

**Church Lane Primary School and Nursery**

**Curriculum Statement and Policy**

**Intent**

At Church Lane Primary School and Nursery, our intention is to shape and mould children to reach their full potential. We believe that, in order to achieve this, we need a tailor made curriculum that is built around knowledge, skills and personal development.

We aim to do this by creating and embedding a curriculum which allows for creativity and critical thinking whilst also ensuring that children have access to basic age appropriate knowledge; before building on this prior learning in a focused and aspirational way. This aspect of the curriculum is underpinned by a focus on personal development: providing an array of first hand experiences for our children to learn from; ensuring our children have the opportunities to develop interpersonal skills and build resilience in a supportive environment.

Underlying all of this planned curriculum is our school vision, values and community – we work with children and their families encouraging our children to learn the importance of caring for and valuing their community – ensuring their community in turn values them.

By combining our focused curriculum with our school vision we hope to open our children’s eyes to the opportunities the world has to offer them – encouraging them to be aspirational, ambitious and successful.

**Implementation**

At Church Lane Primary School and Nursery, we believe that effective teaching and learning is key to educational success. We adopt an approach which expects all children to reach or exceed national expectations. This means that staff within our school have high expectations both of and for all children - regardless of current attainment, backgrounds or abilities. As a result all children within our school are expected to make progress.

So that all children can reach these high expectations of progress and attainment, teachers set ambitious objectives, challenging targets and plan immediate interventions. Alongside this, staff utilise differentiation, modelling and scaffolding as well as additional challenges and extensions. This ensures that no child is left behind and that they continue to thrive on an upwards trajectory.

**School features of effective Teaching:**

**Quality first Teaching:**

* Lessons show knowledge being built on – a journey through a topic
* Individual lessons have a clear lesson design – built to support learning
* Children are given the opportunity to lead their learning
* Teachers have and hold children to high expectations
* Teachers use modelling and scaffolds to support learning
* Effective questioning is used
* Lots of child interaction throughout the lesson
* Children should work independently and receive regular praise

**Assessment and Target setting**

* Children’s progress is tracked and monitored through assessment
* Assessment for learning is used regularly across school
* Data collected 3 times a year and discussed with staff
* Children have regular opportunities to discuss their progress with staff
* Interventions are initiated in light of the progress children make
* Parents are regularly updated with regards to the progress that children are making.

**Learning environment**

* Classrooms are set up to support the needs of the individuals within the class
* The school has many learning environments, including: the outdoor forest school, the IT suite and the hall space
* Displays are a mix of celebration of children’s work, supportive resources and information.

**Curriculum organisation**

* The curriculum is designed to be catered for the needs and interests of a full range of learners including:
* Gifted and talented
* Learners with learning difficulties, including those with speech and language and communication needs
* Learners who are learning English as an additional language
* Boys and girls
* Children who are in care
* Learners with social, emotional and behavioural difficulties
* Flexibility is built into the curriculum organisation and delivery to ensure greater coherence from the children’s perspective.

**Extended curriculum**

* Church Lane Primary school and Nursery offers a full range of ‘out of hours’ activities and clubs which enhance and extend the basic curriculum for example, football club, computing club, dance club, Lego club and cookery club to name a few
* We ensure access for all
* Parents and carers, as well as the wider community, are involved in extended provision
* Access to other services is provided or arranged including play therapy, Casy counselling, Friends therapy, CBT groups and health and social services.

**Supporting children’s wider needs**

* The school maintains close communication with parents and carers
* We develop and maintain multi-agency links to support vulnerable children
* As a school we employ a pastoral manager and pastoral co-ordinator as a first point of contact for parents and carers.
* We provide a range of services to support children social, emotional and mental wellbeing.

**Effective learning**

We acknowledge that people learn in different ways and we recognise the need to develop pedagogies which enable all children to learn in ways which suit them.

We offer a variety of ways for children to learn, including:

* Investigation and problem solving
* Open ended tasks
* Reasoning
* Research and finding out, with independent access to a range of resources
* Group work, paired work and independent work
* Effective questioning
* Presentation and drama
* Use of ICT
* Visitors and educational visits
* Creative activities, designing and making
* Use of multimedia, visual or aural stimulus
* Participation in physical or athletic activity
* Homework
* Extra- curricular clubs and activities.

