



# Luston and Shobdon Community Primary Schools Federation

## Curriculum Policy

At the Federation, we believe that the curriculum is the totality of pupils' learning experiences. We meet statutory requirements by delivering the Early Years Foundation Stage Curriculum, National Curriculum and the locally agreed syllabus for Religious Education. We localise this entitlement to provide a curriculum that meets the needs of our pupils which is enriched by using the outdoor environment, the school and local community, off-site visits, and visitors to the schools.

Our curriculum is firmly underpinned by our mission statement, our school values and our learning behaviours. We firmly believe in a curriculum that promotes the holistic development of the individual child which places great value on Personal, Social, Emotional and Citizenship Education and the promotion of spiritual, moral, social and cultural education in order to prepare children for the opportunities and responsibilities of life in today's society.

### Aims

We believe that a creative, skills-based, broad and balanced curriculum should aim to:

- Develop confident learners for life who are able to embrace new challenges and experiences
- Inspire and engage all children, promoting a positive attitude towards learning
- Ensure the best possible progress and the highest attainment for all children
- Enable children to acquire and develop a broad range of knowledge, skills and understanding
- Meet the needs of all individuals, by focusing on personalised learning and using assessment to inform the ways in which children learn and are taught
- Provide a range of relevant learning experiences that challenge, stimulate and promote thinking and independence in learning
- Promote spiritual, moral, social, cultural, mental and physical development
- Enable children to be creative and to develop their own thinking skills
- Help children to respond positively to challenge and persevere in order to solve problems
- Develop the capacity of children to learn and work independently and collaboratively
- Enable children to take their place as responsible citizens in society, with the life skills necessary for them to be successful
- Ensure children have respect for themselves and empathy for others

- Raise aspirations and develop ambition within all children
- Prepare children for the transition between key stages and the next stage of their education

We aim to deliver a curriculum which is enriched by experiences outside of the classroom, in the wider environment and in the local community.

### **Organisation**

- We recognise the importance of creating links within learning and believe that where links are effective, they enable pupils to apply their knowledge and skills across areas of learning
- We directly teach skills and then plan opportunities for children to practise these skills. This allows children to embed new skills as well as bringing coherence and continuity to learning
- We have adopted a cross curricular thematic approach, with topics (half term/whole term) designed to hook, engage and inspire pupils. These themes are planned using the framework of the National Curriculum. When necessary, this approach is supplemented by discrete lessons to ensure full coverage of the National Curriculum
- Each topic is initiated with a clear "hook" which is designed to engage and inspire the children. During the topic, children work towards a "learning outcome" which involves the wider school community when suitable
- English and mathematics are taught on a daily basis. Key literacy skills are also taught regularly through phonics/spelling sessions and whole class reading sessions.
- Other subjects are either taught on a weekly basis or are blocked depending on the topic
- Children are taught within their classes, with some children being withdrawn for small group or individual support
- In the Early Years Foundation Stage all areas of learning are addressed through continuous, enhanced and adult-led activities. The children take part in a range of these activities on a daily basis, focused on one or more of the areas of learning. Learning is planned around a topic, with the children leading the learning through their questions, explored at the start of a topic.

### **Planning**

The curriculum is planned to ensure coherence, continuity, progression and full coverage of all aspects of the statutory curriculum and areas of learning.

The curriculum is planned on a long, medium and short term basis:

- Long term planning includes an overview of the themes taught across the school with information on the subjects covered in each topic

- Medium term planning identifies the objective to be covered from the National Curriculum or other published schemes, the key skills to be covered and cross curriculum links including opportunities to reinforce our school values, our school learning skills, British values, SMSC and health and safety matters
- Short term planning details what will be taught in individual lessons. The format for short term plans is down to individual teachers but includes information on learning objectives and outcomes, resources, key vocabulary and key questions.
- In the EYFS, planning is also completed on a long, medium and short term basis. Planning includes provision for continuous, enhanced and adult-led activities and includes next steps planning taken from the children's previous learning, interests and enquiries

### **Leadership Team Role**

It is the role of the Leadership team:

- Ensure the aims of the policy are met
- Oversee and monitor all planning across the school
- In liaison with teachers, review the long term planning at least annually
- In liaison with the subject leads, review medium term planning, when changes are made to the long term maps
- In liaison with the subject leads, oversee subject improvement planning

### **Subject Leads Role**

It is the role of the subject leads to provide a lead and direction for their subject(s). This involves:

- Ensuring that they keep up-to-date with developments in their subjects, at both national and local level
- Supporting and offering advice to colleagues on subject related matters
- Reviewing school performance within the subject and planning for improvement (linked to the School Development Plan)
- Reviewing the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum and other statutory requirements and that progression is planned into schemes of work
- Providing efficient resource management for the subject

**This policy was ratified by our Governors and disseminated to all staff.  
This policy will be reviewed in the Autumn Term 2020.**

September 2019

