Langtoft Primary School

Curriculum Policy

***Article 28* (Right to education) Children have the right to the best education no matter who they are: regardless of race, gender or disability.**

***Article 29* (Goals of Education) Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment**.

**Intent**It is the primary function of our curriculum to meet and exceed the requirements of the National Curriculum.

The intent of our curriculum is to **prepare children for the next stage of their learning.**  It provides them with the **knowledge, skills and understanding** necessary to access learning and to become **independent learners**.  It should inform and excite, maintain curiosity and raise questions, challenge and enlighten.

The curriculum places great value on **increasing pupils’ skills in reading, writing and mathematics**.  It is designed to provide learners with opportunities to experience the range of subjects from the *National Curriculum* so that **knowledge can be embedded, core skills applied and understanding deepened.**

As a ***Rights Respecting School***, staff understand their role as duty bearers, securing children’s understanding of and access to the ***Rights of the Child.***  The school’s 7 core values (**Confidence, Cooperation, Independence, Ambition, Consideration, Respect, Resilience)**, underpin the commitment that staff hold towards facilitating children’s learning and progress both in and outside the classroom and guide children in becoming **citizens of Langtoft Primary School and global citizens of the wider world.**

It is our resolve that every child reaches their **full potential**. They should know and celebrate their strengths. They should be supported in working hard to **overcome difficulties.** The curriculum they experience should foster an interest in learning. ***Learning for life.***

We ensure **all** children have a curriculum that:

* Is personalised, broad and thematic, equipping pupils for life and fostering a life-long love of learning;
* Enables children to acquire sequential knowledge, understanding, vocabulary and skills, which are based on prior learning and secured through application over time and in different contexts in order to develop understanding (change in long term memory), cultural capital and mastery;
* Is both progressive and based on consolidating and revisiting content over time, to secure learning in the long-term memory;
* Is engaging, interesting and relevant to Langtoft's community, allowing children to seek meaning in their learning and achieve personal growth;
* Draws on and builds an awareness of the wider world, fostering an appreciation of this, and taking children beyond their own experiences;
* Facilitates exploration beyond the classroom and connects learning between subjects and the wider world;
* Gives the opportunity to embed English, mathematical and computing skills across subjects, and allows for the interleaving of concepts and subjects within a mastery approach;
* Provides opportunities to explore and learn about the environment, aspirations, health and diversity;
* Helps children to develop the tools to keep themselves safe, through PSHE and RSE;
* Communicates the highest expectations;
* Utilises pedagogical approaches which are underpinned by contemporary educational research;
* Clearly communicates the learning journey, which children are fully immersed in and encouraged to take ownership of and responsibility for;
* Takes place within an engaging, safe and stimulating environment, which communicates the highest of standards, where children are courageous leaders in their learning;
* Encompasses role models to communicate, interact and collaborate with;
* Provides opportunities to explore and experience ambitions for the future where children are inspired to be successful individuals: authors, mathematicians, innovators, scientists, historians, geographers, artists, musicians, sportspeople and positive citizens;
* Includes a comprehensive approach to well-being, encompassing diet, exercise and mental health;
* Promotes the core values of democracy, the rule of law, individual liberty, mutual respect and tolerance, with regard to the current Equalities Act.

**Implementation**In line with the National Curriculum, we teach many of our subjects discreetly, whilst seeking every opportunity to make authentic connections between different aspects and themes of learning. The structure of our school day is outlined in the timetable guidance below.

**Subject allocation guidance 2025 – Langtoft Primary School**

**EYFS – The timing for EYFS will be adapted depending on pupil needs and the continuous provision on offer**

**Key Stage 1**

Starter activities (English and maths based) – One hour 15 minutes each week

Collective worship/assembly – One hour 20 minutes each week

Reading – Three hours 20 minutes of phonics/reading each week (in addition to class story time for 1 hour 15 minutes each week plus independent reading throughout the week)

English – Three hours 50 minutes each week

Oracy – 15 minutes each week

Maths – five hours each week

PE - Two hours every week

RE – One hour every week

History – Equivalent to one hour each week for three half-terms a year

Geography – Equivalent to one hour each week for three half-terms a year

Science – Equivalent to one hour each week

Computing – Equivalent to one hour a week

PSHE/RSE – One hour every week

Music – One hour a week (includes min 30 minutes taught lesson plus 15 minutes weekly singing assembly, listening and appraising in assemblies and music pertinent to other curriculum areas)

