

# Longstone CE (VA) Primary School



## Curriculum Policy

Version: 3.1

Date: Feb 2019

## Summary

This document explains the school's policy on and organisation of the curriculum.

## Document control

### Owner

The owner of this document is the Head Teacher. All requests for change should be directed to them.

Any printed copies of this document are for reference only; the definitive version is the computer file held on the school office administrator's computer.

### Revision history

Version	Date	Changes	Author(s)
1.0	18/5/2008		
2.0	15/5/2010	None	JRackstraw
2.0	6/12/2011	None	JGledhill
3.0	23/9/14	Updated Curriculum aims and includes references to new National Curriculum 2014	G. Harvey
3.1	Feb 2019	3a – Addition of Early Years curriculum being taught in Year 1 3a - Addition of PSHE reference 3b – Insertion of sentence regarding progression of skills 3c – specific link made between planning and assessment Appendix - Updated 4 year topic cycle	J. Brocklehurst

### Approval

Version	Date	Approver(s)	Minute number
1	18/5/09	Governing Body	8/05/09 8.3
2	05/06/10	Governing Body	
2	6/12/11	Governing Body	11/12/11
3	12/12/14	Strategic & Standards Committee	12/12/14 4.1
3.1	12/3/19	Strategic & Standards Committee	6.1

### Review period

The maximum period between reviews of this document is: 4 years

Version	Next revision due
3.1	March 2023

# **Statement of Policy**

## **1. Rationale**

At Longstone CE (VA) Primary School we seek to nurture, promote and develop each pupils' capacity to learn through the provision of an exciting, creative and challenging curriculum within a Christian culture, which also celebrates other cultures. We also seek to offer to equip each child with an enquiring mind to meet the challenges of the modern world and to be confident, independent and responsible learners.

## **2. Aims**

At Longstone, we have developed a curriculum which goes beyond our statutory requirement to deliver the National Curriculum but seeks to enable all pupils to become confident, independent and responsible learners who leave us with the key to lifelong learning.

- Promoting respect, kindness and empathy
- Providing opportunities for children to experience happiness and belonging by working together cooperatively, in partners, small groups, classes and house teams.
- Ensuring high expectations are offered to everyone
- Creating opportunities for each child to reach their potential
- Working together in a happy safe environment
- Inspiring passion for learning
- Delivering the curriculum through the lens of Christianity
- Develop independent and enquiring learners

Our Curriculum will:

- Be based on equality for all learners
- Reflect and responding to the children's needs and context
- Widen breadth of cultural experiences (cultures, SEND)
- Provide opportunities to build self-esteem
- Build upon prior knowledge
- Be well structured and sequenced
- Provide opportunities to learn, embed and apply knowledge and skills
- Be interactive, relevant and interesting
- Allow pupils to make mistakes and to learn from them
- To offer opportunities for sharing, caring for and serving others
- Take advantage of the school's local environment
- Allow opportunities to engage with the local community

Using our locality is important and we shall achieve this by:

- Inviting local members of the community into school
- Joining with other schools
- Using local outdoor sites and facilities
- Regularly visiting the church and churchyard
- Using outdoor classroom space
- Widening experiences of local towns and cities

## **3. How we achieve our aims:**

- a. Curriculum organisation
  - We follow the EYFS in The Early Years (Reception and for some of Year 1 if required)
  - We follow the National Curriculum in both Key Stage 1 and 2
  - We also provide Religious Education (Derbyshire Agreed Syllabus) through explicit teaching, Collective Worship, Sex & Relationships Education and PSHE (Personal Social and Health Education) (Compulsory in schools from 2020)

- b. Curriculum Planning Documentation
  - A four year curriculum overview outlines our long-term provision. (See Appendix I for example) This outline will sometimes alter to reflect current affairs, celebrations or particular needs of the school. Children will meet the same topic twice during their time at school. The nature of the content studied will reflect their age.
  - Medium term topic planning gives details of the aspects of the National Curriculum to be covered.
  - Short term planning shows a breakdown of each lesson, and breaks the National Curriculum down into smaller learning objectives.
  - A clear progression of skills is built into the curriculum plan in order to ensure that prior learning is built upon to promote further learning.
- c. Assessment
 

