



Long Lane Primary School Curriculum Policy

Date	Description
October 24	Agreed by Operations Committee

Review Schedule	Two years
Next Review	October 26

School Context and Cultural Capital:

Long Lane Primary is smaller than average-sized primary school nationally and has 209 children on roll with % boys and % girls. Males are under represented on the staff.

Our community at Long Lane is predominantly White British, with 23% of children from ethnic minority groups and 12% of children with English as an additional language. 19% of our children are on the Special Educational Needs Register, of which 13% of those have an EHCP. The proportion of children with Special Educational Needs (SEND) is above the national average. The number of children with an EHCP is above national average.

The proportion of children who qualify for Pupil Premium is 9%. The low school deprivation level means that very few of our children comes from homes with high levels of poverty.

According to their school inspection handbook, Ofsted's definition of cultural capital is:

“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.’

Cultural Capital was introduced to expose all children, including those who may not have these opportunities outside of school, to a range of experiences and background knowledge equipping them with cultural knowledge to propel them further in their education, careers and social development. Cultural Capital is the essential knowledge that pupils need to be educated citizens. It promotes social mobility and success in society and it is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence. It is one of the key “ingredients” a student will draw upon to be successful in society, their career and the world of work.

At Long Lane Primary School, we define ‘cultural capital’ in a way that celebrates, as well as embraces, the different backgrounds, heritage, knowledge, understanding, language and traditions that all of our children bring to our school community. We recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. It is our job to identify any gaps or barriers and then help to provide opportunities to fill them, to enable our children to reach their full potential. Some examples of activities that have been given as adding to a growth in a child's ‘cultural capital’ are listening to a wide range of music, reading a

range of books including fiction and non-fiction, learning to play an instrument, going to museums and having educational experiences, visiting town, city and rural locations and going on holidays abroad. These are examples of activities that are more likely to lead to educational advantage.

At Long Lane Primary School we can help children acquire cultural capital by providing opportunities to them that they may not otherwise receive, for example:

- School trips
- The opportunity to learn an instrument
- Exposure to a wide range of high quality and relevant books
- Exposure to exciting and adventurous vocabulary
- Exposure to different types of music including world and classical music
- Develop an understanding of the world by exposing children to experiences and people different to them
- Forest school experiences and learning outdoors
- Lunchtime clubs
- After school clubs
- Pupil class assemblies
- Charity events – organised by children and inspired by learning
- Road safety training including Bikeability
- School trips to art galleries, museums, places of worship
- Local Geography fieldwork trips and Historical sites of interest
- Collective worship and visitor assemblies
- Visits and visitors that linked to career development – Baylab partnership, local services, careers week, parent involvement, Aaron Phipps (Paralympian)
- Links with Secondary schools – Woodwork at Pangbourne college, well being workshops, MFL days

Link to 'Pupil Opportunities at Long Lane cultural Capital' - [Pupil Opportunities at Long Lane Primary School \(CC\).docx](#)

Intent

At Long Lane we provide a curriculum for all that aims to purposefully **challenge, motivate, inspire** and hold **relevance** for our pupils and the **local context** in which the **community** shares. We believe that good learning sits within the triangle of a providing a broad and balanced curriculum, assessment for learning and quality first teaching, ensuring that there is access for all. Through our carefully planned progressive curriculum our children are able to reach their full potential so that they know more, remember more and understand more in order to become lifelong learners after they leave us.

Challenge, Motivate, Inspire

At Long Lane we believe that every child has the potential to excel from where their starting points are. We ensure that our curriculum provides challenge and support in equal measure and is inclusive of all types of learners, therefore providing a variety of learning approaches and styles. Staff understand the different strengths of pupils and plan motivating tasks and experiences with this in mind using scaffold and challenge where appropriate.

Relevance and Purpose

High Quality Texts that are tailored to the school, local context and wider world are a poignant part of our curriculum design and ensure that children are inspired through relevance and purpose. We ensure that texts are current, reflect the demographic of our pupils and are purposeful to the desired outcomes. It is important that pupils see themselves represented so diversity is a top priority in the learning experiences that we provide. It is important that children see the purpose of what they are learning and how this relates to the wider world. We refer to children as Scientists, Musicians and Artists and provide experiences such as; careers days so that links and purpose are explicit. Subjects are delivered independently with links between units of work where appropriate. This means that each subject can focus on the knowledge and skills required. This is enhanced by inspiring visitors and visits that help cement knowledge to add purpose.

Creative and Active

At Long Lane we believe that children learn best through carefully planned experiences and investigative approaches that allow pupils to use creativity and encourage critical thinking and problem-solving skills to learn and retain knowledge, skills and understanding. Teach Active and other supportive approaches are used (particularly in English and Maths) to ensure that all pupils are engaged in the learning and are able to solidify the learning intended. Across the school are dedicated areas to outdoor learning (marked by zones) to ensure that children have the opportunity to learn in an active way whether through a structured teacher led activity or through child-initiated learning.