**About our curriculum:**

As a school, we work hard to ensure that all children in our care receive a tailored education – taking in to account their needs and the needs of the local community. We understand how important the core subjects are but we know they cannot stand alone. The non-core curriculum is vital in developing well-rounded children who have a range of experiences; a wide vocabulary and the knowledge required to access both literature and the wider world.

We ensure this is achieved by using a Holistic approach to the curriculum. Allowing children to make connections between what they have learnt across different units of work and year groups. We feel this approach is a catalyst for interest and further learning and serves an important purpose in the children’s enjoyment and experience of learning. For us this means that core and non-core subjects are interspersed in all subject areas allowing pupils to flourish.

Our Holistic approach also means that we focus on the knowledge, skills and deep understanding our children need to grow, develop and thrive. We use the National Curriculum to help inform content but our main goal is to ensure our children develop the skills needed to become historians/artists etc. and be able to apply their knowledge in new situations. We want our children to aim high! To meet this and ensure that our Curriculum is designed in a way we feel suits our children – ensuring they are working towards a deep understanding, where they are able to apply their knowledge and use it in their future lives.

In practice, we use an enquiry model for the vast majority of our subjects. Every topic will start with an overarching question which is then broken into individual smaller questions. By the end of a unit we know that deep learning will have taken place based on the level of explanation answering the question. Furthermore, to ensure that there is a deep level of consistency withing teaching, subject leaders map out every lesson and vocabulary across the year. This allows for consistency but also to ensure that there is progression across our curriculum.

Training, CPD and continuous monitoring happen regularly to ensure the curriculum is effective. This means that the curriculum is always developing to suit our children’s needs.

**What our curriculum looks like:**

Our school context is very diverse with the school serving a vast spectrum of pupils on the socioeconomic scale. Underpinning our curriculum, we want our children to have a good understanding of how people and society evolve over time and how this may change societies and individuals attitudes. We believe that by teaching children these key **golden threads** and the **silver strands** that branch from them, we will support the children with their understanding of society and their role within it.

**Evolving People – Society’s changing views and beliefs’** .

For us as a school it is of vital importance that our Children access ideas, knowledge, values and opportunities that will assist them in social movement. The ideas and concepts below will be found and discussed in all aspects of our curriculum with the overarching context of the impact each has on society and individuals:

1. How we see each other:

Sexism

Countries

Inequality

Refugees

Slavery

Racism

Class divides

Everyone’s rights

2. Powerful influences:

Monarchy

Rulers

Dictatorship

Empires

Democracy

Lawmakers

3. Religious influences:

Religion and wars

Monotheism

Multitude of Gods

Scientific understanding

Religion and education

4. How Technology has helped us advance:

Social media/influencers

Internet

Phones

Computers

Lockdown and tech aid

5. How we see the world around us:

Global warming

Social movements

Pollution

Changing lifestyles to suit this

6. Aspirations

Reading about leaders of their fields (Women in science etc)

Any opportunities that show our children inspirational people/jobs/ideas etc

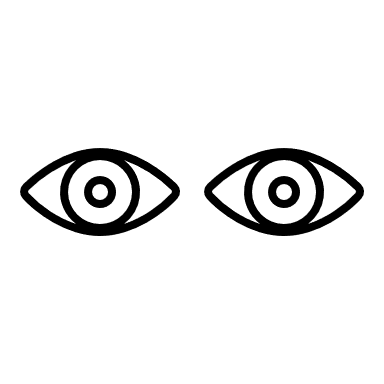
Any opportunities to develop enterprise skills

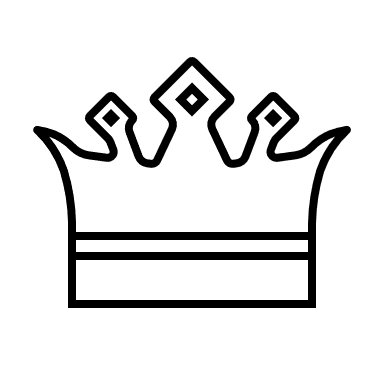
Here at Church Lane, we want our children to understand the society they are going to be a part of, we also want them to know that society and individual attitudes change over time. It is key children understand where we have come from – it is equally important that they see and understand that the journey is not over, and their generation will have influence over how society changes. We want our children to access ideas, knowledge, values and opportunities that will assist them in social movement.

