

Longton Primary School

School Lane

Longton

Preston

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**Curriculum Policy**

**Headteacher: Julie Brown**

**Chair of Governors: Neil Scanlan**

**Curriculum Policies**

**Whole School Curriculum**

**Longton Primary Core Purpose**

* Do our best for every child!
* We aim to provide the best educational experience for every child and strive for outstanding achievement for all.
* We can achieve this by engaging in learning opportunities that develop, stretch and excite the imagination
* Providing a broad and balanced curriculum
* Ensuring high standards of behaviour
* Creating opportunities for all abilities to try new things and make discoveries
* Embracing new technology
* Promoting logical and creative thinking skills
* Encouraging independence and responsibility
* Promoting curiosity and enthusiasm
* Encouraging respect for others
* Working with and learning from others

All of this is achieved while working in collaboration to fully develop strong and positive partnerships with parents and the wider community.

We have achieved this if children:

● Feel loved, trusted, understood, valued and safe  
● Are interested in life and have opportunities to enjoy themselves  
● Are hopeful and optimistic  
● Are able to learn and have opportunities to succeed  
● Accept who they are and recognise what they are good at  
● Have a sense of belonging in their family, school and community  
● Feel they have some control over their own life  
● Have the strength to cope when something is wrong (resilience) and the ability to solve

● Use a range of independent strategies

● Have a love of reading and a desire to read for enjoyment.

● Use their Creativity, Imagination, Inventiveness and critical awareness appropriately.

● Use suitable technical vocabulary to respectfully articulate their responses in and discussion/conversation.

**Curriculum Intent**

What are we trying to achieve with our curriculum?

**Introduction**

In caring about excellence and each other, and in promoting enjoyment and happiness through fulfilment, the members of Longton Primary School community believe in

**CARE through respect, support and togetherness**

**GROW through choice, opportunity and imagination**

**SHINE through challenge, achievement and celebration**

**Purpose:**

At Longton Primary School every child matters. The LPS and LPS+ curriculum will be the means of providing all with outstanding opportunities for enjoyment and achievement. Our children will have the opportunity to be creative and to be academically challenged. It will foster and develop skills relating to health, leadership, tolerance, confidence and problem solving helping them make positive contributions to the school and the community. The curriculum will enable all learners to enjoy their education and will ensure that wherever possible learning is fun.

**Intent:**

At Longton Primary School we aim to develop the heart and mind of every child.

Every child in our school is recognised as individual and unique. The ability to learn is underpinned in the LPS curriculum subject areas by the teaching of basic skills, knowledge, concepts and vocabulary.  There are clear, identified end points in each phase of learning which build upon what has been taught before and gives pupils the required knowledge and skills for their next stage of learning.  Our LPS curriculum at Longton is not solely focused on academic subjects and achievement.  We provide pupils with LPS+ curriculum - rich learning experiences, educational visits, residential, extra-curricular activities and enrichment opportunities. We want children to have fun at school and talk about their primary school years as being full of great memories.

Our vision is to provide an overall education which prepares each pupil with the tools and strategies needed to cope with the challenges currently posed in modern day Britain e.g. social media, health and relationships and finance.  We also aim to ensure that our pupils know how to make a positive contribution to their community and wider society.  Longton has a very close community and we want our pupils to recognise this and play an active part in contributing to the character of the village.

Alongside the teaching of knowledge, skills and vocabulary, here at Longton Primary School, we aim to promote positive mental health for every member of our school community including, staff, pupils and families.  We pursue this aim using both universal and whole school approaches as well as specialised, targeted approaches aimed at vulnerable pupils.  A bespoke emotional health, well-being and resilience programme is embedded in our curriculum alongside the teaching of knowledge, skills and understanding in all other curriculum subjects.  We have a dedicated member of staff in school who supports the emotional well-being of all our school community.  Pupils are encouraged to talk openly about their mental well-being and access support as and when required. We aim to provide pupils will the tools and strategies needed to cope when faced with challenges within school or home life.

We are very fortunate at Longton to have extensive school grounds and are in walking distance to a nature reserve.  We value the role that outdoor education has in a child’s development and aim to incorporate as much outdoor learning as possible into our broad and balanced curriculum.  We find that increasingly more pupils are spending a lot of time in the ‘electronic’ world.  We intend to give pupils a love and excitement for being outdoors and playing in their outdoor environment.

