



Curriculum Policy

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OUR VISION

We believe in the potential of every child regardless of background or individual needs. We are committed to providing an emotionally supportive environment, where pupils flourish, growing both spiritually and academically; securing foundations for each child to understand who they are and the unique qualities they bring to the world.



1. CURRICULUM AIMS

Our curriculum aims/intends to:

The aim of the Langafel Primary School curriculum is to provide opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society.

The Langafel Curriculum, based on the requirements of the National Curriculum and Early Years Foundation Stage, provides all children with the opportunities to access and engage with their learning to ensure educational success for every child, every day. It is our aim to provide a broad and balanced body of knowledge, regardless of demographics and starting points to create a challenging and rich curriculum model.

Golden Threads: These are key issues which were felt to be so important that they needed to run through all areas of the curriculum. Our School Values for example and developing social and emotional learning are considered to be essential aspects of all learning and should therefore be planned into all lessons in some way.

Our Local Context: We believe that by rooting learning in the local context, children are more likely to see the relevance of what they are learning, making connections between what they already know and what they would like to explore further. Features of the Longfield locality such as its proximity to London and the vast green space surrounding the school, provides some inspiration for learning and a sense of relevance. By combining these elements of the curriculum at every planning stage, teaching and learning is believed to most effectively support all children reach the intended aims of the curriculum.

Our Intent

- To equip all children with the basic skills of reading, writing and mathematics and to be able to express themselves with confidence verbally, socially and creatively
- To engage children ensuring they develop a sense of awe and wonder through learning experiences which encourage them to investigate, research and reason
- To prepare children to be adaptable and well versed for the changing world in terms of employability, technology and society
- To ensure all children are adequately prepared for the transition from EYFS to KS1, KS1 to KS2 and KS2 to KS3
- To educate the children through our School Values, promoting respect for all and providing a structured happy environment where each member of our community is valued.
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2. LEGISLATION AND GUIDANCE

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

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.



3. ROLES AND RESPONSIBILITIES

3.1 The Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

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 and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Subject Leaders engage in CPD to support their leading role in a subject and have time to liaise with phase leaders and other colleagues to monitor and lead their subject across the school.



4. ORGANISATION AND PLANNING

Our curriculum has been devised to deliver our core values as we believe these are essential to ensure that children achieve to their full potential.

In English, we use The Write Stuff which links our teaching to high quality, engaging texts and experiences, specifically chosen to match the children's age and to inspire their writing. When teaching phonics, we use the Little Wandle Letters and Sounds scheme to structure the children's progression as they learn to read fluently and with comprehension. Following this, the children are taught reading comprehension skills alongside how to further analyse, research and evaluate using texts.

To ensure the children are confident and assured mathematicians we use White Rose maths. Children are encouraged to link mathematical understanding and are challenged to further their knowledge throughout lessons ensuring that they become fluent with these skills.

We are committed to ensuring that children at Langafel develop emotional and spiritual resilience and empathy through a clearly thought out Religious Education and RSHE curriculum, We are keen to ensure that high quality science and technology teaching inspires the children to learn more about the world around them.

Not only do we want to equip them with knowledge and key skills, we also want to give children the opportunities to explore, investigate and evaluate through hands on experiments and real life challenges. Wherever possible, the wider foundation curriculum is delivered thematically so that children see learning has a context and purpose.

The curriculum delivers progressive knowledge and skills across each subject area and children's experiences are reinforced through educational trips and visitors in to school. While skills development is a focus of our curriculum we ensure knowledge acquisition helps build cultural literacy for all children. PE and sport are key ingredients to ensuring our children grow and develop into healthy and fulfilled adults. Our curriculum ensures children develop skills, stay healthy and enjoy working alone and as part of a team.

See our EYFS policy for information on how our early years curriculum is delivered.

At its heart, our curriculum aims to foster and develop children who are confident, interested and well-rounded. Confident in themselves as individuals, and in their abilities as resilient learners. Interested in the world around them, and able to question the things that they see. Well-rounded, in that they have been exposed and introduced to a curriculum that has breadth and depth, and can make links and connections with the world around them. Able to thrive in academic learning but also able to engage in extracurricular activities, which foster a love of learning. Our core values of Respect, Honesty, Aspiration, Koinonia, Enjoyment, Teamwork, Perseverance and Confidence run throughout this with the 'Parable of the lost sheep' as our guide.

5. INCLUSION

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.



Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. MONITORING ARRANGEMENTS

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

At Langafel we track progress and achievement to ensure that all children make at least good progress from their starting points. We use a balance of formative and summative assessment to review progress and to gauge our success. Gap analysis reveals where our teaching needs to be reshaped or where our curriculum may not be truly effective. We have a Catch Up tutor working alongside our teachers to support progress for those with gaps in their knowledge.

Children who are vulnerable nationally to low achievement, such as pupil premium pupils, white British pupils, and boys in reading and writing, are monitored carefully to ensure we continue to close any gaps. We carefully track children's learning through a rigorous structure of teaching and learning monitoring including lesson observations, book scrutinies, learning walks and pupil voice.

Teacher assessment judgements are made against clear and progressive objectives taken from the programmes of study or the Early Years framework goals.

Subject Leaders and Curriculum Lead monitor the way their subject is taught throughout the school by:

- Learning Walks, Lesson Observations, Book scrutinies, Pupil Voice and meeting with Phases to discuss planning and monitoring.
- Subject Leaders and Curriculum Lead also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Headteacher and link Governor. At every review, the policy will be shared with the full governing board.

7. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives