



## Curriculum Statement

### Intent

Our aim is for Long Crendon pupils to be independent, confident and successful learners. We develop their love of learning and encourage them to have a thirst for knowledge. We want our children to be curious about the world they live in and feel supported in their educational journey.

Our curriculum starting point is the National Curriculum. Our programme of study is well designed ensuring progression and coverage as children rise through the school. We teach the full range of subjects including English, Maths, Science, History, Geography, RE, Art, DT, Music, PE and competitive sports, French and PSHE.

We are a Values based Education (VbE) school. Everyone in the Long Crendon School community strives to live by our Values and they are the beating heart of our school. We strive to live by our School values and they are in the fabric of our students' school experience. Our Values are: kindness, courage, unity, honesty, enthusiasm, resilience, respect and equality.

We provide children with a wide range of opportunities that are both engaging and purposeful, as a result all pupils are challenged and inspired to become lifelong learners. Outdoor learning and Forest School play an integral part in our curriculum so that children can enjoy and learn from the environment and from their experiences of taking risks.

Our curriculum has been designed by our leaders to be ambitious for all learners, particularly the disadvantaged and those with special educational needs and/or disabilities.

Our curriculum provides opportunities for children to develop the knowledge and cultural capital they need to succeed in life. As children progress up the school, knowledge, skills and concepts are coherently planned and sequence. It is built upon in an age-appropriate and progressive way in all subjects to develop sufficient knowledge and skills for future learning and employment.

As children progress up the school, knowledge, skills and concepts are clearly developed and built upon in an age-appropriate and progressive way in all subjects.

Physical and mental wellbeing is prioritised within our curriculum, allowing children the opportunities to develop skills that will foster positive choices and wellbeing habits in the future.

It is important to us that the children have a sense of their local community and understand their roots, and that they are also global citizens with a productive part to play and an exciting future ahead of them.

All subjects have a clear curriculum statement, alongside planned implementation through long and medium term planning which outlines key objectives and a progression of knowledge and skills from year to year and term to term. Teachers provide enjoyable, interesting lessons which promote achievement, engagement in learning, confidence and good behaviour.

High quality school trips and a wide range of visitors are also well planned to enhance their learning in lessons and aim to provide opportunities for children to benefit from exposure to the wider world and develop their cultural capital.

## **Implementation**

We promote and celebrate learning, exposing pupils to high quality and interesting experiences and lessons.

The curriculum is implemented through our structured weekly timetable that sets out expectations for daily core lessons in Maths and English with additional time for both whole-class guided reading and independent reading for pleasure. There is a strong emphasis within the timetable of foundation subjects including History, Geography, DT and Art, Science and RE. Specialist teachers deliver sessions in Music, French, PE and Forest School allowing our pupils to enjoy a broad and enriching curriculum.

In our lessons you will see:

- Subject matter is presented clearly
- Appropriate discussion is promoted
- Understanding is checked systematically
- Misconceptions are identified and clear, direct feedback is provided
- Through assessment/feedback teachers respond and adapt their teaching as necessary
- Teaching is designed to help the children remember in the long term the knowledge and skills they have been taught and integrate new knowledge into larger concepts

Teachers having good subject knowledge of what they teach and subject leaders provide effective support for teachers and our teachers enjoy high quality continual professional development.

The learning environment at Long Crendon has terrific facilities and some specialist resource rooms such as the computing suite, Music Room and newly refurbished Hall which supports high quality lesson delivery. Our school resources are used to support our coherently planned curriculum and reflect our ambitious intentions.

Our rigorous approach to the teaching of reading develops learners' confidence and enjoyment of reading.

Our Bug-Club phonics approach begins in Foundation Stage and continues up the school until our children are confident readers; our Bug-Club reading materials are matched to learners' phonic knowledge to ensure the best possible start to early reading at school and then reinforced at home.

## **Impact**

At Long Crendon School we strive for all pupils to achieve their potential by having high expectations of effort and achievement. Children at Long Crendon make great progress through the development of detailed knowledge and skills across the curriculum. This is illustrated through our standardised, in house, assessments and national end of key stage assessments.

Children at Long Crendon enjoy learning and the process of learning. They acquire the fundamental core skills of reading, writing and Maths and are ready for the next step of their learning journeys at secondary school.

By the end of Year 6 children are well rounded; read widely and often with fluency and comprehension, they have emotional and moral fluency, they understand the importance of exercise for their physical and mental wellbeing, they are curious learners who are ready to take on challenges and thrive in their next educational setting, being positive role models of the community.

Headteacher Long Crendon School  
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