

# LONG MEADOW SCHOOL

  

# CURRICULUM POLICY



Date of last review:	January 2023
Date of next review:	January 2026
Type of policy:	Non-Statutory
Frequency of review:	Every 3 years
Governor committee:	Curriculum Committee

## Introduction

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children at Long Meadow Primary School. It also includes what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

## Values

Our school curriculum is underpinned by our school values:

I am happy  
 I am confident  
 I am resilient  
 I am valued  
 I am #proud

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives and our values are an integral element to this development.

## Aims

Long Meadow School aims to promote high achievement and learning for life by working with children to:

1. Develop thinking skills – knowing how to learn
2. Become highly motivated lifelong learners
3. Meet the challenges of the modern world
4. Have high self-esteem – belief in themselves and respect for others and the environment
5. Be able to work independently and collaboratively
6. Achieve high standards in all areas of the curriculum
7. Seek to extend themselves in mind, body and spirit

We believe that each child will succeed through experiencing quality in:

- A positive ethos of support, challenge and encouragement
- A relevant, forward thinking, broad and balanced curriculum
- A stimulating, interactive, learning environment
- Innovative teaching and an investigative approach to learning
- A variety of exciting learning resources
- An enriching programme of extra-curricular activities and visits
- Learning partnerships between school, home and the community

The curriculum also includes specific planned opportunities to develop pupils' 'cultural capital', in order to level the social and cultural advantages that some children in society have. These include cultural visits to museums and galleries as well as other cultural opportunities including being exposed to a wide variety of music; engaging with different people in the community and having access to a wide range of enriching resources. We also understand that having a wide vocabulary and good reading skills are crucial for our students to be able to access all aspects of the curriculum which is why teaching the children to read is our number one priority. We believe that all students, regardless of their background, should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work.

## Legislation and guidance

At Long Meadow Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years framework.

## Organisation and Planning

Our year group curriculum maps indicate which subjects are taught to which groups of children in which terms. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Curriculum subjects which contain similar themes have been linked to create

meaningful and engaging topics for the children and this encourages them to apply skills in a variety of ways. Tenuous links, however, have been avoided and certain subjects are taught stand-alone when appropriate.

Our Hand, Head, Heart documents have been carefully sequenced by subject leaders to allow for coverage and progression in each subject. Medium term plans are written by subject leaders to ensure expert delivery of the curriculum. They include clear learning objectives and success criteria; subject specific vocabulary; teaching input and learning tasks which allow the children to learn more, do more and remember more. Teachers follow the planning that is provided for them and make tweaks to ensure that the needs of the children in their class are met and scaffolding is provided to ensure that all children are able to access the learning.

Each subject has a Roadmap which is a visual method of representing the journey that our children make, in that subject, as they move through our school from EYFS to Year 6. These are stuck into the children's books and allow the children to understand how their learning progresses in that subject as well as providing a frame for verbalising what they have learned.

Sitting behind the Roadmaps are the Knowledge Organisers which have been created for every unit of learning for every subject. These set out what we intend for children to learn as they progress through that unit and include key knowledge, subject-specific vocabulary and visual prompts where appropriate. These are stuck into the children's books and are used as a learning tool: for children to refer to as a scaffold during the learning and to act as a means for assessment.

Children record their learning in subject specific books which follow them through the school. This is to support the children's appreciation of each subject as an individual subject and to allow them to understand the progress that they make in each subject. It also supports the children to learn more, do more and remember more as they revisit previous learning.

## **Inclusion**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. Teachers set high expectations for every pupil, scaffolding learning for children who need additional support to access the learning and challenging those pupils who are working above the expected standard. While the curriculum is carefully planned so that all children, including those with SEND, can access the learning, teachers make adaptations for individual children if needed.

## **The role of the subject leader**

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor and drive pupil progress in that subject area;

Subject leaders set out clear actions for their subject based on their monitoring activities and this is linked with the school development plan if relevant. Release time is given, according to the priorities as set out in the action plans, in order for these targets to be achieved. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level and to communicate necessary information to staff.

## **Monitoring**

Planning is written by subject leaders and they carry out learning walks to ensure that delivery is expert, supporting teachers where necessary through CPD and coaching. Book scrutinies are also carried out to look for evidence of the children learning more, doing more and remembering more. Subject leaders speak to pupils about their subject and make judgements about how much children are remembering over time. Following monitoring activities, subject leaders feedback to year groups or individuals so that strengths can be shared amongst staff and development points acted upon. All monitoring activities focus on the impact of the learning and feed into the subject action plan

## **Review**

This policy will be reviewed every 3 years by the curriculum leader. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The curriculum leader is responsible for ensuring that the policy is followed.

The curriculum leader will monitor the effectiveness of practices across the school, through: lesson observations, book scrutinies and discussions with pupils and subject leaders.