Evolving

We believe that our curriculum is an ever-evolving approach and is regularly reviewed to ensure best practice and approaches are current. This process takes into consideration; the community with which we exist, prior knowledge and experiences, educational research and the National Curriculum. We build on prior knowledge and have spent time ensuring that the curriculum has cohesion across the school and between each subject, providing a clear journey to maximise knowledge, skills and understanding within the specific subjects. We use a spiral curriculum that both holds a consistent thread for learning (through language, teaching approaches and expectations – see teaching for learning policy) and space for creativity.

EYFS – At Long Lane it is important to us that our curriculum is integrally linked with where the learning journey starts and our Early Years Curriculum. This is evident in our active and creative approach to learning, and the links that all our subjects have to their roots in the Early Learning Goals.

Metacognition and Secrets of Success – A high emphasis is put on metacognition and growth mindset at Long Lane and pupils are familiar with the process of how to improve their learning skills as this is integrated through each subject, lesson and aspect of school life from Maths to active play and friendships. Pupils are taught through each lesson how to support independence in their learning through the 7 secrets of success. This is consolidated in assemblies and celebrations with the class and whole school.

Outdoor and Active Learning – At Long Lane we provide a variety of outdoor experiences that are both structured and support creative and active learning. This starts with our youngest children where Rainbows have their own learning garden full of practical and engaging challenges. We extend this active learning into Y1 and Y2 with our bespoke continuous provision offer which allows children to remain active and creative learners for a proportion of the day. Both Y1 and Y2 have their own active outdoor learning areas. For the rest of the school, it is an essential part of our learning offer that all children are provided with opportunities for outdoor learning to continue into their unstructured time. During play and lunch children have access to a range of outdoor activities such as; Den building, creative areas, nature and music and building in our vast grounds. We actively encourage and actively teach creativity, risk taking, problem solving and team building (including conflict resolution) through this provision.

Implementation

Our school's '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 Early Years Foundation Stage Curriculum and the National Curriculum 2014, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It includes the 'hidden curriculum' – what the children learn from the way they are treated and are expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

Our curriculum is broad and balanced, providing a wide range of knowledge, skills and experiences, giving each skill-based theme sufficient time to contribute to the children's learning. The planning process is central to the effective delivery of the curriculum. Planning takes into account the key skills and foundational concepts required in each subject by the National Curriculum as well as children's interests. The main emphasis of planning in the school is to ensure the curriculum builds on prior learning, enabling children to be fully prepared for the next stage of their education.

The needs of individual children are met through a scaffolded approach, adapting support so that all can achieve at a high level. Learning opportunities at home, when appropriate, will reinforce or extend class teaching.

Through the delivery of the policy the children will have opportunities to:

1. Apply and transfer skills and knowledge across all areas of learning.
2. Acquire and develop knowledge, understanding and skills as set out in the programmes of study.
3. Revisit prior learning through low stakes retrieval practice.
4. Develop proficiency, confidence and an appreciation of the use of Information Technology (IT) to enhance their learning.
5. Learn collaboratively and independently and in so doing reflect on their own and others' outcomes to develop and understand their next steps.
6. Learn from visitors to the school and visit learning environments appropriate to specific activities.

In order to ensure the best quality teaching, staff incorporate Rosenshine's principles into their teaching with a focus on experience led inquiry, scaffolding and challenge activities that promote independent learning. Staff use assessment for learning to review and plan integral learning paths for individuals so that misconceptions are dealt with in a timely manner.

Guidance and Procedures

All staff and associated stakeholders should familiarise themselves with the accompanying document entitled "*Curriculum Policy Guidance and Procedures*".

Curriculum Policy Guidance and Procedures

Please also refer to our 'Teaching for Learning' policy

Our School Values & Vision

(Our school values and vision were created through collaboration with staff and children)

At Long Lane Primary School, we aim to instill a 'Love of Learning' and we all 'Strive to Succeed'

Our core values are:

Curiosity + Independence + Resilience + Community + Aspiration



At the end of their journey at Long Lane all our children will take with them:

1. **A love of learning**
2. The ability to succeed in reaching their full potential
3. The desire to build on their knowledge and skills **independently** demonstrating **resilience**
4. A strong set of practical, social and emotional life skills
5. A sense of personal achievement, pride in themselves, their school and **community**
6. A balanced view of the world around them that demonstrates **acceptance and empathy**

To achieve this, we will:

1. Provide a balanced and broad curriculum that is relevant to the pupil and school community context
2. Develop **aspirational** learners who are confident, **curious, resilient and independent**.
3. Create a positive culture of learning and discovery that is stimulating and enjoyable for both children and staff
4. Promote **acceptance and empathy** as an intentional culture through a safe, open, caring and positive environment

Organisation and planning

We plan our curriculum to build on prior learning, enabling children to build a schema, or web of knowledge, for each subject and between subjects where links occur. Each year group plans their curriculum map and staff collaborate in order to ensure progression, make links between areas of the curriculum and plan whole school events, e.g. focus weeks.