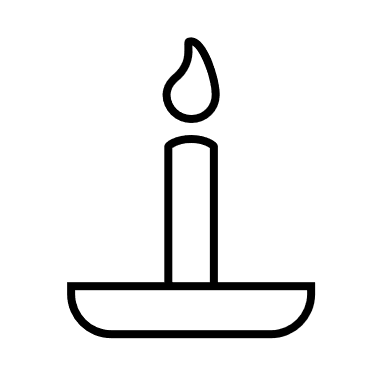
This understanding is our key ‘golden thread’ that underpins our curriculum:

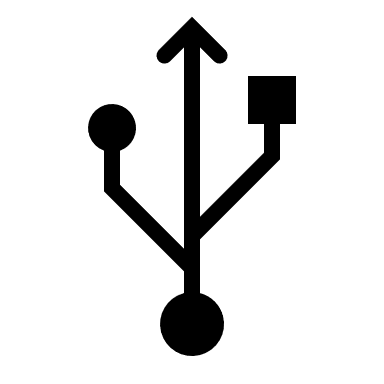
**Evolving People – Society’s changing views and beliefs.**

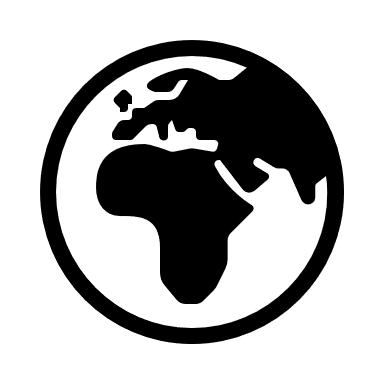
Within this there are ‘silver strands’ that branch out and are discussed in all aspects of the curriculum:

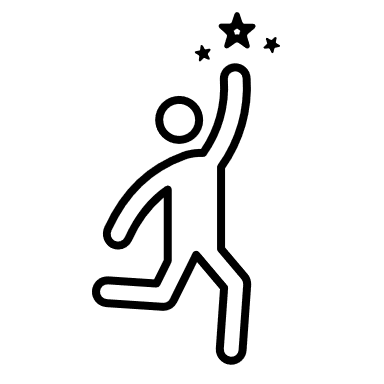
**How we see each other** (this encompasses: sexism, countries, inequality, refugees, slavery, racism, class divides and rights.)

**Powerful influences** (this encompasses monarchy, rulers, dictatorships, empires, democracy, and lawmakers.)

**Religious influences** (this encompasses religion and wars, monotheism, polytheism, scientific understanding, religion, and education.)

**How Technology has helped us advance** (This encompasses: social media/influencers, internet, phones, computers, lockdown, and tech aid.)

**How we see the world around us** (This encompasses: global warming, social movements, modern scientific understanding, pollution and changing our lifestyles to suit this.)

**Aspirations** (This encompasses reading about leaders of their field – including women, opportunities to see inspirational people/jobs/ideas and enterprise skills)

**EYFS Curriculum**

In Reception, we follow the new Early Years Statutory Framework for the Early Years Foundation Stage. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum.

These areas are:

• Personal, Social and Emotional Development

• Physical Development

• Communication and Language development

• Literacy

• Mathematics

• Understanding the World

• Expressive Arts and Design

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis. Continuous Provision practice and principles begin in Early Years Foundation Stage and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving.

We have worked hard to make sure the Continuous Provision practice feeds in to our Key Stage 1 Curriculum and links are made for our children and their learning from the start.

**English**

Our English lessons develop pupils’ spoken language, reading, writing, grammar and vocabulary. English is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically.

**Reading:**

Our pupils are encouraged to read for pleasure and to read widely. As a starting point and introduction to reading, we use Read, Write Inc (RWI) for our phonics programme. Children are taught at a stage appropriate level and this allows them to understand how the sound of each letter (phoneme) links to the way in which that letter is written (grapheme). In EYFS (Reception) and Key Stage One, all pupils take part in a daily phonics session, building on and extending their knowledge. They are taught to blend words together and read/ spell tricky words, which are the ones we cannot sound out.

From an early age, children are supported in their reading by the use of phonetically decodable reading books created by Read, Write Inc called book bag books. In addition to this, the children are able to take books from our Pearson, Project X, Oxford Reading Tree schemes and these books are there to be shared with parents/carers. This will allow children to be exposed to a wider array of stories and vocabulary. Each week children are sent home with a RWI book bag book and the story (ditty) the children are focusing on during their phonics lessons in order to build fluency. All children at Church Lane Primary School and Nursery are asked to continue their reading at home and it is expected that they will read at least three times a week as part of their homework. Both children and parents are invited to record reading in the home/school communication books where there are examples of questions to prompt as children read, and the opportunity for children to write about what they are reading or answer questions based on their book.

