



## **CURRICULUM POLICY**

### **Aims**

- We seek the highest standards of attainment for all our children.
- We value the breadth of the curriculum that we provide.
- We aim to foster creativity in our children, and to help them become independent learners.
- Above all, our aim is that at end of their time at Long Lane Primary School, all our children will take with them a 'love of learning'.

It is the aim of the Governing Body of Long Lane Primary School to support the implementation of policies and procedures which support the school's vision (see *Guidance and procedures*).

### **Responsibility**

This policy is the responsibility of the staff and governors. It will be implemented by classroom teachers and be co-ordinated by the subject co-ordinators regardless of race, sex or special education needs.

### **Policy Statement**

Our school's 'curriculum' is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the Early Years Foundation Stage Curriculum and the National Curriculum 2014, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

Our curriculum is broad and balanced, providing a wide range of knowledge, skills and experiences, giving each skill based theme sufficient time to contribute to the children's learning. The planning process is central to the effective delivery of the curriculum. Planning takes into account the key skills required in each subject by the National Curriculum as well as children's interests. The main emphasis of planning in the school is to make the curriculum relevant to the child's learning by making explicit cross curricular links.

We shall meet the needs of individual children by grouping them according to the learning. Shared learning opportunities at home, when appropriate, will reinforce or extend class teaching.

Through the delivery of the policy the children will have opportunities to:

1. Apply and transfer skills and knowledge across all areas of learning.
2. Acquire and develop knowledge, understanding and skills as set out in the programmes of study.
3. Develop proficiency, confidence and an appreciation of the use of Information Technology ( IT) to enhance their learning.
4. Learn collaboratively and independently and in so doing reflect on their own and others' outcomes to develop and understand their next steps.
5. Learn from visitors to the school and visit learning environments appropriate to specific activities.

### **Guidance and Procedures**

All staff and associated stakeholders should familiarise themselves with the accompanying document entitled "*Curriculum Policy Guidance and Procedures*".

## **Policy Review**

This policy was approved by the Curriculum Committee at their meeting on 5<sup>th</sup> March 2015.

# **Curriculum Policy Guidance and Procedures**

**Please also refer to our 'Teaching for Learning' policy**

## **Long Lane school Vision**

At the end of their time at Long Lane Primary School, all our children will take with them a love of learning by having:

- a high standard of core academic knowledge and skills
- the ability and desire to build on their knowledge and skills
- a strong set of practical, social and emotional life skills
- a sense of personal achievement
- a sense of personal pride in themselves, their school and their community.

The teaching of the curriculum will:

- develop successful learners who are confident, inquisitive and independent
- create a culture of learning and discovery that is stimulating and enjoyable for both children and staff
- ensure our staff work together expertly and enthusiastically to deliver our curriculum in a safe, caring and positive environment.

## **Organisation and planning**

We plan our curriculum in three phases, Phase 1 (Foundation Stage), Phase 2 (Y1 & Y2), & Phase 3 (Y5 & Y6). Each year group plans a curriculum matrix for the academic year. Staff collaborate in order to share topic ideas and make links between areas of the curriculum and whole school events, e.g. focus weeks.

Through our long-term plans, we give clear guidance on the objectives and teaching strategies for each topic. Our long-term planning is directly linked to National Curriculum 2014 expectations from the guidance documents and Chris Quigley's Skills based Curriculum.

Our medium-term plans are those that our teachers write on a termly basis. We use these to set out the learning objectives and success criteria for each session, and to identify what resources and activities we are going to use in the lesson.

Throughout the school, we adopt an inter-disciplinary approach to curriculum planning which aims to link the topics of various subjects. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the Early Years Foundation Stage Curriculum and the National Curriculum, and there is planned progression in all curriculum areas. However, there are instances where subjects are taught more discretely.

## **The curriculum and inclusion (please also refer to our SEND policy)**

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this in consultation with parents.

If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having a particular learning or physical need, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we may involve the appropriate external agencies to support and in making recommendations and assessments. We always provide additional resources and support for children with special needs.

