



Langton Primary School

Curriculum Policy

Curriculum subjects linked to Cornerstones Topics – English, History, Geography, Art and Design, Design and Technology

Curriculum subjects that stand alone – Maths, P.E., Computing, P.H.S.E, Music, R.E and Primary Languages (French)

Autumn 2022

Review date: Summer 2025

Our Vision

Our vision is for Langton to be an excellent school, where outstanding practice and a nurturing ethos enable every child to thrive.

Our Mission

To achieve our vision, pupils, parents, staff and governors work in partnership to provide a safe and sustainable learning environment, delivering excellence and equality for all. Children develop their independence and resilience and are prepared well for the future through the provision of a creative curriculum and a wide variety of extra-curricular opportunities.

Our Values

Excellence:

At Langton Primary School, excellence is being the best we can be in everything we do.

Respect:

At Langton Primary School, respect is listening to others and appreciating diversity, caring for all people and our environment.

Nurture:

At Langton Primary School, we care for, support, and encourage everyone to bring out the best in us all.

Creativity:

At Langton primary School, creativity means that we show imagination, thoughts and skills in our work and play.

Collaboration:

At Langton Primary School, we work together in order to achieve more.

Resilience:

At Langton Primary School, we are proud and we do our best at all times and overcome tough times together.

Rationale

At Langton Primary School we are a welcoming school with a friendly and inclusive ethos, where learning is exciting, challenging and engaging and where children can achieve, succeed and pursue interests and areas of expertise. We embed our vision and values in all we do and this means through our curriculum we develop and establish a sound basis of knowledge onto which we build skills, a positive attitude to learning, resilience and essential knowledge of vocabulary, language and processes.

Intent

At Langton School, we believe in Lifelong Learning. Therefore, our curriculum is broad and balanced in order that it is inclusive to all of our children within the school community, regardless of ability and previous learning experiences. It allows children to encounter and revisit their learning, through a broad range of subjects through topic or theme-based learning (see Cornerstones Maestro Long Term plan). Within a happy, safe and stimulating environment, our

curriculum aims to provide opportunities for all our children to develop into successful lifelong learners, who make a positive contribution to their community and the wider society. We promote and celebrate ambition and aspiration in order that every child is equipped for life in our ever-changing world.

Principles:

- Following our vision and values our curriculum will:
- Provide learning that is exciting, active, challenging and engaging; and where children can reach their full potential.
- Allow children to discover and nurture their potential and well-being within a happy, safe and stimulating environment.
- Encourage care, respect and celebration for themselves, all others and the environment in which they live and learn.
- Deliver high standards of teaching where children can develop questioning minds and skills for life-long learning.

We will encourage our children to be:

- Respectful – we will show empathy towards each other, show respect to all, to resources and their belongings.
- Good learners – we will demonstrate good learning behaviour and meet challenges in a positive way.
- Trustworthy – we will tell the truth and show that we can be relied upon.
- Kind, forgiving and patient – we will try to do this with ourselves and each other.
- Fit and healthy – we will know how to live healthy and positive lives.

Our children will:

- Enjoy learning – we all want school to be good fun!
- Care for the environment – we care for our school environment, building and equipment at school and in the wider world
- Have good manners – we will show this in our attitude and conduct
- Be confident and believe in ourselves.
- Become independent – as we learn.

Content:

This policy reflects the requirements of the National Curriculum programmes of study. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

We recognise the importance of English, Maths and Science as core subjects and so, as well as specific emphasis being placed on these, teachers make as many cross-curricular links as possible in order to use the skills learnt in a wide range of contexts. Every subject within every project uses the skills of reading and as this is a key life skill we place particular emphasis on learning the skills of reading, through phonics, word recognition, context, comprehension and a wide and varied exposure to rich vocabulary.