**Implementation**

**How is our curriculum delivered?**

At Longton Primary school we believe we have developed a curriculum (LPS + LPS+) which will engage and inspire all children in school.  Teachers are encouraged to be creative in its delivery to ensure, where and when possible, learning knowledge and skills are linked and taught in meaningful contexts.  This may be achieved in a variety of ways. Teachers may block units of work together, plan a project which incorporates knowledge and skills across two or more subjects or teach a subject as a standalone unit.  At the heart of the curriculum is the children, teachers strive to take the objectives of the framework and deliver it in a way which meets the specific needs of their class. We believe a creative and flexible approach to the curriculum will provide opportunities for the children to foster independence and resilience, inspire, motivate, challenge and excite their experience of learning.  Experiencing curriculum themed weeks are part of this.  Throughout the curriculum delivery opportunities are given for children to be able to recall, revisit and apply knowledge and skills to support the retention of knowledge and understanding to become successful confident learners.

**Subject Leadership**

The role of the subject leader is pivotal in the successful implementation of our curriculum. We aim for all subject leaders to have the knowledge, expertise and practical skill to be able to lead their areas effectively. Each curriculum subject has a dedicated subject leader with clear roles and responsibilities.  They are responsible for the curriculum design, delivery and impact in their own curriculum area. Subject leaders and leaders at all levels, including Governors regularly review and quality assure the subject areas to ensure that is being implemented well and coverage and breadth and balance is adequate.

**CPD**

In order for us to be able to deliver the best and most up to date curriculum we provide staff with high quality Continuing Professional Development (CPD) in their subject specific areas of leadership or teaching role.  This may include attending nationwide courses on the curriculum, assessment of research.  Alongside this Longton Primary is also a member of the relevant national associations for national curriculum subjects.  Through this we receive updates, courses and research findings into the effective provision for primary pupils.  Following CPD, staff feedback to each other about what they have learnt and we then discuss the impact of this on a class teacher, subject leader and whole school strategic level.  We aim to give staff the expert knowledge required to deliver the subjects that they teach.  Ongoing professional development and training is available for staff to ensure that our challenging curriculum requirements can be met.

As Longton is a small school, subject leaders often have more than one subject area to lead.  Subject leadership is flexible, but we try to not move these too often in order for leaders to develop curriculum expertise across the school and teaching staff.  Newly qualified teachers shadow a subject leader in their first year of teaching as part of their CPD to ensure that when they take on a curriculum leader role in school, they fully understand the expectations and roles and responsibilities of the job.

**Planning**

The curriculum at Longton is carefully mapped out to ensure that pupils acquire knowledge, vocabulary and skills in a well-thought out and progressive manner in every curriculum subject ensuring sufficient coverage across each subject over time.  New learning is based upon what has been taught before and prepares pupils for what they will learn next.  There are clear end points which pupils work towards on their learning journey.  We know that if our pupils are learning our curriculum, they are making progress and are being prepared for the next stage of their educational journey.

Our curriculum is carefully timetabled to ensure adequate exposure for each subject in order for children to maximise their knowledge, understanding and skills and have the ability to recall previous learning and use effectively when required.

**Vocabulary**

Here at Longton we aim to develop pupil’s working vocabulary.  We find that a large majority of pupils enter school confident to converse but increasingly with a speech difficultly and active working vocabulary limited.  For this reason, alongside the teaching of knowledge and skills we also teach pupils a range of higher teach vocabulary associated with their curriculum subjects and learning areas.  We use knowledge organisers to develop learning and as part of these we will have a vocabulary ‘½ dozen’.  These ½ dozen words are usually unfamiliar words to the children which they will come across in their lessons which will then be taught and learnt and become part of their active working vocabulary.  Pupils and parents are encouraged to use these words at home.  Pupils are excited to learn new words and take delight in being able to use them in their day to day working in the classroom and at home.