Through our long-term plans, we give clear guidance on the objectives and teaching strategies for each subject. Our long-term planning is directly linked to National Curriculum 2014 expectations from the guidance documents, high quality published schemes or subscriptions, and Chris Quigley's Curriculum Companions.

Our medium-term plans are those that our teachers write on a termly basis. We use these to set out the learning objectives and success criteria for each session, and to identify what resources and activities we are going to use in the lesson. These will also contain subject specific vocabulary and the key facts we would like children to remember.

We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the Early Years Foundation Stage Curriculum and the National Curriculum, and there is planned progression in

all curriculum areas. Where there are genuine links, subjects are taught as part of an overarching topic, however, at other times it is more appropriate for subjects to be taught more discretely.

The curriculum and inclusion (please also refer to our SEND Local Offer)

Our curriculum is designed to be ambitious and challenging whilst being accessible to all children who attend the school. Teaching is adapted and learning scaffolded to ensure accessibility whilst maintaining high expectations. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this in consultation with parents.

Where children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having a particular learning or physical need, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we may involve the appropriate external agencies to support and in making recommendations and assessments.

The school provides a Therapeutic Plan or a Support and Achieve Plan (SAP) for each of the children who are recognised as requiring more specific support or intervention. This sets out the nature of the special need and outlines how the school will aim to address it. The SAP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

Early Years Foundation Stage

The curriculum that we teach in Reception meets the requirements set out in the Early Years Foundation Stage Framework and builds on the experiences of the children in nursery. Our curriculum planning focuses on the Prime areas of Learning and Specific areas of Learning.

Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities they will develop the Characteristics of Effective Learning.

Our practitioners will observe and assess the skills development of each child during their daily activities, and record this in their 'Tapestry' online learning journal. This assessment forms an important part of the future curriculum planning for each child, is shared with parents and is used towards the final assessment against the Early Learning Goals.

We are aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how their child is being taught, any difficulties they are experiencing, and how well they are progressing.

Responsibility

The Headteacher and the Senior Leadership Team will:

- Ensure appropriate curriculum provision including enrichment activities meets the needs of all pupils
- Monitor curriculum delivery through book scrutiny, lesson observations, data analysis, planning scrutiny and pupil voice
- Ensure effective CPD is accessed in order to secure high quality delivery
- Ensure that the curriculum is delivered to the highest standards and challenge poor performance

→ Be accountable to standards in each of the subjects taught across the school

Subject Coordinators will:

- Review curriculum planning
- Seek out best practice and deliver staff training to improve curriculum outcomes
- Provide a strategic lead and direction for the subject
- Support and advise colleagues on issues related to the subject
- Support and advise colleagues on assessment and monitor pupils' progress in that subject area
- Provide efficient resource management for the subject

Teachers will:

- Plan and deliver the curriculum in all aspects to the highest possible standards
- Monitor pupil performance against their targets and make adjustments to delivery to support progress
- Work collaboratively with subject coordinators and attend relevant training to secure high quality delivery
- Liaise with the SENDCo to secure appropriate support for Special Needs pupils and those who are Cause for Concern

Governors will:

- Conduct pupil voice visits, where appropriate, to gain information regarding pupil's engagement with the curriculum and deepen Governor understanding of school improvement actions that have taken place

Monitoring and review

Our Governing Board's Operations Committee is responsible for monitoring the way in which the school curriculum is implemented.

Teachers are responsible for the day-to-day organisation of teaching and learning. The Headteacher organises the monitoring of teaching and learning as well as curriculum development and receives feedback from subject coordinators.

Arrangements for Monitoring and Evaluation

This policy will be reviewed regularly in-line with our annual Monitoring and Evaluation (M & E) cycle and will be updated in response to new guidance and/or legislation as necessary.

The Senior Leadership Team, with the subject coordinators, will monitor the delivery of the curriculum and will review the curriculum provision in-line with the annual curriculum review cycle. The Headteacher reports termly to the governing board to enable them to monitor and evaluate the impact of the school's policies, practices and procedures.

Linked Policies:

- Teaching for Learning
- SEND
- Assessment and Record Keeping
- Monitoring and Evaluation

- Early Years

