

**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, 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 a very mixed with the school serving both a middle class and deprived catchment (40% of children entitled to FSM). Therefore 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 this key **golden thread** and the **silver strands** that branch from it we will support our children with social cohesion.

**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

**EYFS Curriculum**

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. 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.

**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 lead 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 have been created by subject leads and teaching staff adapt these where necessary.

**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.

We aim to have a consistent approach to displays across school. 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 Maths, Writing, Reading and Science are assessed termly using PIRA and PUMA tests. We also buy in a moderator who comes in termly to assess children’s writing and provide next steps to support progress. This information is then logged using FFT Aspire.

For foundation subjects, staff will assess the children against a criteria of non-negotiable knowledge that the children must have gained in order to access the following year. The children are graded as having either achieved or not, we do not use greater depth as this is arbitrary given there is no national assessment criteria for foundation subjects. This information is used to gather information regarding the success of our curriculum and is used to support future teaching as it highlights those children who may need further support.

To support with making the above judgments, the children will regularly complete low risk high frequency quizzes 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.

# 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.

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Date written: September 2024

Review date: September 2026