The school provides a Provision Plan or an Individual Educational Plan (IEP) for each of the children who are recognised as requiring more specific support or intervention. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

### **Early Years Foundation Stage**

The curriculum that we teach in Reception meets the requirements set out in the Early Years Foundation Stage Curriculum and builds on the experiences of the children in nursery. Our curriculum planning focuses on the Prime areas of Learning and Specific areas of Learning.

Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities they will develop the Characteristics of Learning.

Our practitioners will assess the skills development of each child constantly, and record this in their 'Learning Journey' books. This assessment forms an important part of the future curriculum planning for each child and is used towards the final assessment against the Early Learning Goals.

We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

### **The role of the subject leader**

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;

- provide efficient resource management for the subject.

### **Monitoring and review**

Our governing body's curriculum committee is responsible for monitoring the way in which the school curriculum is implemented. This committee reviews each subject area during its 3 year cycle of review and development.

There is a named governor assigned to particular subjects within the curriculum. These governors liaise with the respective subject leaders, and monitor the way in which these subjects are taught. There is also a named governor assigned to SEND, child protection and looked after children.

The deputy headteacher is responsible for the day-to-day organisation of teaching and learning and is the curriculum lead, overseeing curriculum development planning. The headteacher and deputy headteacher organise the monitoring of teaching and learning as well as curriculum development, and receive feedback from subject leaders.

Subject leaders also monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.



## Long Lane Primary School Curriculum Vision 2014

*Strive to Succeed*

<b>CURRICULUM AIM</b>	To develop a love of learning, through the offer of a broad, balanced & inclusive curriculum which empowers children to achieve their full potential and to make informed and responsible decisions throughout their lives.									
<b>OBJECTIVES</b>	A high standard of core academic knowledge and skills		The ability and desire to build on their knowledge and skills		A strong set of practical, social and emotional life skills		A sense of personal achievement		A sense of personal pride in themselves, their school and their community.	
<b>KEY CROSS-CURRICULAR SKILLS</b>	COMMUNICATION		USING & APPLYING KNOWLEDGE			INFORMATION TECHNOLOGY				
	WORKING WITH OTHERS		IMPROVING OWN PERFORMANCE			THINKING, PROBLEM SOLVING & DECISION MAKING				
<b>KEY AREAS OF LEARNING (National Curriculum 2014)</b>	ENGLISH & LITERACY		MATHEMATICS & NUMERACY		SCIENCE		ART & DESIGN		COMPUTING	
	HISTORY		GEOGRAPHY		DESIGN & TECHNOLOGY		LANGUAGES		RELIGIOUS EDUCATION	
<b>CURRICULUM ENRICHMENT</b>	PSHE & CITIZENSHIP			COLLECTIVE WORSHIP		OUTDOOR LEARNING		LOCAL LEARNING		VISITS
<b>ASSESSMENT FOR LEARNING</b>	PUPIL LED LEARNING	CLEAR LOs SHARED	SUCCESS CRITERIA	TARGET SETTING	CREATIVE LEARNING	FEEDBACK	PEER & SELF ASSESSMENT	CELEBRATING SUCCESS	LEARNING EVALUATION	
<b>LEARNING EXPERIENCES</b>	INVESTIGATION		CROSS-CURRICULAR		RELEVANT & ENJOYABLE		MEDIA RICH		INTEGRATED SKILLS	
	CHALLENGING & ENGAGING		SUPPORTIVE ENVIRONMENT		CULTURALLY DIVERSE		POSITIVE REINFORCEMENT		DISCOVERY	
									ACTIVE & HANDS ON	
									ENQUIRY BASED LEARNING	
									OFFERS CHOICE	
<b>ATTITUDES &amp; DISPOSITIONS</b>	RESPONSIBILITY	CURIOSITY	COMPASSION	COMMITMENT & DETERMINATION	OPEN TO NEW IDEAS	SELF CONFIDENCE	INTEGRITY	RESPECT	CO-OPERATION	
Essential skills	To improve		To concentrate		To understand others		To work hard		To imagine	
							To not give up		To try new things	
									To push oneself	