During the afternoons, guided reading sessions take place and will cover both fiction and non-fiction books. As a school we use the bug club programme to support Guided reading: this ensures children are exposed to high level reading texts and receive effective questioning and accompanying resources. Guided reading is delivered by using a mix of whole class reading and small group carousel.

**Writing:**

We develop writing skills so that our pupils have the stamina and ability to write independently at the age expected standard. To support staff with this, we use the Literary curriculum which has a book focus. The stimulus is then supported by a progressive learning journey through features, skills and drafting. Children will complete an analysis of the stimulus and author features before being guided on a journey through relevant skills (This section of their journey will be supported through lots of modelled writing, shared writing and guided writing). This modelled journey will lead to an independent stage where children draft, edit and assess their own work; they will also use peer editing and discussion to ensure children have every opportunity to write at their very best. (Handwriting sessions are incorporated into the English lessons and in certain year groups writing books are tailored to ensure children receive plenty of opportunity to practice and refine handwriting.)

We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children’s writing to be published and read by real audiences. Over the course of the year, children will take part in the 100 word writing competitions: to date we have had over 50 stories published in the final competition book. A range of extra activities are used to promote English within the school including World Book Day, Roald Dahl Day and author visits.

**Spelling:**

In Key Stage one our pupils learn the Year 1 and 2 key spellings in the mornings and in Key stage two, our pupils have a daily spelling session following the Read, Write Inc. spelling scheme. This is a robust and systematic programme which reflects the requirements of the New National Curriculum. Every child is given a spelling list that is sent home in preparation for a spelling test later in the week.

**Mathematics**

At Church Lane Primary School and Nursery, we embrace the Mastery approach to teaching mathematics. Our teachers will ensure that mathematical skills are taught every day. Teachers use a mixture of resources to support with their teaching including White Rose small steps and Power Maths. In addition to this, staff ensure children receive access to concrete and pictorial representations to aide with the children’s understanding of Mathematical concepts. Staff also use cross curricular opportunities to develop pupils’ mathematical fluency where possible.

Our pupils understand the importance of mathematics and are encouraged to be confident in the subject and to apply the skills that they learn to reasoning and problem solving tasks. In each lesson we build on skills and understanding in a step by step and progressive way. During independent tasks all children will start with several Fluency questions and once this has been mastered they will move onto reasoning and then problem solving. Children receive instant feedback in Maths and immediate intervention is given to those who need it.

The school is part of the NCETM Maths Hub and we continue to develop our practice in line with theirs. Our Maths lead is currently working for the Maths Hub as a Primary Maths Specialist delivering workshops and supporting schools on their Maths Mastery Journey. This means that school regularly has visitors coming into school to observe Model Maths practice. In 2019, the school was one of 4 chosen to take part in a DFE report looking at the impact of Mastery Maths on Primary aged children.

**Science**

Science at Church Lane Primary School and Nursery teaches an understanding of natural phenomena.  It aims to stimulate a child’s curiosity in finding out why things happen in the way that they do. It teaches methods of enquiry and investigation to stimulate creative thought.  Children learn to ask scientific questions and begin to appreciate the way in which science will affect the future on a personal, national and global level. Our objectives in the teaching of science, are broken down in three domains: Chemistry, Physics and Biology. Children are taught:

* To ask and answer scientific questions;
* To plan and carry out investigations, with the correct use of equipment (including computers)
* To know about life processes (including evolution and inheritance);
* To know about materials, electricity, light, sound and natural forces;
* To know about nature of the solar system, including Earth;
* To know how to evaluate evidence, and to present conclusions both clearly and accurately.

Key scientific terminology will be introduced each lesson and knowledge will be built upon throughout the school. Pupils will be encouraged to work scientifically and will be able to carry out simple tests and experiments using equipment and gather and record data.

Whilst at Church Lane Primary School and Nursery, children will learn about plants, animals including humans, materials, seasonal change, habitats, rocks, light, forces, states of matter, sound, electricity, earth and space and evolution and inheritance. Children will use our brand new Forest School outdoor learning environment, visits by specialists as well as taking advantage of the facilities of local secondary schools in order to enhance the delivery of our science curriculum.

