

# Long Crendon School

## Curriculum Policy

- Policy date: Spring 2021
- Review date: Spring 2022

At Long Crendon School we are passionate about giving children a positive start in their academic and pastoral education as we steer them on the next step of their education journey. We aim to inspire a life-long love for learning and a sense of curiosity, awe and respect about the world we live in. We place great importance on the development of children as individuals, building on prior knowledge and supporting their next steps, whatever their starting point and abilities.

### **Curriculum intent and purpose:**

Our school's foundation is based upon a **Values-based Education** philosophy. We teach children to reflect on their attitudes and behaviour, putting greater emphasis on their personal, social and emotional development. We aim to equip our young children with an equally high level of **emotional literacy**, which will later nurture ethical intelligence. There are 8 main values that we focus on over the school year and strive to live by: kindness, courage, unity, honesty, enthusiasm, resilience, respect and equality.

As a rural school, we value the importance of being outside and promote a sense of **enjoyment** and **respect** for our **natural environment**. We want our children to appreciate and work in harmony with nature that surrounds us. We have developed an extensive outdoor provision that provides opportunities for children to thrive whilst they are physically active. Forest School and outdoor lessons ensure that children feel a part of the countryside which helps to shape their identity.

Long Crendon School follows the National Curriculum framework. We then mould the learning objectives and skills at each stage to form our curriculum tailored for our school. Our curriculum offer serves each unique cohort, following the children's interests and being responsive to their needs. It includes topics and we have adopted the pedagogy to reflect the characteristics of our local community. We also bring into school that learning which is necessary to equip a budding global citizen and reflect British values and citizenship

### **Academic subject time allotted:**

Subject	Time per week	Subject details
English	5.5hr	Guided reading Grammar Extended writing Weekly Library lesson Morning work eg. handwriting using the Letter Join scheme of work Spelling rule practice using the Rising Stars scheme of work Standardised assessment Autumn (early Nov) and Summer (late May) KS1 Children read 1:1 with staff and volunteers regularly, lower key stage 2 children's reading is assessed by the class teacher regularly at least every half term
Maths	5.5hr	Following the White Rose Mastery style of Maths teaching and learning Regular mental maths tests

		Weekly times tables /Rock Stars in computing suite Standardised assessment Autumn (early Nov) and Summer (late May)
Science	2hr	Science topics run either a half-term or the full term
French	20 mins	Speaking and listening, reading and writing tasks Topics are useful and relevant to communication needs as a child visiting a French speaking country Plays and songs Familiar and new stories
Geography	Topic: 2 hours	Geography and History are discrete or taught as 'Topic' lessons.
History		
RE	45mins	Discrete lessons
Art	2 hours per week	Art/DT alternate every half-term.
DT		
Computing	1hr	In the computing suite, using the Purple Mash scheme of work
PSHE	1hr	Very responsive to the needs of the class. Following the Jigsaw scheme of work
PE/Sports	2hr + competitive sports	2 hours of PE a week & 4 afternoons a term of competitive sports.
Music	Equivalent 30 mins a week	Specialist teacher, spiral curriculum model alternating skills every half-term 1 hour a fortnight
Forest School	Varies:	1hr 15mins to 2hrs every other week Years 1- 5
Assemblies (Mon & Fri 20 mins)	40m	Headteacher's address on Monday Values assembly on Friday

## **Curriculum implementation:**

### **Inclusivity**

Our curriculum will meet the needs of our children, including our disadvantaged pupils and those with SEND. We have an ever-evolving SEND provision, responsive to the needs and developmental stage of our children. We have half-termly Progress and Pastoral meetings where staff come together to discuss individual children and alter the support in place in order to better meet their needs. We can enhance children's understanding of the world outside of our school using images in lessons and in displays; staff are mindful to represent all of our children in these images. We are also mindful to include aspirational images of people of all appearances, colours and abilities with the aim of both broadening the horizons of our children through their environment and extending their understanding of what is possible - 'if I can see it, I can be it!'

