



# CURRICULUM POLICY

Lakenheath Community Primary School



Version Number	5
Date of Policy	November 2023
Review Date	November 2024
Head Teacher's Signature	
Chair of Governors' Signature	

## Document Change History

Version	Date	Change Details
1	September 2008	N/A
2	September 2020	Complete makeover of policy using The Key example as a template.
3	November 2021	Content review, some minor changes
4	November 2022	Policy review, no changes required
5	November 2023	Policy Review, added schemes to point 5

## **1. Introduction**

At Lakenheath, our aim is for all our children to develop a love of learning through fun and challenging lessons. By the time our children leave us we hope they will have the knowledge and understanding they need to succeed at secondary school and a very good grounding in the life skills they need for their future.

We underpin all learning with 6 Rs – respect, relationships, resilience, risk-taking, resourcefulness and reflection. Children who show these qualities are rewarded with family points, marbles, star awards, pride awards and Headteacher awards.

We have high aspirations for all our pupils and value all that they have to offer. We provide a safe, caring environment for all our pupils and staff to reach their potential. We look forward to working in partnership with you and your children.

## **2. Curriculum Aims**

Our curriculum intent:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Develop cultural capital through teaching of British Values and through leadership opportunities in Year 6.

## **3. Legislation and Guidance**

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

## **4. Roles and Responsibilities**

### **3.1 The governing board**

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational target
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirement
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### **3.2 Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirement
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decision
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

### **3.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy. The Headteacher takes overall responsibility for the curriculum. Subject Leaders monitor their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies. Consultation relating to the curriculum is facilitated through the annual stakeholder consultation process, from parents through newsletters and questionnaires, from children through

questionnaires, class discussion and the pupil forum, and from staff and governors at their regular meetings.

## 5. Organisation and Planning - Implementation

At Lakenheath Community Primary School, we have mixed age classes from Y1 to Y6. EYFS are taught the early years' curriculum through a play based approach. We aim not to cross the key stages, so years 1 and 2 are mixed across three classes, then years 3 and 4 and finally, years 5 and 6. Where this is not possible, we think carefully about the mix of ages and the children's needs to create classes where we can meet all their ability requirements.

We have now run a traditional mixed year arrangement since September 2018 and therefore have developed a 2 year rolling programme, Cycle A and B. The subjects are timetabled so that they are taught daily – such as English and Maths, weekly – music, RE, PSHE or several times a week – PE, Science, Humanities. There are times where subjects may be blocked into half terms or focus weeks to ensure quality teaching – History, Art, Geography, D&T. There is no hard and fast rule regarding the organisation of the lessons as we respond to the topics being taught and tailor the curriculum for the children in each year.

We currently use a number of schemes and resources to support our teaching. These include, but are not exclusive to:

White Rose Maths – this is used from EYFS to Y6

NCETM – EYFS and KS1

The Power of Reading - this is the basis for both reading and writing across the whole school

The Literacy Curriculum

Little Wandle - phonics for EYFS, KS1 and above

Nessy – phonics support schemes

Accelerated Reader – reading for Y2 to Y6

Language Angels – French for KS2

Get Set PE – PE for whole school

Kapow – PSHCE and Art

Membership of the Forest Heath Primary School Sports Association (FHPSSA) - access to courses, tournaments, CPD etc.

Our curriculum is further supported by a variety of enrichment days, trips, visitors and activities which are part funded by the local charity, 'Goward and Evans'. We believe that education is more than just class based learning. We use trips and visits to broaden the experiences of all our children as they add hands-on learning, real-life situations and out of class opportunities. Some examples include:

- Paralympian speakers
- London visit
- Residential stays for Y3/4 and for Y5/6
- SNAPE music festival
- Little City
- Ely Cathedral

We have a Forest School on-site, which children from EYFS access regularly and groups of children throughout the school have experience of through weekly sessions or one off Forest days.

See our EYFS policy for further information on how our early year's curriculum is delivered.

## **6. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. This is quality first teaching.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## 7. Monitoring Arrangements - Impact

Senior leaders and Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- school visits,
- meetings with the school council
- Learning walks and lesson observations
- Book scrutinises
- meetings with subject leaders
- meetings with the Head teacher
- pupil voice
- data analysis
- termly assessments in the core subjects

### **The roles of the Subject Leaders and Curriculum Leader**

It is the role of each subject leader and the curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The subject leader also keeps a record of children's work/a set of children's work seen, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment. Where appropriate, a team or pair of teachers will share responsibility for a subject area or indeed for the cross-subject implementation of the thematic curriculum.

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;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teacher's planning and teaching;
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update
- to liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects
- provide efficient resource management for the subject
- map coverage of the curriculum to long term plans
- engage with subject associations and disseminate information to staff as 'mini' CPD.

The curriculum leader, has responsibility for the day to day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum. Their role is to share good practice and ensure that the 6Rs, our children's life experiences, developing cultural capital and high aspirations are all considered in curriculum development.

This policy will be reviewed every year by the headteacher and SLT with the Standards Committee. At every review, the policy will be shared with the full governing board.

## **8. Links with other Policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- English Policy
- Maths Policy
- Science Policy
- History Policy
- Geography Policy
- Art Policy
- Design and Technology Policy
- PSHE Policy
- MFL Policy
- RE Policy
- Music Policy
- Computing Policy
- KCSIE
- Safeguarding policy