

# Lovers' Lane Primary and Nursery School



## Curriculum Policy and Statement

Date Reviewed: March 2022

Next review date: March 2023

## Curriculum Policy

### Curriculum Statement

At Lovers' Lane Primary School, we passionately believe that our children have the right to a broad and balanced curriculum in line with our curriculum intent:

- *To provide pupils with experiences and knowledge beyond Newark to increase pupils' aspirations. (social mobility)*
- *To increase life skills and enable pupils to make choices that will keep them safe. (aspire to succeed)*
- *To increase pupils' vocabulary through a language rich environment, role modelling and first hand learning experiences.*
- *To increase knowledge through frequent recall and application of key facts and information*
- *To ensure that all pupils have equal opportunities to thrive especially boys, PP and WB FSM boys.*

Our curriculum is based on the National Curriculum and uses elements of the Clive Davis 'Focus Education Learning Challenge Curriculum', to ensure progressive, sequential learning which provides challenge to all learners and supports pupils in achieving their potential in all subject areas. Subject leaders have worked with our headteacher to ensure that each subject area has a progression map, which ensures that prior learning is revisited and built on as pupils move on through our school. Subject leaders have created skeleton Medium term plans, which provide the teachers with coverage and a progression/ sequence of learning to ensure that the progression maps are delivered in each subject for every year group from Early Years to Year 6. Teachers have then completed the Medium term plans to ensure lessons are designed to consider the needs of all learners, with relevant adjustments planned for to ensure all pupils access the learning. In addition, teachers consider how they can support pupils to commit learning to memory and plan for revisit of prior learning and opportunities to apply learning and for pupils to show how they know more and remember more.

A cross-curricular approach is taken wherever possible to help pupils to make connections in their learning and to build on and deepen learning in context with other learning and knowledge. It is also a priority for our pupils to enrich the curriculum with first-hand experiences and hands-on learning wherever possible and to incorporate life skills and to engage parents.

At Lovers' Lane Primary and Nursery, we aim to broaden pupils' experiences whilst at our school and endeavour to make links with the local community and beyond wherever possible, taking children on trips and visits and also inviting visitors into school to enrich the learning experience. This helps to place the children's learning in the context of the world around them, giving their learning a relevance that will prepare them for their life beyond school and their immediate locality.

We are committed to building cultural capital for the children at our school, which in our context includes:

- To develop reading skills (literacy) and grow a love of reading for pleasure,
- To provide pupils with experiences and knowledge beyond Newark to increase pupils' aspiration
- To broaden life skills, including application of school values (eg respect for the environment),
- To increase pupils' vocabulary,
- To increase knowledge through frequent recall and application of key facts and information, strengthening memory
- To ensure that all pupils have equal opportunities to thrive, especially boys, PP and WB FSM boys.
- To raise resilience and self-regulation strategies to raise confidence and therefore underpin the skills need to realise their aspirations and dreams.

At Lovers' Lane Primary School, the curriculum is taught through a thematic approach and discrete subjects where relevant. Topics are also often linked to a quality text to promote a love of reading and to further develop reading skills across the wider curriculum. The topics develop key skills in curriculum areas through a common theme and are based around progressive skills outlined in our curriculum progression documents. The themes are chosen in order to be engaging and relevant to the children and begin with a Learning Question to stimulate interest in the topic. We aim to ensure that there are more opportunities for subjects to be linked, so that learning is purposeful and meaningful for pupils and to enable them to apply their reading, writing, mathematical and computing skills across the curriculum. We have developed a reading spine and a vocabulary spine to underpin learning across the age groups and to ensure that high quality texts are accessed by all. This is a priority in our community setting.

We want our children to embrace our Core Values in order to create responsible and respectful citizens of the future.

Underpinning our Curriculum are our School's Core Values:

**Show Respect**

**Work Together**

**Aspire**

**Nurture**

### **Rationale**

All children have a right to a broad, balanced and relevant education which provides excitement, challenge, continuity and progression and takes individual differences into account. At Lovers' Lane Primary and Nursery School, in line with our Core Values, we aim to provide a curriculum that is appropriate to the needs and abilities of all our children, especially considering the contextual needs of our setting and local community. Pupils' learning to keep themselves safe and to support their personal development, as well as supporting our most vulnerable pupils to succeed, are of the utmost importance and are integral to our curriculum intent. We plan our teaching and learning and organise our curriculum in such a way that we motivate every child to reach for the highest level of personal achievement.

