



# The Long Crendon Curriculum: Intent, Implementation and Impact Statement

Long Crendon School

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## 1. Intent

*For all children to be supported and challenged to achieve their best outcomes*

The Long Crendon Curriculum derives its intent from our school vision: The Place to Grow. It is our intention for all children to grow: academically and personally.

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, French and PSHE.

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, friendship, 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, including those who are disadvantaged and those with special educational needs and disabilities (SEND). It 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 sequenced. 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, skills and vocabulary 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.

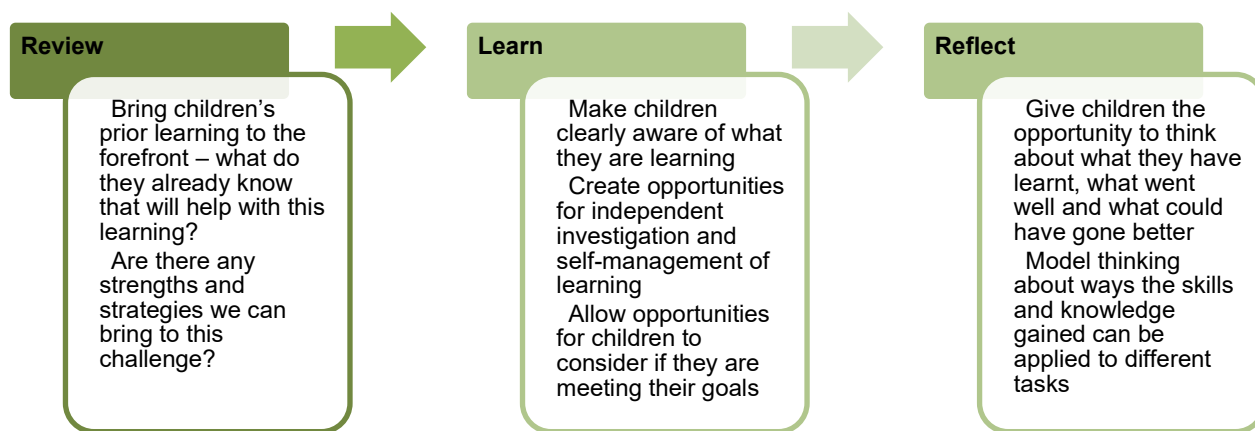
## 2. Implementation

*Engage children in learning through high quality lessons, extra-curricular activities and educational visits*

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 guided reading and independent reading for pleasure. There is a strong emphasis within the timetable on foundation subjects. Specialist teachers deliver sessions in music and forest school allowing our pupils to enjoy a broad and enriching curriculum.

We use a metacognitive approach to both lessons and topics, and this is built into the structure of our curriculum delivery as detailed below:



*Figure 2.1: The Long Crendon School Metacognitive Approach*

Each lesson begins with a Flashback (or FB) review. This short task involves a short series of questions which reflect back on children's learning from the last lesson, last month and last year. In Early Years Foundation Stage (Reception) and Key Stage 1 (Years 1 and 2), this takes the form of a whole class discussion, whilst in Key Stage 2 (Years 3, 4, 5 and 6) this is written, other than in lessons where this would be redundant such as PE, in which case a verbal discussion takes place. In the Autumn term, Year 3 gradually transition from verbal flashbacks to writing them in their books.

At the end of each lesson, teachers use NIK or NIC sentences (Now I Know or Now I Can). These allow children the opportunity to reflect on their learning in the lesson and summarise what they now know or what they can now do as a result of their learning. Early Years Foundation Stage. In the Autumn term, Year 3 gradually transition from verbal NIK sentences to writing them in their books.

At the topic level, we use pre- and post-unit tasks to implement the metacognitive structure. In appropriate subjects, children will start each unit by completing a mind map detailing what they already know about the topic they are about to begin. This allows children time to reflect and activate prior learning, whilst also providing a valuable pre-assessment opportunity for teachers. At the end of the unit, children will revisit this mindmap and, using a purple pen, they will add annotate this mindmap – identifying misconceptions, adding new knowledge and confirming where previous knowledge was accurate. In the Early Years Foundation Stage and Key Stage 1, this is done collectively as a class whilst in Key Stage 2 it is completed individually.

Using this metacognitive structure to our lessons and topics gives our children the structure to own and understand their own learning: knowing more, remembering more and doing more.

## **In our lessons you will see:**

- Metacognitive strategies to support retention and retrieval, including:
  - Flashbacks
  - NIK/NIC sentences (Now I Know/Now I Can)
  - Pre- and post-topic assessment in the form of annotated mind maps in most foundation subjects
  - Knowledge organisers in most subjects
- Subject matter is presented clearly, with detailed explanation and modelling
- Understanding is checked systematically and misconceptions are identified through:
  - Skilful teacher questioning
  - Formative assessment strategies
  - Summative assessment opportunities
- Clear and purposeful feedback, verbal and written, delivered either in the lesson or before the next
- The promotion of effective talk and discussion
- Strategies to support resilient independent learners, including:
  - Growth Mindset and The Power of Yet
  - Children's questions driving their learning

Through assessment and 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.

Appropriate support, provision and adaptations are made to allow all children to thrive, including those with Special Educational Needs and Disabilities; those with English as an Additional Language; those who are disadvantaged; and those who are higher attaining.

Teachers have good subject knowledge of what they teach and subject leaders provide effective support for teachers. Our teachers enjoy high quality continual professional development, focused on ensuring high quality education.

Our educational visits and enrichment activities ensure that children are given the opportunity to develop cultural capital and develop personally. These are planned to ensure a wide range of experiences for children across their time with us at Long Crendon School.

The learning environment at Long Crendon inspires learners, with facilities such as the computing suite, music and art room and 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.

### 3. Impact

*All children love learning and achieve well – knowing more, remembering more and doing more*

At Long Crendon School we strive for all pupils to achieve their potential by having high expectations of effort and achievement. Children at our school make great progress through the development of detailed knowledge and skills across the curriculum. This is illustrated through our assessment tracking:

- Internal standardised assessments conducted at the end of each term
- Ongoing teacher assessment which is tracked and monitored at the end of each term and reviewed through pupil progress meetings each half term
- National statutory assessments:
  - The Early Years Foundation Stage Profile conducted at the end of Foundation
  - Phonics screening at the end of Year 1
  - Multiplication Tables Check at the end of Year 4
  - Key Stage 2 assessments (often referred to as SATs) at the end of Year 6

Children at Long Crendon enjoy learning and the process of learning. They acquire the fundamental core skills of reading, writing and maths alongside a broad, engaging curriculum, ensuring that they 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 and 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.

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