Art – Equivalent to one hour each week

D&T – Equivalent to one hour per week for three half-terms

Forest School – One hour 15 minutes per week for 6 weeks of the year

**Key Stage 2**

Starter activities (English and maths based) – One hour 15 minutes each week

Collective worship/assembly – One hour 20 minutes each week

Reading – Two and a half hours reading every week (in addition to class story time for 1 hour 15 minutes each week plus independent reading throughout the week)

English – Five hours each week to include grammar as part of lessons

Oracy – 15 minutes each week

Maths – Five hours each week

PE – Two hours every week (to include swimming for two half-terms for Year 5 (swimming travel time reduces some time in other subjects depending on pool availability).

RE – One hour every week

History – Equivalent to one hour each week for three half-terms a year

Geography – Equivalent to one hour each week for three half-terms a year

Science – Equivalent to one hour each week for 5 half-terms a year

Computing – Equivalent to one hour a week

PSHE/RSE – One hour every week

Music – One hour a week (includes min 30 minutes taught lesson plus 15 minutes weekly singing assembly, listening and appraising in assemblies and music pertinent to other curriculum areas)

Art – Equivalent to one hour each week

D&T – Equivalent to one hour per week for three half-terms

Languages - Equivalent to 30 minutes a week

Forest School – One hour 15 minutes per week for 6 weeks of the year

All subjects follow coordinated programmes of study and defined skills progressions (long-term planning). These can be accessed in the curriculum section of our school website.

**Whole school reading learning**

Reading is discreetly taught across the school, in EYFS – Year 3 from 9:00am to 9:40am and in Year 4 to Year 6 from 10:00am to 10.30am. During this time children in EYFS and Key Stage 1, plus any children in Key Stage 2 who require continued phonics support, will take part in their RWInc phonics lessons. Children in Year 2 who have a secure understanding of phonics and those in KS2 focus on reading domains and exposure to a wide range of quality literary texts.

**Features of lessons**

Our teachers are skilled practitioners, who seek to facilitate the best learning opportunities and to develop each child individually. Lessons are planned and taught with the individuals in mind and we seek to cater for the needs of all pupils through appropriate and nurturing intervention strategies in class and through additional support where required.

Our teachers facilitate the learning of the school curriculum in lessons by ensuring:

**Behaviour and relationships**

- Positive relationships

- Established and clear expectations

- The use of signals and routines – avoid overusing voice

- Positive framing

- Choices and consequences (linked to the school behaviour policy)

**Curriculum planning**

- Subject leaders plan and teachers follow the knowledge rich curriculum, which focuses on learning, retaining and using expert vocabulary

- The curriculum is mapped and sequenced and ensures that key concepts are revisited and authentic connections are established

- High expectations are set in terms of content

 - Experiences for pupils to grapple with knowledge and skills are utilised

- Reading is regularly featured in all subject areas

**Explaining and modelling**

- Provide examples of excellence

- Deliberately develop vocabulary

- Live model excellence

- Scaffold to enable

- Narrate their thinking: metacognition

- Set the standard of success

- Pre-empt and tackle misconceptions

**Questioning and feedback**

- Cold calling: do not always pick the child with their hand up

- Think, pair, share

- Show me: utilising whiteboards to engage all pupils

- Checking for understanding and deal with misconceptions in the first instance

- Build on responses: do not settle for the simple. Tell me more. Probe further and think deeper

- Process questions: model the process your brain goes through in creating a better answer

- Provide feedback that moves the children forwards

- Provide whole class feedback and include examples. Feedback on key misconceptions.

**Practice and retrieval**

- Regular quizzing to check for retention

- Provide activities which enable the children to organise their knowledge

- Provide opportunities/activities to rehearse and perform

- Provide concrete examples of excellence

- Allow for guided practice with clear steps and success criteria

- Allow for increased independence and challenge over time

- Build greater fluency by checking for accuracy and precision and increasing the range, pace and variety

**Homework**

Homework is simple and as far as possible independently achievable. Reading is expected of our pupils at least 3-5 times per week. Pupils in EYFS and KS1 are assigned their independent reading books in line with Read, Write, Inc provision. Phonics learning and resources are shared with parents to reinforce phonic understanding at home.