Our aim is to do this through a curriculum which:

- Supports pupils in building on their skills and knowledge in all subjects to ensure progression and deepened learning over time.
- Supports pupils to commit learning to long term memory.
- Provides a creative, fun, stimulating and challenging learning environment;
- Establishes a mutually supportive partnership in which parents, carers, governors and staff share responsibility for the education of our children;
- Promotes tolerance, honesty and respect for a diversity of cultures, values, beliefs and abilities;
- Creates a caring community of learners where every child feels safe and valued;
- Ensures that all children have appropriate and equal access to the curriculum;
- Celebrates learning in all its forms;
- Instils a love of learning which will continue throughout life;
- Develops enquiring minds;
- Encourages the confidence and desire to assess and take appropriate risks.

### **Curriculum models**

Our new curriculum has been designed by our school community who have exclusive ownership over its content. This will continue to evolve as we embed the content and reflect on its successes.

### **Foundation Stage (Reception year- ages 4-5)**

We use the new revised Early Years Foundation Stage (EYFS) curriculum. The revised framework comprises of seven areas. There are three prime areas (Physical development, Personal, social and emotional development and Communication and Language) and four specific areas (Literacy, Mathematics, Express Art and Design and Understanding the World).

Phonics and early reading are developed through the Read Write Inc systematic approach.

A clear curriculum map is planned out, using high quality texts as a central vehicle to learning, which ensure full curriculum coverage, challenge and progressive, sequential learning. This is delivered in the context of objective led planning from the identified needs and interests of the children.

### **Key Stages 1 and 2 (Years 1-6- ages 5-11)**

The school curriculum comprises all learning and other experiences for our pupils. The National Curriculum (2014) forms one part of the school curriculum. Alongside this, we aim to provide our pupils with a wealth of learning experiences both inside and outside of the classroom which will empower them to become efficient, life-long learners and future leaders. The Focus ‘Learning Challenge Curriculum’ (by Clive Davis), forms the skeleton of our curriculum planning.

The children learn from a broad and balanced curriculum, where strategies for supporting working memory and transferring learning to long term memory are applied by staff to ensure deeper learning can take place and support sequential progression through the school as the pupils get older.

In Key Stage 1, our pupils continue to develop their understanding of phonics, skills in early reading and spelling through the RWI approach. They read using the RWI decodeable books and the book bag books to practice and apply their learning. The children also have a ‘library’ reading book to read for pleasure.

In Key Stage 2, our pupils continue to secure phonics knowledge using RWI based on need and individual assessment, which is conducted by our Reading/Phonics lead to ensure that there is consistency and accurate assessment. The children in Year 5 and 6 who need such support follow the ‘Freshstart’ intervention from RWI, which is more age appropriate. For children who have a secure understanding of phonics, they learn to spell using the RWI Spelling scheme. This is a consistent approach to KS2 spelling.

In Key Stage 2, some pupils have reading books linked to their phonic stage, while others read from the banded books in the KS2 Library or reading books in classes which are age appropriate.

### **National Curriculum requirements (2014)**

	<b>Key stage 1</b>	<b>Key stage 2</b>
<b>Age</b>	5 – 7	7 – 11
<b>Year groups</b>	1 – 2	3 – 6
<b>Core subjects</b>		
English	✓	✓
Mathematics	✓	✓
Science	✓	✓
<b>Foundation subjects</b>		
Art and design	✓	✓
Computing	✓	✓

Design and technology	✓	✓
Modern Foreign Language: Spanish		✓
Geography	✓	✓
History	✓	✓
Music	✓	✓
Physical education	✓	✓

## Planning and organisation

### **Foundation Stage (Reception year- ages 4-5)**

In the Foundation Stage, we plan for coherence and full coverage of all aspects of the Development Matters and Early Learning goals and progression in all curriculum areas. The planning focuses on these goals and on developing children's skills and experiences as set out in the revised EYFS document.

Topics are based around children's interests, changing regularly to ensure that the knowledge and understanding of the children is supported and developed. Staff plan their medium term plans to ensure coverage of the key objectives over the course of the year and challenge for different abilities, which is then planned in further detail on their weekly plans. These plans are monitored to ensure high standards and coverage, plus valuable links are being made between areas of learning. Maths is based on White Rose and Talk 4 Writing is used to build writing skills. Pupils also use the Tales Toolkit to support language and story development.

### **Key Stage 1 and 2 (Years 1-6- ages 5-11)**

In English we follow the National Curriculum Programmes of study, in conjunction with Pie Corbett's Writing Skills Progression and Reading Spine.

In Maths, we follow the White Rose Maths scheme in a Mastery Maths approach, in line with guidance from our engagement in Working group with the East Midlands Maths Hub. In English Talk 4 Writing continues to be used as our core approach to teaching writing. RWI is also a significant vehicle in supporting writing through a secure command of phonics and early reading and also spelling at KS2.

