore enriched by a wide range of opportunities and experiences, which may include:

- educational visits and experiences within our local community;
- residential visits;
- strong links with our local church and wider community;
- Forest School and outdoor learning;
- visitors to school, including authors, artists and other specialists;
- whole-school themed days and events;
- pupil leadership roles, including opportunities such as Eco-Committee, Well-being Ambassadors, Reading Ambassadors, Sports Leaders, Prayer and Worship Team and Digital Leaders;
- performing arts;
- music tuition and experiences, including ukulele;
- Mini Police;
- productions and performances; and
- sporting, cultural and community opportunities.

These experiences help pupils to broaden their horizons, discover new interests and talents, develop confidence and put our Christian values and LEAP ethos into action.

Subjects

Our curriculum includes:

- English
- Mathematics
- Religious Education
- Science
- Reading and Phonics
- Computing
- Geography
- History
- Modern Foreign Languages – French
- Art and Design
- Design and Technology
- Music
- Physical Education
- Personal, Social, Health and Economic Education (PSHE)

Further information about the intent, implementation and progression within individual subjects can be found within our subject-specific Curriculum Approaches and curriculum overviews.

Planning and Organisation

Our curriculum is organised through:

- **Long-term planning** – curriculum maps and progression documents establish what pupils will learn and how knowledge and skills develop over time.
- **Medium-term planning** – identifies the sequence of learning within each unit or term, including key knowledge, vocabulary, concepts and intended outcomes.
- **Short-term planning** – teachers use professional judgement to respond to assessment and pupils' learning, adapting subsequent teaching where necessary.

Planning is a means of securing high-quality teaching and learning rather than an end in itself. Teachers continually use assessment and their knowledge of pupils to ensure that teaching builds effectively upon what children already know.

Appendix A:





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OUR TEACHING AND LEARNING PRINCIPLES

At Tadpole Farm we believe every child can achieve, succeed and flourish.



1

RETRIEVAL & MEMORY

We revisit learning so knowledge sticks.



2

PURPOSEFUL HOOKS

Learning starts with wonder and enquiry.



3

CLEAR LEARNING INTENTIONS

We know what we are learning and why.



4

TEACHER MODELLING

Teachers show us how successful learners think.



5

PURPOSEFUL ACTIVITIES

Every task helps us learn something important.



LOVE
ENQUIRE
ACHIEVE
PARTNERSHIP

LEAP



6

ADAPTIVE TEACHING

Support and challenge help every learner flourish.



7

STRATEGIC USE OF ADULTS

Adults help us become independent learners.



8

EFFECTIVE QUESTIONING

Questions make us think, explain and improve.



9

ASSESSMENT FOR LEARNING

Feedback helps us take the next step.



10

HIGH EXPECTATIONS

We are Ready, Respectful and Safe every day.



LOVE
We care for ourselves, others and the world.



ENQUIRE
We ask questions, explore and never stop learning.



ACHIEVE
We aim high and celebrate effort, success and progress.



PARTNERSHIP
We work together with kindness, respect and trust.



‘Everything is possible for one who believes’

Mark 9:23

