

LANGDON

PRIMARY SCHOOL

Curriculum Policy

Reviewed Autumn 2018

Agreed by the Governing Body 31.10.18

Due for review Autumn 2020

Introduction:

The curriculum is the totality of pupils' learning experiences. At Langdon Primary School we believe that the curriculum should be broad, balanced and relevant and meet the needs of all children whatever their ability, in order to promote the highest possible standards of achievement. The curriculum should promote the spiritual, moral, cultural, mental and physical development of the pupils at our school and should prepare them for the opportunities, responsibilities and experience of later life. The curriculum not only comprises the National Curriculum but also a range of extra-curricular and extended school activities that are organised in order to enrich the experiences of the children. It also includes the 'hidden curriculum' or what the children learn from the way they are treated and are expected to behave. The curriculum at Langdon Primary School meets statutory requirements.

At Langdon Primary School our curriculum is underpinned by our core values. As a team we believe that children learn best when the curriculum is designed to engage them in learning in a way that develops and challenges them and excites their imagination.

Aims and objectives:

The aims of the National Curriculum, to which Langdon School subscribes, are as follows:

- The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.
- The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Within our own setting our curriculum objectives are to:

- Promote a positive attitude to learning so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- Teach children the basic skills of literacy, numeracy, science and computing
- Enable children to be creative and develop their own thinking;
- Teach children about their developing world, including how their environment, society and culture have changed over time;
- Enable children to be positive citizens in society;
- Help children have an awareness of their own spiritual and moral development and to understand right from wrong;
- Help children understand the importance of truth and fairness so that they grow up committed to equal opportunities for all;
- Enable children to have respect for themselves and high well being and self-esteem, and to be able to live and work cooperatively with others;
- Teach and encourage children to adopt healthy lifestyles and give them information and strategies to keep themselves safe.

Key Skills:

The National Curriculum rightly places emphasis on the core skills associated with Numeracy and Mathematics and Language and Literacy. In our curriculum we place emphasis on the development of these skills across the whole curriculum. Teachers use every relevant subject to develop pupils' confidence and fluency when applying numeracy, mathematics, spoken language, reading and writing in all subjects. Our school believes that all children need to make good progress in these skills areas in order to develop their true potential.

Organisation and planning:

Teachers plan the curriculum with reference to the National Curriculum and the Early Years Foundation Stage Guidance. There are three phases to planning:

- Long Term Planning – this indicates which integrated topic themes will be taught each term during a two year cycle. This plan is reviewed towards the end of the cycle.
- Medium Term Planning – these are more detailed and show the objectives and outcomes for the topic theme alongside a broad outline of activities for pupils to engage in and teaching strategies that might be used.
- Short Term Planning – these are detailed lesson plans that outline the objectives for a session, the activities and level of support that will be engaged, key questions and assessment opportunities.

We place a great emphasis on creativity and on achieving a broad and balanced curriculum and therefore we adopt a multi-disciplinary, thematic approach to curriculum planning across the school. Some subjects are taught discretely however, either because they do not fit into a multi-disciplinary approach comfortably or because we believe them to be fundamentally important in terms of basic skills a child should acquire prior to leaving primary school. We plan the curriculum carefully so that over the Key Stage there is a coherence and full coverage of all aspects of the National Curriculum and the early learning goals. There is planned progression of knowledge, skills and understanding in all curriculum areas.

The Early Years Foundation Stage:

The curriculum we teach in the Reception Year meets the requirements set out in the Curriculum for the Early Years Foundation Stage.

Our school fully supports the principle that young children learn through play, experience and in engaging in well planned structured activities. Teaching in the Reception Year builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

Throughout the Reception Year the class teacher collects data on the children through observation. This data informs the child's individual profile. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teacher to make good progress in school. We strive to build positive links with the parents and carers of each child

by keeping them informed of the ways in which the children are being taught and how well each child is progressing.

Extra Curricular Activities:

At Langdon School we believe that extra-curricular activities enrich and extend opportunities for children to develop their learning. Throughout the year we provide a rich variety of lunchtime and after school activities. These include sports, computing, music and arts activities. Children regularly take part in festivals and work with children from other schools. Children have many opportunities to work with the wider community.

Our curriculum also includes special activities. These may take the form of a theme day, week or period over a term where children work on a special project.

Inclusion:

Our curriculum is designed to provide access and opportunity for all children, of all abilities, who attend the school and we adapt the curriculum to setting high expectations whilst meeting the needs of individuals accordingly. We comply with the requirements of the Disability Discrimination Act and with the SEN Code of Practice in providing for pupils with additional needs. We take account of our duties under the equal opportunities legislation with regard to race, disability, sex, religion or belief, sexual orientation and gender when planning and delivering the curriculum.

The school provides appropriately tailored support in order to ensure the effective inclusion of all pupils in high quality teaching. Where children need more support we may teach pupils in a small group or individually or arrange for time limited intervention with an additional adult. Children with higher levels of need, including those who have been identified as particularly Gifted and Talented, will access specific targeted intervention. Additional provision and support may be detailed in a Provision Map which is regularly reviewed and monitored by staff in consultation with the Special Educational Needs Coordinator.

For pupils who require higher levels of support, often upon the advice of outside agencies who work with the child, an Individual Education Plan is written. This sets out the nature of the pupil's need and how the school will aim to address this. It also sets out targets for improvement in order that we can review and monitor the progress of the pupil at regular intervals.

Roles and responsibilities:

The Head Teacher takes overall responsibility for the curriculum. All teaching staff are responsible for subject leadership in the core subjects and the foundation subjects.

The role of the subject leaders is to:

- Provide a strategic direction to the subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area and analyse associated data in order to inform future practice
- Provide efficient resource management for the subject

The school provides sufficient non-contact time each term for staff to carry out the necessary duties involved in their role. Teaching staff are expected to keep up to date with developments in subjects they teach at both local and national level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole school objectives. The staff and Head Teacher review the curriculum plans for each subject, ensure that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Monitoring and Review:

The Head Teacher is responsible for the day to day organisation of the curriculum. The Head Teacher monitors the plans for all teachers ensuring that all classes are taught the full requirements of the National Curriculum.

The Governing Body is responsible for monitoring the implementation of the curriculum at Langdon School. Governors liaise with staff and, with the Head Teacher, to monitor the way the curriculum is taught. The Governing Body is responsible for ensuring this policy is reviewed every two years.