



# CURRICULUM POLICY

**Member of staff responsible:** Sian Mitchell

**Focus Group responsible:** Curriculum Committee

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**Chair of Governors:** James Robinson

**Headteacher:** Sian Mitchell

# LEAVENING COMMUNITY PRIMARY SCHOOL CURRICULUM POLICY

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## Rationale

## Mission Statement

At **Leavening Community Primary School** we aim to provide a secure and happy environment for all our children through a well-balanced stimulating curriculum. In partnership with parents and the local community we strive to give every child equal opportunity to achieve his/her full potential.

## Leavening Community Primary School Purpose and Values

Our school purpose is:-

**‘TOGETHER WE CAN...’**

Our 4 Values are:-

1. Look and Learn beyond the classroom.
2. Have high aspirations and fulfil our potential
3. Care, share and belong.
4. Lead, teach and learn with passion.

### **1. Look and Learn beyond the classroom.**

This Value reflects the aim of:

- Importance we place on our school and wider community.
- Our commitment to outdoor learning and forest schools.
- Providing a well-planned curriculum
- Offering a wide range of learning experiences
- Encouraging pupils to try their best and work hard in everything they do.
- The warmth, happy, fun and discovering aspects of Leavening's school life through the quality of its: extra-curricular activities, day and residential visits, sport and outdoor play facilities and activities

### **2. Have high aspirations and fulfil our potential**

This Value highlights the importance the school attaches to:

- Our high aspirations for all members of our school community, children and adults alike.
- Excellence in learning.
- Setting the highest standards for our community.
- Providing high quality teaching
- Developing strong subject knowledge
- Delivering challenging, interesting and fun lessons
- Monitoring standards and progress of pupils
- Delivering timely and relevant feedback on pupils' progress

### **3. Care, share and belong.**

This Value highlights the school's capacity to:

- Create a close and caring community.
- Nurture positive relationships between staff, pupils, families and governors.
- Provide a safe and secure environment.
- Address child protection/health & safety issues.

- Give guidance on social development issues (eg anti-bullying).
- Enhance cultural awareness and promote respect for others.
- Fostering good relationships between staff and pupils.
- Facilitating strong teamwork among staff.

#### **4. Lead, teach and learn with passion.**

This Value reflects the aim of:

- Our belief that skills and knowledge can be acquired; passion is a quality that comes from the person.
- Our commitment to encouraging and developing a growth mind-set among staff, pupils and parents alike.
- Passion is essential in inspiring and motivating. Without it, learning is limited.
- Ensuring school is a positive, vibrant and appropriate environment to learn in.
- We all learn together.
- We value mistakes.



## Key Values

### 1. Look and learn beyond the classroom.

We offer our pupils opportunities to make connections with the wider community and beyond through meaningful real life experiences as well as virtual opportunities. We offer regular educational visits; charity work; partnership with the elderly through regular visits to residential homes; links with other schools and enterprise opportunities. We aim to expand the horizons for all of our pupils. Due to the rural location of our school, we embrace outdoor learning to develop pupils' skills.

### 2. Have high aspirations and fulfil our potential.

Our curriculum is well planned to meet the needs of our learners. We have a strong culture of personalised learning for both pupils and adults; an ethos of motivation, perseverance and problem solving whereby we value mistakes and encourage growth mindset. opportunities for challenge. Strong links with our parents enhance this. A strong emphasis is on key transferrable skills that can be built upon and developed over time. We embrace children's individual talents and abilities, and aim to inspire a positive attitude towards the whole curriculum.

### 3. Care, share and belong.

We provide a welcoming and supportive learning environment, nurturing the whole child, in which each pupil flourishes. Our familial atmosphere and peer support for all is an integral part of us. Our personal development opportunities are rich and run as a golden thread through our curriculum, with well-being, mindfulness and positive mental health at the heart of it. All staff are champions for well-being. Risk taking and resilience building is encouraged.

### 4. Lead, teach and learn with passion.

By leading, teaching and learning with passion we believe that our staff are role models for injecting passion into our curriculum and instilling excitement for learning. We plan WOW events for our launch and landing of each topic. We use staff talents and skills to inspire our pupils and we have subject specialist teachers for Music and MFL. A collaborative approach to curriculum design is adopted, and we place a high emphasis on pupil voice in this. All children participate in the Young Leaders Award, which teaches them teamwork, kindness, perseverance and action. Personalised staff CPD enables our pupils to access a well-planned curriculum. Creative and critical thinking runs as a golden thread through our curriculum.

## Our Curriculum Intent

We believe that:

1. Every individual is entitled to a broad, balanced, relevant, coherent, progressive and differentiated curriculum.
2. At all stages of development education should be structured and should be stimulating, enjoyable and worthwhile, stretching all pupils to the full extent of their individual abilities.
3. There should be equality of opportunity for all pupils.
4. The curriculum should be as broad as possible to provide a wide range of knowledge, skills and experiences.

5. The curriculum should be balanced to give sufficient time to each element.
6. The curriculum should be relevant to be directly related to the learner's experience.
7. The curriculum should be coherent, linking each element to make the learning experience more meaningful.
8. The curriculum should be progressive, the teaching building upon what has gone before to develop skills, knowledge and concepts in a systematic, appropriate way.
9. The curriculum should be differentiated to match teaching methods and lesson content to aptitude, ability and achievement.