We offer a wide range of curricular & extra-curricular opportunities including: -

- working with other schools
- sports competitions
- residential visits
- educational visits
- visiting experts
- after-school clubs

Implementation

- At Langton School we believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential. Our EYFS (Early Years Foundation Stage) provision promotes active and exciting learning experiences for all children and a curriculum that meets the needs of all, inspiring a love of learning, preparing children for the next step in their education.
- Our EYFS curriculum covers the prime and specific areas, as well as focusing on the acquisition of a wide vocabulary, secure knowledge of phonics and early reading as well as early mathematical skills.
- A secure safe and happy childhood is important in its own right. A strong parent partnership will provide the foundation children need to make the most of their abilities and talents as they grow up. (EYFS 2021).
- As children commence their journey at Langton, we begin to develop and nurture strong positive attitudes where children become proud and respectful of themselves, others and their environment.
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- The whole school curriculum is designed not only to cover the EYFS (2021) and National Curriculum (2014) objectives but also to embrace our locality and explore the wider world. Wherever possible visits, visitors and other enrichment activities will underpin the children's learning.
- We teach our curriculum through a balance of identified subjects and projects taking a starting point which excites, promotes and sustains children's interest through active learning.
- The content of our curriculum is sequenced to ensure that components of knowledge lead to conceptual understanding and the development of key skills. We ensure children's knowledge, understanding and skills progress and develop by using our curriculum planning for each project as well as the expertise of our staff and subject leaders, making links wherever possible across the curriculum.
- We promote problem solving, creativity, communication and reasoning to foster children's natural curiosity.
- Activity and interaction play a key part in our learning ensuring we maintain focus and concentration; convert our learning to long-term memory and supports our mental health and well-being.
- We aim to ensure every project contains a memorable experience.
- We believe that the school/parent relationship is important in promoting learning and crucial in ensuring children make the best possible progress. Pupils will have opportunities to share their learning with each other, their parents and carers and other learners through Learning Together events, celebration assemblies, homework, performances, parents' evenings, forums, competitions and events involving other schools.
- There are opportunities that enable children to reflect on and evaluate their learning.
- Our curriculum planning ensures that we have practical coverage of the National Curriculum (2014) and enables teachers to evaluate the application of skills, check understanding and inform future teaching.
- Our curriculum is inclusive of all. The more able are challenged further in their learning to extend their knowledge and skills and children who find aspects of their learning more difficult are appropriately supported so that they too are able to experience success, whilst building their skills and resilience to learn more.
- Those children with Special Educational Needs and Disabilities (SEND) have access to the same curriculum as all other pupils. Each child has a voice and is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

- We review and revise, as and when appropriate, the projects and approaches we are using to deliver the curriculum.
- At the end of each term teachers assess, in line with national standards and benchmarks, all children against the age-related expectations in reading, writing and maths. Teachers make end of topic judgements for subject areas that relate to the theme or as standalone units
- The curriculum is underpinned by our British values. These are taught through areas of the curriculum. The threads running through each project reflect and support our values.
- The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum, giving their lives meaning and value, and developing their respect, responsibility and reverence for themselves and our world.
- All subjects are taught in mixed ability and often mixed age group classes across the school.
- In all year groups there are small group targeted interventions in order to support pupils in gaining the key skills to become successful readers, writers and mathematicians.
- A sports coach supports the implementation of physical education once a week.
- After school clubs and events extend these opportunities further.
- The outdoor environment and the local community are considered an opportunity for active learning for all our pupils.

General Principles

Our curriculum will give children the opportunity to:

- explore the breadth and depth of the national curriculum
- learn within a coherent and progressive framework
- develop a rich and deep subject knowledge
- develop new skills through a variety of interesting contexts
- develop and demonstrate their creativity
- experience the challenge and enjoyment of learning
- understand the purpose and value of their learning and see its relevance to their past, present and future
- see clear links between different aspects of their learning

Well-Being

Our curriculum will give children the opportunity to:

- develop self-esteem and confidence in their abilities
- learn in a stimulating yet peaceful and supportive environment
- learn how to respect themselves and others
- follow their own interests and be themselves
- reflect and think mindfully about their learning
- recognise that people are good at different things and know their own strengths
- work in a range of groups and settings
- know how to build respectful friendships and relationships

Pupil Voice

Our curriculum will give children the opportunity to:

- make a positive contribution to the school, the community and the wider world
- explore ways of becoming an active, tolerant and informed citizen
- say what they like and dislike about their learning and how they can develop and improve
- take part actively in age-appropriate discussions
- make informed and pertinent choices about things that are important to them

