



Curriculum Policy

Policy Approved March 2022
To be reviewed March 2024

School Vision, Values and Aims

Our school vision, values, aims and motto are rooted in the Church of England's Vision for Education; *Deeply Christian, Serving the Common Good* and the biblical teaching of;

"Love the Lord your God with all your heart, and with all your soul, and with all your mind and with all your strength; and love your neighbour as yourself" (Mark 12.30,31).

Vision

Open Hearts, Open Minds, Open Doors

Values

Respect	Mark 10.14: Let the children come to me
Responsibility	Colossians 3.23: Whatever you do, work at it with all your heart
Compassion	Colossians 3.12: Clothe yourselves with compassion, kindness, humility, gentleness and patience
Perseverance	Deuteronomy 31.6: The Lord your God goes with you; he will never leave you or forsake you

Aims

Our principle aim - For all to know that they are welcome

To show kindness and forgiveness

To listen to one other

To seek enjoyment in our work.

To show patience with one other

To show love towards one other

To show courage in our work

To keep the children at the heart of our decisions

To embrace innovation and change

To trust one other

To inspire one another

To celebrate the dignity and worth of each individual

To begin each new day positively

To reach out to one other

To have confidence

To encourage one other

To support and challenge one other

To believe in one other

Why – Curricular Rationale

Leckhampton C of E Primary School has always aimed to deliver a broad and balanced curriculum, in each Key Stage, ensuring that the statutory requirements of the National Curriculum are fulfilled. More than this, Leckhampton has always sought to ensure that the curriculum is exciting and relevant for pupils and provides secure foundations on which each stage of a child's learning can be built.

A subject statement, written by subject leaders, defines the context and long term aims of each subject. The leadership team acknowledge that our curricular outcomes for pupils are highly ambitious, however we are committed to ensuring that each child experiences success; the work of the child, unique and beautiful in its own right.

The following principles, developed by the Senior Leadership Team have been key curricular drivers for the school.

Our curriculum;

- prepares children for Modern Britain and a changing world.
- reflects our school vision and values.
- develops pupils spiritually, morally, socially and culturally.
- provides secure foundations and opportunities to broaden and deepen learning in English, Maths and Science.
- is driven by high quality teaching and learning outcomes; fewer things in greater depth.
- is not “topic” based but designed around pupils progressively developing the substantive and disciplinary knowledge needed for each subject area. Links between subjects have been included to ensure that knowledge and subsequent skills can be practised and embedded.
- is designed to set strong foundations for our children's future choices. Through secure knowledge and inspiring learning experiences, pupils are confident in their own abilities to achieve success both now and in the future.
- Is designed to ensure our pupils achieve highly in relation to their individual starting points.
- is designed to provide children with the opportunity to learn both inside and outside of the classroom environment.

Through the curriculum we aim to ensure pupils know;

- how to read easily, fluently and with good understanding. They love to read often and widely.
- how to write clearly, accurately and coherently. They enjoy writing and do so for a range of purposes and with good effect.
- apply and understand the matters, skills and processes required to become fluent and confident mathematicians.
- and understand scientific information, processes and methods. They are curious and excited by scientific concepts and use their knowledge to hypothesise, predict, explain and draw conclusions.
- how to express their thoughts, ideas and opinions clearly and respectfully.
- how to listen to others.
- about time and place, both local and national.
- of pieces of art, music and architecture which influence and inspire. Through this, pupils develop their own artistic talents.
- how design and technology affects our lives each and every day.
- how “things” work, which in turn leads to them designing and making their own “things”.
- how to keep themselves safe, happy and healthy. They feel good about themselves, inside and outside.
- about equality, rights and responsibilities.
- how to cook; to know where food comes from and to grow their own food.
- how to speak a modern foreign language.

What – Curricular Intent

Our Early Years Foundation Stage Curriculum is built around “*Development Matters - Non-statutory curriculum guidance for the early year’s foundation stage*”. The curriculum intent (or plan) is thematic, ambitious in content and prepares pupils for Key Stage 1 Curriculum.

At Leckhampton, each subject has its own intent (or plan) which has been constructed by subject leaders. Careful consideration has been given to the sequencing of knowledge, skills and vocabulary using a focus on - Why this? Why now?

In Key Stage 1 and 2, our curriculum follows the National Curriculum. Essential knowledge has been carefully sequenced and repeated across strands in each subject so that pupils remember what they have been taught. Consequently, pupils build strong foundations on which more complex concepts and ideas can be built. Disciplinary knowledge is also progressively mapped out in each subject area, equipping pupils with the necessary knowledge and skills to be able to think like a geographer or scientist.

Educational visits are integral to our curriculum. They bring learning alive for pupils and offer them opportunities to experience what they see and hear about in the classroom first hand. Extracurricular opportunities also enhance the curriculum in a variety of ways, whether through choral performance which support the school’s Performance and Singing Music Strategies or practising PE skills in Football or Netball, pupils understand that learning can happen anytime or anywhere.

How – Curricular Implementation

Clear and concise long term plans progressively introduce new concepts and ideas and allow for pupils to revisit these so that knowledge and understanding is embedded. Medium term plans then further breakdown the learning into sequences of lessons with scaffolding and assessment opportunities clearly identified. Rather than block work, pupils experience shorter sharper sessions which ensure that they are able to focus on the key content of the lesson. As pupils become more confident with new knowledge and skills, they are given opportunities to compare and contrast and apply their disciplinary knowledge.