In a rapidly changing world, the Governors and Staff, in partnership with the parents and guardians of the pupils, wish to help the pupils:-

- a. To enjoy learning.
- b. To become independent, self-disciplined and self-motivated, achieving the highest standards of which they are capable.
- c. To develop lively, enquiring, imaginative and creative minds which have the confidence to ask questions and the ability to argue rationally.
- d. To acquire the knowledge, skills and training that will be relevant to them not only during their school days but also in adult life and employment.
- e. To develop and be able to act on a set of moral values, beliefs and attitudes and to understand society and their obligations towards it.
- f. To develop concern for the quality of their environment and the ability to understand the world and the inter-dependence of the individuals, groups and nations in it.
- g. To develop an awareness and appreciation of human achievements and aspirations in this and other societies.

## **Roles and Responsibilities**

### **Governing Body**

The governing body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. The will also ensure that:

- ☐ A robust framework is in place for setting curriculum priorities and aspirational targets
- ☐ Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND).

## **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.
- ☐ They manage requests to withdraw children from curriculum subjects, where appropriate
- ☐ The school's procedures for assessment meet all legal requirements.
- ☐ The local governing committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- ☐ The local governing committee 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 SEND.

## **All staff**

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

## **Learning environment**

Organisation of the classroom/learning environment is adapted to the children's learning needs;

- ☐ The use of learning resources and ICT is developed to allow children to work independently and successfully;
- ☐ Effective use of other spaces is made: 'the outdoor classroom', learning zone, hall space;
- ☐ Displays are used to celebrate children's work, supportive learning (Learning Walls) and the knowledge the pupils have gained.

## **Inclusion**

Teachers set high expectations for all pupils. They 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 SEND
- ☐ Pupils with English as an additional language (EAL)

Teachers 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 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' access in all subjects.

Intervention

Individuals and groups who are not making sufficient progress are identified:

- ☐ Provision for intervention is mapped according to need

- ☐ Detailed plans are put into place

- ☐ All interventions are time bonded and data driven

Interventions are evaluated and relevant adjustments are made;

- ☐ Pupil Progress/ Year group meetings take place regularly to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

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

### **Monitoring arrangements**

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- ☐ Learning walks

- ☐ Link governor to subject areas

- ☐ Governor meetings

Middle leaders provide a strategic lead and direction for the subject. Middle leaders plan monitor

the way their subject is taught throughout the school to plan improvement by:

- ☐ Learning walks

- ☐ Monitoring planning

- ☐ Pupil progress

- ☐ Team teaching

- ☐ Book Scrutiny

- ☐ Pupil voice

- ☐ CPD/ Staff updates

Middle leaders also have responsibility for monitoring the way in which resources are stored and managed.

Planning is monitored by the leadership team to ensure that planning is current and used as a working document. They ensure that skills and knowledge are identified in planning, suiting the needs of all children and developmental feedback is provided in line with the school's marking and feedback policy.

The leadership team and middle leader's feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.



## **Implementation**

Subject leaders are responsible for writing the subject long-term plans for their subject from nursery to Year 6. This enables the curriculum to be carefully sequenced and facilitate effective progression. Each class teacher is responsible for their own medium term planning. Due to mixed year classes the school runs a 4 year themed cycle units for the curriculum from Reception to Year 6.

Staff in year groups, and middle leaders, have created a cross curricular approach to learning with a focus on Reading and Writing, using our own carefully designed curriculum, personal to our school community of learners, as a stimulus for topics. Teachers translate these plans into smaller units – medium term and then weekly plans where the specific needs of the learners are addressed.

Medium term plans are written to ensure coverage of the foundation subjects. Weekly planning uses the learning objectives, skills and knowledge from the medium term planning for each session.

The weekly plan identifies key resources, questions, and differentiation based on prior learning and promoting challenge.

Teaching is carefully tailored to meet the needs of all the children and builds on prior learning from EYFS to the end of KS2 ensuring consistency and progression across the whole school.

Middle leaders quality assure the sequencing linking to the knowledge and skills taught to ensure that prior knowledge is built upon and higher order skills such as problem solving and critical reasoning are developed. Middle leaders ensure that learning meets the requirements of the National Curriculum and provide support in ways to expand its scope wherever possible.

Through clear strategic planning, our curriculum provides not only memorable experiences (Discovery Days combined with the launch and landing of each topic) but is rich in opportunities from which the children can learn and develop transferrable skills. The acquisition of knowledge and the development of skills is carefully planned to create a purposeful and exciting 'Journey of Discovery' for every child with cross curricular links within the topics chosen. In order to ensure that progression and balance is maintained, the programmes of study are developed into medium term plans which clearly highlight the learning objectives and assessment opportunities. Weekly planning is then differentiated to the needs of each class, linking to prior learning, resourced and includes questioning prompts to promote challenge as well as to scaffold. Teachers plan and tailor units of work and lessons to address then specific individual needs of pupils so that all pupils are able to reach their full potential regardless of their starting point. Quality first teaching is provided to ensure that accelerated progress is promoted in each lesson.

Our feedback and marking policy is implemented consistently and provides opportunities for children to reflect on their learning and think deeply and carefully about their feedback. Each subject has got a curriculum intent, implementation and impact statement that specifies the curriculum in detail.

At Leavening School we teach PE, Music and MFL using dedicated specialist staff.

We believed that it was important to make the curriculum exciting and the school day varied and therefore each Friday is known as 'Funky Friday'. At this stage this involves all classes rotating around three activities in their classes on a Friday, each being taught by the subject leader that planned the work. The subjects are: PE, Music and French.

We are a Forest School and each child has a weekly Forest School session, incorporating all areas of the new curriculum.

### **Curriculum Enrichment and Extra Curricular Activities**

We enrich our curriculum through

- Inviting experts in their field into school to speak to the children.
- Taking children into the local community as part of our active citizen curriculum
- Linking school visits and trips into the planned work going on in the classroom.