In KS2, the VIPERs approach to teaching reading skills is used to structure the teaching of reading and written comprehension practice is also regular and important in our approach. Guided reading and additional reading sessions in the curriculum are important and should occur daily to ensure the volume of reading practice and exposure pupils need in our catchment. This is a major school priority.

Our Year-grouped long term planning indicates what skills and knowledge are to be taught in each term across all subjects. Learning is organised into themed topics (often Geography or History linked and driven by a high quality text) which are taught across pairs of classes (Year 1 & 2; Year 3 & 4 and Year 5 & 6) on a 2 year cycle, although skills and knowledge is year group appropriate every year so that pupils embed these in a progressive way. Learning is revisited to support sequential learning and also to support commitment of learning to long term memory. We review our LTP on an annual basis. These plans are monitored to ensure that they promote high standards and also reflect the demands of the National Curriculum and that prior learning is built on.

A curriculum map to reflect topic links, intented end point/outcome per half term and key skills and knowledge is in place for each subject to ensure progression and sequential learning across the school. This is used by subject leaders to monitor quality of education.

As a school, we plan separately for RE using the Nottinghamshire scheme of work and its implementation is overseen and monitored by our R.E subject leader.

Each team (Foundation Stage, KS1, lower KS2 and upper KS2) takes the Long Term Plan (LTP) and creates medium-term plans (MTPs) in order to pace the teaching across the term, ensuring that key objectives are taught and valuable links made between subjects. These are used to set out the learning objectives for each session and to identify what resources and activities they are going to use in the lesson in order to meet the range of needs within the class.

### **Roles and Responsibilities**

The Head Teacher took responsibility for curriculum development in 2021 and subject leaders, SLT and EYFS Leader work together with governors in monitoring its provision.

Curriculum subject leaders are responsible for promoting high quality teaching and learning within their subject, for monitoring provision and keeping up-to-date with curriculum developments, for supporting teaching and support staff in specific curriculum areas and for providing INSET where necessary. Agreed templates are in place to be used by all subject leaders to ensure consistency in progression maps, Long term planning, medium term planning, subject action plans and subject self-evaluation forms (Subject SEFs), as well as monitoring and evaluation.

Our SEND Coordinator is responsible for the development of provision mapping and coordinating the work of support staff to achieve the best possible outcomes for individual pupils. The templates used by SEND Co-ordinator are tailored to the needs of this area of responsibility. The 'SEND in a Nutshell' document is the SEND SEF on a page.

Our EYFS Leader has responsibility over the planning and delivery of the EYFS curriculum, which is quality assured by SLT and other staff with EYFS experience.

Class teachers ensure that the curriculum is efficiently planned and delivered to all of their learners and that the aims are achieved for their class. They regularly review and if necessary update medium term plans.

Each subject area has a link governor who works with the subject leader to gain an understanding of the quality of education in that area; how the subject leader is working toward identified improvement targets and what impact is evident as a result. The Governors monitor the provision and impact of the curriculum at committee level, through school visits (a governor visit report is shared with the governing body on 'GovernorHub' online) and at full Governing Body meetings through reports.

### **Assessment, recording and reporting arrangements**

Please see our Assessment policy for more detail.

### **Monitoring**

A whole school Quality Assurance (QA) schedule is in place to map out monitoring and evaluative activity through the year.

All subject leaders are responsible for carrying out termly monitoring using the agreed school templates for book scrutiny, lesson observation and pupil interview, as well as data analysis. This provides an opportunity to celebrate good practice and also support individual and whole school needs. At the end of each term a subject SEF (Self-evaluation form) is updated to give an accurate picture of the quality of provision in that subject. The Subject Action Plan is informed by monitoring activity and the self-evaluation to ensure improvement actions are correctly identified and that actions are taken to address these. Impact of actions taken is the key feature of monitoring term on term.

Subject leaders meet regularly (termly) with subject link governors to update them on an accurate evaluation overview of the subject, actions taken in response to issues identified and a summary of impact measured as a result.

The Head and Assistant Head teachers monitor quality of subject leadership, subject action plans/ SEFs and use this to inform the ‘Whole School Improvement Plan’ (SIP) and Self Evaluation Form (SEF). Assistant Head, overseen by Headteacher, addresses any needs of support, CPD and development for subject leaders and holds them to account as middle leaders through termly line manager interviews.

#### **Equal opportunities including special needs and high ability pupils**

The school expectation is that all planning takes account of the needs of all children in a teacher’s class. Differentiation ensures that all activities meet the needs of the children, whatever their gender or ability and they have equal opportunity to participate in all activities.

#### **Resources (including Continuous Professional Development CPD)**

These will be reviewed annually by the subject leader. Needs are reported to Curriculum Lead/Phase leads who will bring this to attention of Headteacher and Budget Manager. Where possible these will then be renewed, replaced or added to where possible within the school budget