- take part in democratic activities across the curriculum
- contribute to planning and developing their own learning
- express their opinions appropriately on a range of different projects and issues

Enrichment

We will enrich our curriculum by:

- providing on and off-site subject or project related activities
- offering opportunities for children to learn outdoors
- developing partnerships with external providers that extend children's opportunities for learning
- holding specialist curriculum days or weeks as well as whole school projects and approaches
- welcoming parents/carers and family members to take part in children's learning and experiences
- using quality resources in and out of the classroom

Impact

The children will leave our school having made positive progress within their academic and personal development and will aspire to achieve at least age-related expectations.

Children will leave Langton as kind, friendly and courageous life-long learners. They will know, care about and have respect for their community, locality and the wider world. They will be aware of the opportunities available to them and be prepared to strive and aspire to take advantage of them. They will move forward in their education with confidence, resilience, and meet challenges in a positive way. They will be ready for their next stage of learning.

Monitoring and Assessment

We believe that regular assessment of our children's progress is crucial to plan for and provide the best possible learning opportunities for our children. The results of these are provided in school reports and at parents' evenings. The school has an open-door policy: parents are always welcomed to meet with class teachers to look at work and discuss any issues relating to their child(ren).

Assessment for learning is well established throughout the school with the use of questioning, observation and marking. At the end of each term teachers assess, in line with national standards and benchmarks, all children against the age-related expectations in reading, writing and maths. Individual teachers are given responsibility as Subject Leaders and, with the Head Teacher, plan and disseminate a cross-school strategy and monitor subjects through:

- Learning walks
- Book scrutiny
- Lesson observations
- Staff meetings
- Pupil interviews and voice
- Planning reviews
- Pupil progress meetings
- Revision and revising
- Formal assessment and recording of results

Roles and Responsibilities

Governors - The Governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The Governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities in the form of an action plan.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Adequate provision is made for pupils with different abilities and needs, including children with special educational needs and those with special gifts and talents.
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum and regularly reviews curriculum provision.

Governors also have specific responsibilities for ensuring that they understand the curriculum and that the children access an ambitious, broad and balanced curriculum that meets statutory requirements. The link governor, with specific responsibility for the curriculum, liaises with the relevant subject leader to review and monitor the effectiveness of the curriculum.

The headteacher has overall responsibility for ensuring that the curriculum is planned for, delivered and assessed in an accessible and appropriate way across the school. Assessment in core subjects is reported termly and discussed and shared with class teachers and subject leaders as appropriate.

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed regularly.
- The school's procedures for assessment meet all legal requirements

A **subject leader** through discussion with the headteacher, governors and class teachers take a lead and guide on the teaching and learning of specific subject areas.

The subject leader is fully involved in decisions made that ensure coverage and assessment is taking place in line with the National and Early Years Curriculum allowing access to a broad and balanced curriculum.

The subject leader has a knowledge of the key areas for development, learning, resourcing, planning and assessment in their given subject areas.

The subject leader works and liaises with other schools and subject leaders to arrange training and learning opportunities.

- The subject leader is advised on whole-school targets and priorities in order to make informed decisions.
- Appropriate provision is in place for pupils with different abilities and needs, including children with SEN

A subject leader gains a working knowledge of their subject via

- Learning walks
- Book scrutiny
- Lesson observations
- Staff meetings
- Pupil interviews and voice
- Planning reviews

- Pupil progress meetings
- Revision and revising
- Formal assessment and recording of results

Class and PPA teachers use the materials and a variety of schemes to plan at an appropriate level for the children they are teaching. They follow the school's Long Term Plan for each specific area focussing and planning for key opportunities and in line with the school's policies and national guidelines, action plans and key areas for development. The overall planning for, delivery and assessment of curriculum areas in their class and lessons rests with them.

Links to other policies

- Behaviour policy
- Early Years foundation stage policy
- Educational visits policy
- On-line safety policy
- Feedback and marking policy
- Homework policy
- PSHE policy
- RSE policy
- SEND policy
- Accessibility policy and plan
- Maths Policy
- English Policy
- RE Policy
- PE Policy