Pupils who have a secure phonic understanding are assessed using our reading scheme. This gives them a zone of proximal development from where they can select a library book to bring home. Reading should take place at home at least 3-5 times per week. Reading records are checked throughout the week by the adults in the class.

Starting in Year 1, spellings are set weekly using the Spelling Shed curriculum scheme and adapted to suit the child where necessary. Children are expected to log in and practise their spellings at least 3 times during the week in addition to learning their spellings using other approaches such as look, cover, write, check.

TT Rocks Stars is used for children from Year 2 upwards and children are expected to complete access and practise their times tables at least 3 times a week.

**Subject leader framework**

As a single form entry school, our teachers work together to ensure our curriculum meets the requirements of the national curriculum, prepares our pupils for the next stage in learning with the disciplinary and substantive knowledge and subject expertise to progress and enriches the lives of our pupils. Teachers are allocated subjects to lead and enhance across the school and through this they support the school’s vision and the headteacher in maintaining high quality provision.

1. **Subject documentation and strategy**

The following documents should be kept up to date and reviewed
- Teaching & Learning Curriculum Guide (Sway) – Reviewed annually or as practice is updated – outlines how the subjects are implemented and how the subjects meet the requirements of the national curriculum

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| A row of books on a shelf  AI-generated content may be incorrect. |
| [Curriculum Guide: Langtoft Primary School](https://sway.cloud.microsoft/3nbuyrfRVvV5p2DG?ref=email) |
| Subject Leader: Sarah Bytheway |
|

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| [Go to this Sway](https://sway.cloud.microsoft/3nbuyrfRVvV5p2DG?ref=email) |

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- Subject development action plan – Produced in readiness for the new academic year and used as a working document.

1. **Curriculum planning documentation**

Subject leaders produce and/or review the following documents to enable clarity for learning sequences and progression:

- Whole school overview shows the key themes of learning in the curriculum. Subject leaders ensure the accuracy of this for their subject

- Half-termly sequences of learning (medium term plans) show teachers the order of lessons and identifies resources which can or should be used

- Vocabulary progression (can be included in sequence of learning)

- Planning identifies substantive and disciplinary knowledge progression

- Key word lists (using Widgit)

- The Teaching and Learning Curriculum Guide outlines where this information can be found

1. **Subject monitoring**

Subject leaders monitor the effectiveness of the curriculum and the quality of learning by:

- Conducting learning walks and providing timely and constructive feedback in staff meeting to colleagues

- Reviewing books and work and ensuring these meet the standards outlined in school policies and provide feedback to improve standards

- Ensuring assessment systems are followed and data is recorded and analysed by a given deadline

- Engaging with pupils to ascertain their views, opinions and attitude towards the subject

- Subject monitoring is used to inform subject development planning and curriculum planning - Meeting with the Deputy Headteacher as Curriculum Leader to ensure they have oversight of the subject area and key development priorities

1. **Pupil outcomes**

Subject leaders ensure that:

- Intended outcomes are made clear in curriculum planning

- Pupils learn more and remember more over time. Subject leaders have developed strategies to monitor and show this

- Pupils are able to use associated vocabulary precisely as this is discretely learnt and applied - Learning is suitably challenging and pupils are enabled to meet the intended outcomes of the curriculum

- Plan for and implement opportunities for further enrichment in their curriculum area. For example, ensure that planned trips are organised and run successfully

- Pupil data and outcomes are analysed and used to support subject development

1. **Staff Professional Development**

Subject leaders support colleagues with professional development and maintain their own awareness of subject specific developments by:

- Modelling professional practice – subject leaders provide opportunities for colleagues to observe practice

- Maintaining expertise in their curriculum area through attending network meetings and reading current literature

- Engaging with colleagues to support them with their subject specific teaching practice

- Providing feedback in staff meeting following curriculum reviews

- Sharing curriculum expertise during staff meetings, training days and informal dialogue with colleagues