**Art and Design**

Art has a very important place in our curriculum. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Links are especially relevant for our children due to the National Centre for Art and Design being located nearby and undertakes a lot of community focuses workshops and theme days.

Our art teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. Our Art curriculum is designed to be progressive both in terms of skills learnt but also with regards to art movements and how these have developed over time. When children were asked to name Artists, children often named White, Middle Class, dead men. Therefore diversity is a key part of our delivery.

Design and technology is an inspiring, rigorous and practical subject, taught through our topic-based curriculum. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. Our design and technology lessons encourage the designing, making of products to solve real and relevant problems and evaluating the effectiveness of them. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

**Computing**

The aims of Church Lane Primary School and Nursery’s Computing and ICT curriculum is to prepare our children for the life beyond our school, to create digital producers and the digital pioneers of the future. Children will be taught how to use technology in a world that is vastly developing around them but to understand how technology works and why we use them in countless areas of life.  
  
This curriculum will be embedded throughout the school in all subjects, therefore allowing children to use apply skills that they are taught during their Computing and ICT lessons. Children will use Computing and ICT equipment in imaginative and stimulating lessons, as a school we will create a love of using and understanding technology. The children develop their skills, starting in reception with mouse control, keyboard skills, basic coding skills using beebots and saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns.

**Modern Foreign Language**

Here at Church Lane Primary School, we are very fortunate to have a fulltime French teacher- Madame Roche who delivers all of our French Lessons. Our approach is to make learning a new language fun! Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. To ensure children have the opportunity to put their French into practice we ensure that every two years we take the Year 5 and 6s to Paris where we spend two days at Disneyland and the other two days at French markets refining our language skills.

**Music**

At Church Lane Primary School we use a scheme of work which has been created by the schools music Specialist- Mrs McCordick. The scheme supports all of the requirements of the National Curriculum and gives children access to a wide range of musical concepts and experiences. The Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the new National Curriculum and is absolutely in line with published OFSTED guidance. The learning within this scheme is based on: Listening and Appraising; Musical Activities - creating and exploring; and Singing and Performing.

**Physical Education (PE)**

Children receive two hours of PE a week . Our PE sessions are both indoor and outdoor. In Reception and Year 1, the focus is on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Key Stage 2 pupils will also complete lessons inside and outside and may also visit other facilities including the local swimming pool and other local schools. Swimming is introduced to the timetable from Key Stage 2. We ensure wider participation in the community by involvement in interschool Netball and Football league. Using our sports premium, we buy into the Carres Secondary outreach programme which enables us to enter intra-school competitive sports competitions every Friday often competing in sports unknown to the children.

**PSHE (Personal, Social, Health education)**

PSHE, or personal, social, health and education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

The school uses the Jigsaw programme of study and as part of this programme, the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs underpin everything the children learn. Our PSHE lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society.

All our year groups have timetabled PSHE time but we encourage a cross-curricular approach to the development of PSHE skills and understanding. Circle time is used to listen to others and to be heard with the help of class friends. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events such as Diwali, Hanukkah, Shrove Tuesday and Shavuot. In addition to PSHE lessons, assemblies are also used to teach the children the PSHE curriculum.

As a school we are also lucky to have good ties with the local PCSO’s who regularly deliver sessions and activities with the children around safety – a vital role in our PSHE curriculum.

**Religious Education**

We follow the Lincolnshire Agreed Syllabus for Religious Education. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions. In Lincolnshire, the main religions are Christianity and Islam therefore a larger portion of RE curriculum time is given to these religions as this reflects our local context. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We ensure that children go out into the local community and see local religious buildings and meet and talk to people of different faiths in order for them to develop an understanding of the wider world.

**Geography and History**

We use topics to deliver History and Geography subject skills and understanding. Topic maps are produced to show how each is taught, the knowledge and skills covered and links to other parts of the curriculum. It is important to us that Art, Music, English and where appropriate Maths and Science are linked in topic teaching. So, for example, a History Romans topic could include urn making in art, catapult construction in Design and Technology and catapult testing and measuring in Maths and Science.

**Geography**

It is our aim that all children at Church Lane Primary School and Nursery understand where they are in the world and how they are linked to other places. We wish to celebrate the similarities between ourselves and others, not only in our locality but across the world. Our local environment is studied in depth across the key stages and we enhance their learning by taking them on trips to study locations further afield. Geographical enquiry is carried out inside and outside the classroom, using maps, photographs and ICT.

