



# LONG SUTTON COUNTY PRIMARY SCHOOL CURRICULUM POLICY

## Introduction

The curriculum is all the learning and experiences, formal and informal, which a school provides for its pupils. Our aim is to give our pupils an education that is exciting and worthwhile, prepares them for life beyond school, and lays the foundations for lifelong learning. Ultimately, we strive to meet the call to 'Be a Star' and ensure that all pupils are given the opportunity to be the best they can be. In meeting these aims, Long Sutton County Primary School will follow the requirements of the National Curriculum (September 2014), and the Lincolnshire Agreed Religious Education Syllabus. Our youngest children will follow the Early Years Foundation Stage. We are continually reviewing and monitoring the curriculum we offer to our children, so that it is evolving according to the needs of our children and to the aspirations of the staff and community.

## Our Aims

The aims of our curriculum are:

- to enable all children to understand that they are all successful learners
- to enable children to understand the skills and attributes needed to be a successful learner
- to enable children to develop their own personal interests
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- to teach children the basic skills of English, Mathematics and Computing
- to enable children to be creative through art, dance, music, drama and design technology
- to enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style
- to teach children about their developing world, including how their environment and society have changed over time
- to help children understand Britain's cultural heritage
- to enable children to be positive citizens in society and to feel that they can make a difference
- to enable children to understand and respect other cultures
- to fulfil all the requirements of the National Curriculum and the Lincolnshire Agreed syllabus for Religious Education
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- to enable children to be active and take responsibility for their own health
- to provide opportunities for children to experience live music and play instruments
- to enable children to be passionate about what they believe in and to develop their own thinking
- to enable children to ask questions and take risks
- to enable children to develop their intellect including their emotional development.

## **Curriculum Entitlement, Organisation and Planning**

Our curriculum will be provided through:

- Classroom topics
- Subject lessons
- Activities outside the classroom driven by our Outdoor Learning Curriculum
- The values promoted by the school and its community
- The context in which our pupils live, both locally, nationally, and globally
- Local events

Teachers will link subjects wherever appropriate and relevant; the curriculum will not be constrained by subject boundaries, much of the work will be topic based, with an emphasis on learning English and Maths skills. Pupils will practice and reinforce these skills in topic based work, whilst some subjects, which do not fit into the topic, will be taught discreetly. The first week of each year will be a special 'themed week' across the whole school which will provide a common theme for the children to start their year with. This will link to the work completed on 'My Feelings and Me'. There will also be approximately three to four theme weeks during the year with a focus on British Values where possible. Examples maybe safety week, culture week and black history month.

We plan our curriculum in three phases. We agree a long-term plan for each key stage and this indicates what topics are to be taught in each term. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. As we have devised specialised curriculums for English and Mathematics, we use these to ensure accurate coverage and support the writing of medium term plans. The school also utilises the Chris Quigley Essentials Curriculum to monitor curriculum coverage and ensure progression in key skills across the school especially in non-core subjects. A progression document is regularly updated to support this process. Our short-term plans are those that our teachers write on a weekly basis and these are monitored regularly by Subject Leaders as part of the school's monitoring timetable.

To support planning the curriculum teachers will use:

- The school's frameworks for English and Maths (see Maths Calculation Policy)
- Lincolnshire R.E. Syllabus 2012
- Chris Quigley Essentials Curriculum – linked to the New National Curriculum Sept 2014
- SEAL and Values Education for PSHE
- La Jolie Ronde Scheme for French in KS 2.
- 'Letters and Sounds' and 'Support for Spelling' to teach Phonics and Spelling.
- Subject Policies and guidelines as agreed by the Governing Body of this school

In addition, the curriculum is planned with these issues in mind:

- Breadth, Balance and Relevance
- Learning experiences will need to be appropriate to the age, interests and abilities of the individuals and reflect the priorities as outlined in the School Development Plan. Wherever possible children should be involved and have a say in what they would like to learn about- teachers will need to be innovative in providing as many "First Hand" and concrete experiences as possible.
- To take advantage of the opportunities provided by ICT hardware and applications available

- The school environment must provide a well-designed, accessible, stimulating, and safe place for all pupils; where personal, spiritual, social, and cultural development, together with a healthy lifestyle can flourish.
- Teachers must ensure that where there are any risks to pupils or adults there must be a comprehensive assessment put in place which is ratified and reviewed where appropriate by the Headteacher or Senior Leadership Team.
- Parental Involvement-parents are involved wherever possible in their child's learning and informed about their child's learning and progress. Learning experiences at home will be valued and built on.
- Equal Access and opportunity-all pupils, regardless of gender, ethnicity, or special needs, will be taught in such a way that no-one is disadvantaged by the context, material and methodology, language, relationships or attitudes expressed in the curriculum or learning process.

### **The Foundation Stage**

The curriculum that we teach in the Foundation Stage classes meets the requirements set out in the Statutory Framework for the Early Years Foundation Stage (September 2014). Our curriculum planning focuses on the three prime areas communication and language, physical development and personal, social and emotional development; as well as the four specific areas literacy, mathematics, understanding the world and expressive arts and design. Teacher carefully consider the individual needs, interests, and stages of development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. See EYFS Policy for further information.

### **Curriculum Subject Leaders**

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;
- Provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Curriculum Area	Subject Leader
English	Peter Whitehead
Mathematics	Katie Law
Science	Lorna O'Dwyer
Computing / E-Safety	Rachel Taylor
Art	Margaret Charlesworth
DT	Michelle Lee
History	Emma Nichols
Geography	Paul Singleton (Acting)
Music	Sarah Hasnip
PSHE	Claire Carr
PE	Piers Wyton
RE	Lindsey Kirkham
MFL	Sarah Emery

Phonics	Meg Barker
Inclusion Leader	Melissa Ford

### **Special Educational Needs**

All children are entitled to access the curriculum at a level appropriate to their needs. Thus, differentiated work is maintained to allow for all children to work at their appropriate level. If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs.

### **Extra-Curricular Activities**

We are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities, including: Football, Cricket, Gardening, Computing, Netball, Knitting, Creative Writing and Choir.

### **Monitoring and Review**

Our governing body's Curriculum Committee is responsible for monitoring the way the school curriculum is implemented. We have named governors for all curriculum areas. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects through governor visits to school.

The Curriculum Manager is responsible for the day to day organisation of the curriculum. The Senior Leadership Team monitors the curriculum through planning, classroom observation, liaising with the Curriculum Subject Leaders, Team Leaders and Senior Leadership Team. Subject Leaders monitor the way 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 have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

### **OTHER RELATED DOCUMENTS**

- Teaching and Learning Policy
- Assessment, recording keeping and reporting Policy
- School Development Plan
- Health and Safety Policy
- Subject Policies, Guidance and Curriculum Map
- Lincolnshire R.E. Syllabus 2012
- The National Curriculum and Maths and English Curriculum

This policy will be reviewed bi-annually by the Head Teacher and the Curriculum Committee. Any alterations that come from this review will be discussed and ratified by the full Governing Body.

Written – February 2014

Reviewed – May 2015, May 2017

Review – May 2019

Paul Singleton

Assistant Headteacher