1. **Quality of teaching**

The headteacher is responsible for the quality of teaching and learning across the school. They will, along with the Deputy Headteacher as Curriculum Leader:

- Allocate reasonable time as requested for subject monitoring

- Direct leaders to development opportunities or literature

- Work alongside leaders to monitor the curriculum

- Conduct lesson observations and provide feedback to individual staff

- Monitor subject leadership across the school and ensure all staff are aware of the expectations of subject leadership

**Enrichment curriculum**

The development of our values form the intent of our pupil enrichment curriculum. Many events happen throughout the school year, which are not recorded in books or may not have a direct learning objective. However, we see these as important opportunities for our pupils to develop our school values.

During their time at Langtoft Primary School all pupils have the opportunity to:

* Participate in an annual residential experience (Y4 to Y6 only)
* Visit different faiths’ places of worship/have visits from leaders of different faiths
* Represent the school in a variety of sports, artistic and musical activities
* Participate in a varied extra-curricular programme
* Learn to play a musical instrument
* Attend a trip outside of school or have an external specialist visit the school at least annually
* Lead school development as a member of our leaders/ambassadors groups
* Provide service within the school and in the community
* Contribute to the charitable work of the school
* Contribute to the organisation of a whole school activity day
* Take part in a variety of extra-curricular activities
* Celebrate festivals and events as part of the school and wider community
* Play a part in school shows, musical performances or services in front of an audience at least annually (EYFS/KS1 Nativity, KS2 Performance, Christingle, Music concerts, Carols on the Playground)
* Participate in competitive sporting events and quizzes in our school regularly

**Impact**The impact of our curriculum is monitored through the following methods and is conducted in line with our school monitoring and reporting schedule:

* Pupil progress meetings
* Pupil questionnaires
* Parental questionnaires
* Analysis of performance data
* Learning walks
* Professional dialogue between colleagues
* Lesson observations/Learning Walks
* Book reviews and standardisation meetings (book reviews maybe conducted collaboratively)
* Governor visits and learning reviews
* Standardised assessments (phonics, reading, writing, SPAG and maths) and statutory assessments
* Vocabulary and key concept assessments (RE, geography, history, science, art & design, D&T, PE, languages, PSHE, computing)
* Feedback from staff

These inform subject development planning and the whole school development plan which are regularly reviewed throughout the year.

**Success criteria**

1. **Curriculum:**

• Enables pupils to develop our core values and the associated skills to an age-related level as detailed in each subject area.

• Enables pupils to develop an understanding and appreciation of key British Values, Protected Characteristics and Unicef’s Rights of the Child.

• Enables pupils to know how to maintain a healthy, balanced life and to stay safe.

• Enables pupils to understand how learning is sequenced and to develop the required understanding.

• Enables pupils to draw on a wide variety of content knowledge and skills to access and achieve in their learning.

• Deepens pupil’s understanding and appreciation of, and their ability to express, our school’s values.

• Enables the retention of knowledge so that pupils know more and can do more over time.

1. **Lessons:**

• Include an objective linked to the target memories children need to know

• Follow a robustly mapped programme of study.

• Have an atmosphere conducive to learning.

• Utilise the principles of teaching (outlined in the implementation section of this policy).

• Include questions to develop deeper, and check for, understanding.

• Model the skill being developed with steps broken down into a success criteria if applicable.

• Provide an opportunity for pupils to practise the learning with a suitably pitched and challenging task which moves from guided to independent practice over time.

• Include clear and considered feedback which enables pupils to check, correct and modify learning or move on to deeper thinking or next steps in learning (see marking and feedback policy).

1. **Enrichment curriculum:**

• Enables pupils to develop the values we cherish as a school.

• Provides opportunities to nurture and develop talents.

• Encourages pupils to develop meaningful relationships, value others and establish healthy connections to the school, staff and peers.

1. **Assessment:**

• Is used to inform planning for individual and groups of learners.

• Is used to provide feedback to learners to enable them to move forward to next steps.

• Is used to inform parents/carers about their child’s progress and attainment.

• Provides authentic data that is used to monitor the individual progress of pupils and the quality of education.

• Is used to determined intervention requirements and to measure the impact of that intervention.