Feedback, where possible, is in the moment and personalised. Meaningful, robust assessments are made in relation to the acquisition and retention of essential and disciplinary knowledge. Subsequently, planning is evaluated and adjusted to meet pupils’ needs.

Through our Teaching, Learning and Assessment model, our school makes it clear that subject knowledge is an essential part of the learning process. As we have outlined in this model, teachers must “know stuff and teach stuff”. Here at Leckhampton we are fortunate that our teachers and teaching partners have excellent subject knowledge about the subjects they teach and continually seek ways to further develop their own practice. Continued Professional Development has been essential throughout the process to ensure that all staff carry the story of the curriculum.

Given our ambitious curriculum, there are key features which we would expect to see in every lesson. These are;

- Teachers know what they need to teach and how to teach it.
- Teachers plan sequences of lessons which build on previous learning. They ensure the foundations are secure and address any gaps before moving on. Knowledge and concepts are revisited regularly.
- Teaching is dynamic and responds to the needs of pupils.
- Feedback is in the moment and addresses misconceptions or increases challenge for pupils.
- High expectations – this isn’t about making work harder; it’s about engagement, focus, effort, independence and cooperation.
- Written work and tasks are well presented and well organised. Content is the best it can be for the individual. Where works sheets are used, they are used purposefully and to support the learning e.g. Maths mastery tasks.
- Inclusive – scaffolding and pre-teaching is in place to enable pupils to succeed with the learning objective. MyPlan targets and action plans are implemented and reviewed regularly. Cultural Capital opportunities are interwoven into the curriculum.

- Lessons help pupils to become well rounded individuals – they talk about things which matter to them and what is happening in the world around them. They challenge stereotypes and inequality and discuss big questions. Teachers skilfully support discussions with our school vision in mind.
- Teachers assess at the end of lessons and make adjustments to planning accordingly. They use our feedback policy to guide pupils in their next steps.

The difference - Impact

- Pupils are curious, resilient and compassionate learners. Their words and actions demonstrate the school's vision and values.
- Pupils take pride in their work, are independent and achieve well. They are supported to produce high quality work which reflects their individuality and creativity.
- Pupils' knowledge, subsequent skills and vocabulary is embedded. This prepares them exceptionally well for the next stage in their learning journey.
- Pupils are confident and are committed to achieving their goals. They are active members of their school community and understand how this can be developed as they become older.

How do we know if we are making a difference? – Monitoring

There are a number of ways by which we measure the difference we are making. Although numerical data is used, data which is more “in the moment” is often proven to be the most valuable. That said, we use a range of methods to evaluate our wwww's (what went well?) and out ebi's (even better if).

These include;

- *Assessment* – both summative and formative.
- *Lesson visits* – leaders monitor the quality of education by visiting classes, talking with pupils and teachers.
- *Work Scrutinies* – key stage teams and leaders assess the quality of work in pupils' books.
- *Pupil Conferencing* – leaders meet with pupils to discuss the curriculum and their lessons.
- *Moderation* – teacher teams work together to benchmark outcomes for pupils to ensure consistency across year groups and key stages.
- *Pupil Parliament Learning Ministry* – Pupils from the learning ministry evaluate the quality of education within school, guided by the lead teacher.
- *Governor Visits* – governors support leaders with the above actions, whilst carrying out their own evaluations.
- *School Improvement Visits* - Challenge Partner Quality Assurance, External advisor visits.

Characteristics of Effective Learning

As part of our Teaching, Learning and Assessment Model, we expect our teachers to “know stuff and teach stuff”. We aim to ensure that our pupils experience “wow” moments in their learning and we know this happens more frequently when pupils are given opportunities to discover and find things out for themselves. Our curriculum has been designed so that pupils are able to use and apply their skills and knowledge in creative and interesting ways. As pupils move through each stage of their learning journey and develop more of an understanding of the world in which they live, pupils are taught and encouraged to use the following skills and characteristics;

Curiosity

Questioning

Analysing

Researching

Perseverance

Problem solving

Thinking critically

Creativity

Cooperation

Cultural Capital

In September 2019, Ofsted outlined in their Inspection Handbook, that “As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life.” Our understanding of ‘knowledge and cultural capital’ is derived from the following wording in the national curriculum: ‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’

As a school we have explored what Cultural Capital opportunities will fulfil this requirement and what Cultural Capital means for our school and curriculum. We have developed four statements which support and guide teachers in this area. They are as follows;

- To know, understand and appreciate that society is influenced by peoples’ experiences, beliefs, knowledge, achievements and behaviours.
- To provide our children with broad and enriching cultural experiences which enable them to connect with all members of society and to respect diversity of choice, circumstance, context and opinion.
- To value experiences and opportunities which enable us to learn more about ourselves and others.
- To ask questions about ourselves and others, so that we have a greater understanding of the communities we are part of and those which we are not.
- To recognise and value the things we share in common across communities.

Cultural Capital is interwoven in all subjects, however explicit cultural capital references have been made in our Leckhampton Curriculum through reading, art and design, music and PSHE. Our provision is constantly reviewed to ensure that our pupils are provided with opportunities and experiences which enable them to thrive in their communities, modern Britain and a changing world.