Assessment is integral to effective teaching and learning. It informs future planning, promotes high standards within a broad and exciting curriculum. (See Assessment Policy) We assess against the same objectives that are to be found on the planning documents.
- d. Equal Opportunities
 

We are a school committed to equal opportunities and will endeavour to adapt our curriculum to suit the needs of all learners in order that they reach their potential.
- e. Special Educational Needs and Disabilities
 

We recognise that some learners either throughout, or at some time during their education may experience difficulties which cause them to be identified as having Special Educational Needs and/or Disabilities (SEND) We adapt our teaching and learning methods to suit and support the needs of each child. This may be carried out in class, in groups or on an individual basis. (See SEND Policy)

#### **4. Monitoring and Evaluation**

The purpose of monitoring the curriculum is to:

- Ensure coverage of the statutory National Curriculum
- Ensure that there is high quality teaching and learning consistently through school
- Ensure there is equality of access to the curriculum
- Evaluate the effectiveness of the school's curriculum provision
- Raise standards and attainment
- Ensure active participation of all pupils in all subjects
- Ensure we promote the School's Christian character

Monitoring and evaluation will be carried out in a range of ways, some of which may include:

- Data Analysis
- Planning scrutiny
- Work sampling and scrutiny
- Lesson observations
- Learning Walks
- Informal pupil interviews/questionnaires
- Dialogue with staff

#### **5. Roles and Responsibilities**

##### **a. The Head Teacher:**

- Has responsibility to ensure that the National Curriculum is delivered.
- Ensures monitoring practices are in place and reported appropriately.
- Delegates subject-specific tasks to subject leaders.

##### **b. Subject Leaders:**

- Monitors and evaluates effectiveness of the curriculum and reports findings appropriately.
- Identify subject-specific priorities for improvement on an annual subject Action Plan.
- Review progress towards Action Plans.

- Provide feedback to staff.
- Provide/signpost staff to ensure their knowledge and skills are kept up to date.

**c. The Governing Board:**

- The committee responsible for monitoring the curriculum is the Strategic & Standards Committee.
- The above committee monitors the quality and effectiveness of curriculum provision through feedback from the Head Teacher and subject leaders.

**6. Policy Review**

This policy statement will be reviewed every four years unless there are significant changes in national legislation in the interim.

Signed ..... (Curriculum Leader)

Signed ..... (Head Teacher)

Signed ..... (Chair of Committee)

Signed ..... (Chair of Governors)

## Appendix 1

### Long Term Planning

<b>Cycle A (2017-18)</b>	Autumn	Spring	Summer
1 <sup>st</sup> Half	Take A Picture (Art)	India (Geog & RE)	Stone Age/ Iron Age (Hist)
2 <sup>nd</sup> Half	Remembrance & WWII (Hist)	Ground Force (Science)	Africa (Geog)

<b>Cycle B (2018-19)</b>	Autumn	Spring	Summer
1 <sup>st</sup> Half	Invasion (Anglo- Saxons/Vikings) (Hist)	China (Geog)	Seeds of Changes (PSHE, Hist)
2 <sup>nd</sup> Half	Funny Bones (Sci)	Local Heroes & Villains (Hist)	EU (Geog)

<b>Cycle C (2019-20)</b>	Autumn	Spring	Summer
1 <sup>st</sup> Half	Roman Legacy (Hist)	Mountains & Rivers (Geog)	Carnivals & Festivals (RE)
2 <sup>nd</sup> Half	Victorians (Hist)	The Americas/Maya (Hist)	Olympics (Hist PE)

<b>Cycle D (2020-21)</b>	Autumn	Spring	Summer
1 <sup>st</sup> Half	Castles & Kings (Hist)	Space (Sci)	Under our feet (Geog)
2 <sup>nd</sup> Half	Wild Weather (Geog)	An Ancient Civilisation (Hist)	Life on an ocean wave (History)