**Reading**

The teaching and acquisition of reading skills is prioritised at Longton to allow pupils to access the full curriculum. Children start to read from the first week they start school. Reading takes place daily in all classes.  Here at Longton we use Letters and Sounds programme for the teaching of phonics and early reading skills. We then use a banded selection of books to teach reading and vocabulary development and once the pupils have acquired enough reading skills to be independently accessing texts, they exchange books with the support of the school librarian. Pupils in the Reception class begin learning initial sounds and then this is built upon in Year 1 class.  The aim of our school is for all of our pupils to be on the free reading programme by the end of Year 4.  Where a pupil has been identified as not on track to achieve this target, intervention (Tutor-time) is put in place through 1:1 reading support to enable them to catch up and achieve in line with their peers.  Pupils that do not pass the phonics screening test in Year 1 have tutor-time ensure that they pass by the end of Year 2.  Pupils are able to access a range of reading resources and texts in the central school library.  Every child is a member of Longton Primary and will take part in library sessions throughout the school year. Pupils in KS1 and KS2 take part in guided reading sessions four times a week. This is a time when a reading teacher will support a child strengthen their reading acquisition and comprehension skills. The school uses termly Pira and STAR tests to assess reading. The teacher undertakes question level analysis and then develops the next steps for each child. We prioritise reading because we believe reading opens the doors to all other curriculum areas.

**Assessment**

Assessment at Longton is designed thoughtfully to shape future learning.  It is not excessive or onerous as is part of the day to day working practices of the classroom.  Teachers ensure that pupils embed key concepts in their long term memory.  Key skills and objectives for curriculum areas are revisited throughout the year and applied in different contexts.  Pupils revisit prior learning in their workbooks as an introduction to their new learning and this provides a context upon which pupils can integrate their ‘new knowledge’ into a wider context.  Assessments are reliable and are moderated to ensure that expected outcomes are fully understood by all staff.

**Aspects**

**Equal opportunities:**

How will we ensure equal access and opportunity?

Longton Primary school has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children: cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

To ensure that all children make at least expected progress for their ability: All children follow the same learning challenge question; Teachers provide suitable ways for children of different abilities to access difficult ideas: e.g. for low attaining children by narrowing the range of information to be used, by increasing the degree of support through their own advice, by using relevant resources or by the use of other adults; Teachers should challenge higher attaining pupils by expecting them to interrogate more demanding sources, by expecting them to work with greater independence and by raising expectations about how they might communicate their ideas; Teachers use a range of teaching styles in each lesson in order to match the range of learning styles represented in a typical class.

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.

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

**Health and safety:**

Our Health andSafety officer ensures all risk assessments are in place, kept up-to-date and shared to ensure safe access to the curriculum. All educational visits are carefully planned, risk assessed and signed off by the coordinator and governors if relevant.

**Effective Teaching**

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan, which sets out the aims, objectives and values of the school and details what is to be taught in each year group, to guide our teaching.

**Effective Learning**

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. When planning teaching and learning styles, we take into account linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working and interpersonal/reflective.

We offer opportunities for children to learn in different ways. These include: investigation and problem-solving, research and finding out, group work, pair work, independent work, whole-class work, asking and answering questions, use of a computer, fieldwork and visits to places of educational interest.

**Enrichment**

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme (LPS+) that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks, please see our curriculum intent documentation.

Opportunities will be taken to enliven the curriculum through: educational visits out of school; involvement of parents, visitors, artists, creative/themed weeks, actors, and musicians; the use of the school grounds, the locality and the wider environment.

An extensive range of high quality resources including ICT will be used to underpin the curriculum.

**Homework/parent partnership:**

We have a separate policy and overview for homework. We set homework each week to enable children to understand that learning can take place anywhere to strengthen their understanding and also for them to realise the home school links. Children are expected to read five times a week so that they can develop a love of reading and use as a strategy to relax as well as to aid their access to the whole curriculum and strengthening of life skills.

**Resources:**

We have a wide range of resources to support children’s knowledge and understanding and to enable subjects to come alive and be memorable. We have a strong PTFA who have heavily assisted in purchasing equipment to enhance curriculum opportunity. Our greatest resources are our children their families and members of the teaching team who are dedicated in ensuring everybody gets the most from each and every day.