### **Subject knowledge and coherence**

Teachers begin lessons often recapping previous learning, introducing new stimuli and taking the children's learning on. Keywords and concepts form the basis for the lessons. Teachers plan fun and interesting lessons for children to promote full engagement and sharing discussion, thoughts and feelings are valued, as is making connections to one's previous experience and understanding. Building on that enhances the 'sticky' learning and retention of new information. Content is taught with an intention of deep, meaningful study, rather than rushing through the National Curriculum objectives. Study of the core concepts may

therefore take longer than a whistlestop tour, but our feeling is that the quality of teaching and working at a pace that really embeds knowledge can best fulfil the intellectual development of the children.

Each teacher leads a subject. Subject leaders guide the content and quality, observe lessons and monitor the assessment of their subject across the school. Subject leaders collaborate with the teaching team to shape the subject, source up to date resources and seek training opportunities for the team to continually develop the team's subject knowledge. Subject leaders work alongside the Headteacher who has oversight of the whole curriculum.

### **Our approach to homework:**

Homework is an important part of school life. It extends and consolidates pupils' learning.

Pupils in KS1 have a Homework Grids which offer choices of enrichment tasks. This is in addition to reading at least four times a week and practicing phonics. Children in Year 2 commence learning their times tables. Homework takes approximately up to 1 hour per week plus reading.

Pupils in KS2 also are expected to read at least 3 times a week to an adult, or independently, learn their times tables and practice their spelling rule of the week. Homework grids are set in KS2 and discrete consolidation/enrichment homework is sent home by class teachers regularly. Homework set should take up to approximately 2 hours per week in addition to reading, times tables and spelling. Year 6 homework will have more of secondary transitional focus.

### **Curriculum Impact**

#### **Curriculum assessment:**

Children are assessed constantly throughout the day by their teachers through questioning, marking of books and observing children doing activities. Alongside teachers' constant monitoring and assessment of the children we carry out some more formal assessments to further inform us of the children's progress, as below:

Foundation Stage:

- Development Goals are assessed each term as part of the Early Years Foundation Stage Profile evidence which culminates in the summer term.

KS1:

- Year 1 Phonics screening (Summer)
- Year 2 National SATS (Summer)
- Years 1 and 2 Standardised NTS English and Maths assessments (Autumn and Summer)

KS2:

- Year 6 SATS (Summer)
- Year 4 National Multiplication Tables Check (Summer)
- Years 3-6 Standardised NTS English and Maths assessments (Autumn and Summer)

Our curriculum and its delivery ensure that children **make very good progress** in all areas of the curriculum. We have a high percentage of children meeting national expectations at the end of the year. We endeavour to serve our children with high standards of teaching which leads to consistent levels of

very good progress. Through our broad curriculum with a focus on fun learning opportunities, we cultivate **happy, independent and curious learners** equipped for the next stage of their life and education.

### **Reporting to parents:**

Class teachers are very proactive in their communications with parents. KS1 class teachers send parents weekly updates of what the children have covered that week and how children can be supported at home to continue the learning. KS2 class teachers send communications to parents regularly but less frequently than the infant phase, as children rise through the school they take an increasing amount of independence in their learning and can inform their parents about their learning in class.

Weekly Headteacher Newsletters keep parents abreast of updates to our curriculum and subject initiatives, photographs of children learning and what is going on in lessons across the school that week.

In the Autumn term we host a Parents Evening. The aim of this face to face meeting is for parents to build a relationship with the class teacher and for the teacher to inform them of how the children are settling in to the new school year.

Following the Autumn NTS assessments, if we have any concerns about a child's progress and achievement we contact those parents directly.

In the Spring term our class teachers conduct a 10 minute parents evening (this may be conducted remotely) to give them an update of the child's progress in class, and report on both pastoral and academic aspects of the pupil.

Class teachers compose full Summer term written reports. These subject and pastoral reports describe the pupils' progress in skills, understanding of the subject content and commitment to the subject areas. The Headteacher writes an overall summary and congratulates them on their achievements.