**History**

At Church Lane Primary School and Nursery, the aim of history teaching is to stimulate the children’s interest and develop their understanding about the past, both in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, and how beliefs and cultures influenced people’s actions. Such studies should help the children to understand more about themselves as individuals and members of society.

History teaching focuses on enabling children to think as historians. We recognise the importance of examining historical artefacts and primary sources. In each key stage, we give children the opportunity to visit sites of historical significance, regarding this as an important way of stimulating interest in the past. We encourage visitors to come into school to deliver workshops or share expertise of a particular area.

**Trips and Visits**

We plan a series of trips and visits throughout the year for each year group. The trips are directly linked to our topic work for example for World War 2 we may include a trip to Manchester War Museum in order to allow children to be immersed with information and artefacts linked to the war.

We organise residential trips for our Year 3,4,5 and 6 pupils. Year 3 and 4 will spend two nights away either at Rand Farm or Brancaster and Year 5 and 6 we will visit Hilltop or Paris on alternate years.

Each year group will take part in a variety of workshops throughout the academic year which will be delivered by specialists. These will link to their topic work or to a whole school theme. Recent examples have been Zulu Nation as part of our SMSC theme and Dan the Pirate Man.

**Themed days and weeks**

We also have themed days and weeks throughout the year e.g. Sleaford week or Science Week, Entrepreneur week, Careers week and Technology week. All of which are intended in supporting our curriculum intention.

# Organisation and Planning

We plan our curriculum ensuring we meet the requirements of the National Curriculum and the Early Years Curriculum. We plan the curriculum carefully, so that there is coherence and full progression in its coverage. The curriculum co-ordinator creates long term plans which outline objectives to be covered taken directly from the National Curriculum. We review our long term plan on an annual basis. Our medium term plans are drafted by individual year group teaching staff on a half-termly or termly basis.

**Displays**

All displays across the school will have the heading: As authors we will….. As Historians we will… etc. The aim of this is to show children exactly what people in these roles do and therefore hope in turn that children will aspire to become an author or a geographer etc. In addition to this, all displays will have information that supports children’s learning, children’s completed work as a celebration and vocabulary cards with all the vocabulary the children have been learning during their topic.

**Assessment and monitoring**

As a school the core subjects are summative assessed termly – including Maths, English, Reading and Science.

For all other subjects, the children will either complete a final piece of work for assessment or children will complete a low risk high frequency quiz linked to what they have learnt. Research shows that the more often children need to retrieve information and bring it back into their short term memory the likely children are to retain that information.

Children will then receive a teacher assessed mark for each non-core subject against national end of year expectations. Teachers will use the information gained from the above to support with this judgement.

# The Role of the Curriculum Leader

The role of the curriculum leader is to:

* Provide a strategic lead and direction for the curriculum ensuring appropriate coverage of the curriculum and our learning guarantees.
* Support and offer advice to colleagues on issues related to their subject.
* Monitor pupil progress.
* Provide efficient resource management.

# The Role of the Subject Leader

Within the school’s organisation each class teacher takes on the responsibility for leading on a subject area. It is the role of subject leader to:

* Keep up to date with developments in their key area of learning at both national and local levels.
* Review the way the subjects are taught in the school and plan for improvement linking to whole school priorities.
* Monitor how their subjects are taught through monitoring the medium and short term planning ensuring that appropriate teaching strategies are used.
* Lead sustainable improvement through supporting colleagues and others.
* Reviewing curriculum plans for their key areas ensuring there is full coverage of the National curriculum and that progression is planned for.
* Judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.
* Evaluate teaching and learning and assessment within their subjects.
* Audit, order and manage resources to enhance learning experiences for the pupils.

# Curriculum Monitoring and Review

Evaluation is essential for the planning and development of the curriculum. The Head teacher is responsible for the overall school curriculum. The Senior Leadership Team and subject leaders monitor lesson plans, moderate pupil work , conduct learning walks in order to support their self-evaluation of their subject, provide training, support to colleagues and to identify next steps for improvement.

Our governing body is responsible for monitoring the way the school curriculum is implemented. Delegated governors for specific subjects liaise with the subject leader to monitor their identified actions and impact of these on the quality of learning, teaching and provision in the subject. Termly committee meetings take place so that governors can monitor and review the school curriculum.

Written by: C. Clay and R.Minucci

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