**Curriculum Impact**

**What difference is the curriculum having on pupils?**

**Monitoring and Evaluation**

A curriculum subject leader is responsible for the monitoring and evaluation of their own subject area.  Additional management time is given to subject leaders each term to enable them to successfully carry out their roles and responsibilities.  The information from the monitoring and evaluation then forms the basis for the governors’ report, annual audit, action planning and staff training for that curriculum area.

A member of staff has overall leadership for assessing the intent, implementation and impact of the whole curriculum that we offer here at Longton.  This leader has overall vision of the monitoring and evaluation and will guide staff in their roles and responsibilities.

Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school.  Work and book scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used at tools to help senior leaders assess the impact of the curriculum.

**Outcomes for Pupils**

Our curriculum consistently leads to good outcomes and results for the pupils at Longton.  We are consistently in line with national averages for outcomes at the end of EYFS, KS1 and KS2.  We also regularly achieve highly in the phonics screening test for our Year 1 pupils and usually all of our pupils have passed the phonics screening test by the time they leave Year 2 unless there is a special and specific learning need.

Pupils with additional learning needs make good progress across the curriculum in line with their own progress measures.  Assessment of these pupils is in much smaller and achievable steps.  We are proud of the life-skills curriculum that we provide for our pupils including our SEND pupils.  Essential skills such as first aid, money awareness, internet safety, healthy eating and basic life skills such as tying shoe laces, using knives and forks correctly, telling the time are all part of what we consider to be necessary skills for our pupils to succeed in life and are key parts of our teaching in school.  There is a bespoke plan for life-skills teaching and emotionally health awareness.  Although these skills may not be assessed numerically or with a grade, we still feel that being able to achieve these life-skills will enable pupils to fully access life in modern day Britain.

Developing pupil voice and responsibility is a deep-rooted part of life at Longton. Pupils thrive in an environment of high expectations, where their voice is heard, and real decisions are made. We believe (and know) that this stands our children in good stead for their next steps.

**How will we know that a child has been taught your subject well?**

We know our curriculum is impacting as children tell us they love their learning and they take great pride in their books.

Teachers have high expectations of all children in and are able to provide challenge, stretch and enrichment in learning because they know the starting points of the children and understand the progression required to reach the end goal. This is achieved through the use of a range of assessment and analysis strategies: timely testing, moderation of work, pupil interviews, use of assessment grids and data tracking systems. The results are seen in outcomes of work, feedback from the community and in the pride the children have of themselves and their school.

* Monitoring shows that children are active in their learning, are able to construct their own knowledge and are able to think flexibly and creatively.
* Analysis of internal assessments provides staff with an accurate overview in order that gaps in learning can be closed.
* The planning shows that staff design learning activities that offer challenge and provide a sense of achievement and personal success.
* Parents have regular planned opportunities to come into school to see the integrated curriculum project outcomes – they give us feedback saying how impressed they are.
* Written feedback is provided by parents
* Parental feedback from questionnaires is very positive about the school (see website results)
* Results show that we are making improvements and children do achieve well.
* The learning attitudes shown by the children are very good as they are motivated and engaged in their learning. Comments are often received by visitors to the school and when on visits confirming this.
* Engagement levels of home learning are high. The quality produced is of an excellent standard.
* Visitors from neighbouring schools come to see how the school has devised our curriculum and how they can learn from Longton Primary.

**Monitoring and review:**

The governors are primarily responsible for monitoring the implementation of this policy. This will be through discussion with the subject leader and consideration of the evidence included in the subject leader portfolio. The work of the subject leader will also be subject to review by the headteacher as part of our performance management arrangements.

**Other documents and appendices:**

The policy should be read in conjunction with our policies for curriculum, learning and assessment.

**Governor approval and review dates:**

This policy was approved by the full governing body in Spring 2020. It is due for review by Spring 2023.

**Principles/values:**

This policy is based on our commitment to:

* Fairness, Excellence and Respectfulness

**Consultation:**

This policy was pulled together by the headteacher in consultation with:

* Teaching staff – Spring 2020
* Parents – via completion of questionnaire
* Pupils –discussion
* Governors – committee, Spring 2020
* Local authority adviser, Spring 2020

**Sources and references:**

National Curriculum 2014

Ofsted Handbook 2019