

Ludgershall Castle Primary School

LEARN/HAVE FUN/SUCCEED

Curriculum Policy

Our curriculum embraces all learning within school for all members of the school community, adults and children alike. We aim to provide a broad and balanced education for all pupils that is coherently planned and progressive, ensuring a wide range of knowledge for skills, future learning and employment. Our curriculum intends to be relevant to the child's current and future needs, and to support the child's intellectual, physical, social, moral, spiritual and cultural development. We recognise the importance of a knowledge focussed curriculum that helps them to make good progress and succeed.

In order to do this we provide a curriculum that is:

- knowledge rich and varied;
- creative and challenging;
- fun and enjoyable;
- meaningful to the children;
- relevant to the needs of a rapidly changing society;
- adaptable in order to ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support;
- the start of a lifelong journey and
- encourages a positive attitude towards learning

'The National curriculum (2014)' and 'Early Years Foundation Stage Framework (2020)' provide the programmes of study for what must be taught.

Curriculum Subjects

The curriculum provided for our pupils will cover the following National Curriculum subjects:

Foundation Stage (4-5 years)

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

Key Stages 1 (5-7 years) and 2 (7-11 years)

- English
- Mathematics (We use the White Rose Scheme of Work)
- Science (We follow the Rising Stars scheme of work - Switched on Science)
- Design and Technology
- Computing (We use the Teach Computing Scheme of Work)
- Religious Education (We use the Emmanuel Project and Discovery RE Schemes of Work)

- Personal, Social and Health Education, including Democracy (We follow the new 2019 guidance for PSHE through the Jigsaw scheme of work)
- Sex and Relationships Education (We follow the new 2019 guidance)
- History
- Geography
- Art and Design
- Music - (We follow the Charanga scheme of work)
- Physical Education (We follow the Rising Stars scheme of work - Champions)
- Modern Foreign Languages (We follow Language Angels Scheme of Work - Key Stage 2)

Please see policies for these subjects for further information. These can be viewed on the curriculum page of our website.

Curriculum Intent/

Our curriculum provides a progression of skills and knowledge, from Foundation Stage through to the end of Key Stage 2. We believe that pupils should be active partners in their learning and in developing their curriculum. In our school, we want children to receive a curriculum which is knowledge rich, inclusive and lifelong. We want to promote learners who are:

- creative and critical thinkers;
- respectful and kind, who contribute positively to society;
- inquisitive and enquiring;
- resilient, aspirational and articulate;
- physically and mentally healthy;
- wordily wise / knowledgeable and
- able to find their own passions.

In order to do this, our curriculum is delivered through a topic themed approach, which allows children to make connections between subjects and objectives learnt and real-life contexts, ensuring we are 'building cultural capital' for all, including the disadvantaged. We carefully plan our topics to ensure coverage of the National Curriculum and the Early Years Foundation Stage profile, and to provide for the needs of the children in our local context. In order to refine our implementation of the curriculum we have recently undertaken a review of every subject in order to ensure coverage and progression throughout the school.

Throughout the school a wide variety of teaching and learning approaches and styles are used to promote pupil engagement with the curriculum. Staff regularly utilise a range of high quality resources to encourage independent learning and inspire pupils. The use of the whole school environment, both inside and out, is also used regularly to enrich and extend the experiences of our pupils. In order to encourage proactive learners, at the start of every topic, pupils' questions, interests and ideas are utilised to develop and enhance planning for their learning experiences.

Implementation

In 2019 our curriculum was redesigned, to ensure continuity, progression and balance across the school, whilst considering the types of learners we wish to see in school. The intention was to organise our curriculum planning so that it reflects the demands of the National Curriculum but is sympathetic to the needs of the individuals. We recognise that we build knowledge sequentially and so we needed to design a curriculum which facilitates this. From this, Ludgershall Castle Primary School now has a rolling 2 year long term plan which ensures in depth coverage of the National Curriculum objectives, whilst ensuring children's learning is sequenced appropriately.

In order to guarantee the implementation of our topic based curriculum, teachers meet termly to create medium term plans and to review prior learning/planning. Foundation Stage, KS1 and KS2 undertake weekly, short term, planning sessions together, discussing ideas and assessing how well our aims are being implemented.

We are clearly aware that pupils learn from the way they are treated, how they treat each other and how they are expected to behave. We teach pupils how to grow into positive, responsible people, who can work and cooperate with others while developing the knowledge and skills to achieve success. We also, from the beginning of the Foundation Stage, prioritise oracy, with adults modelling this consistently throughout the school.

We recognise and promote the key importance of the core subjects and prioritise developing the pupils' learning in reading, writing and maths. We aim to activate the pupils' learning in these subjects in innovative, creative and exciting ways. We firmly believe that this should be balanced within both the whole National Curriculum and the wider school curriculum. We also want to ensure that children have an understanding of the wider world, providing cultural experiences and ensuring children are well informed on worldly goings on. Upper Key Stage 2 regularly watch Newsround with the children, with the intention of encouraging children to discuss and understand what is happening in the wider world. Sometimes Key Stage One also watch Newsround, when there is a topic of interest or something of particular importance that the children need to know.

Impact

We expect that when children leave Ludgershall Castle Primary School they will be well rounded, knowledgeable, worldly wise, resilient individuals who are secondary school ready. We want to know that the children have retained the knowledge that they have been taught and can use that knowledge to further inform their learning, throughout the rest of their school lives.

In order to ensure this, each term (three times a year) we 'quiz' the children on their knowledge and understanding of the objectives and topics covered. Each child is given a minimum of 10 questions to complete relating to their learning throughout the term. The quizzes cover all of the foundation subjects taught throughout the term. We use these quizzes to build up on their knowledge base and revisit at regular intervals.

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)

Further information can be found in our statement of equality information and objectives, in our SEND policy and information report which outlines the adaptations made to teaching, for example, how we weave our dyslexia friendly practices through all of our lessons.

Roles and Responsibilities

As a whole school staff, everyone is responsible for the delivery of our curriculum. Subject Leaders ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews. In our school Subject Leaders, alongside other members of staff, have developed 'Learning Ladders' to identify the objectives from the National Curriculum which will be covered and assessed in each year group. Subject Leaders ensured that these Learning Ladders are progressive as they move through the year groups, and to maintain an overview of standards within their subject.

Subject Leaders also produce annual action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their subject, provide or signpost staff towards training and resources.

Class Teachers have the final responsibility to produce class specific, medium and short term planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. We use the Learning Ladders to identify the focus objectives for each term's 'quiz' which will be assessed by the class teacher. Class teachers should ask for guidance from Subject Leaders when appropriate and are required to ensure all provision promotes our ethos 'Learn, Have fun, Succeed'.

Monitoring and evaluating

- We monitor individually as teachers and collectively as a staff, during Key Stage Meetings, staff meetings and on staff development days.
- The Senior Management Team monitors learning in classrooms through regular 'Learning Walks' and book scrutinies.
- Subject leaders will monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through learning walks, data analysis, book scrutinies and pupil interviews. They will provide written feedback staff and the Headteacher then takes this to the governors to celebrate strengths and identify aspects for improvement.

STAFF AND GOVERNORS WERE CONSULTED ABOUT THIS POLICY DURING THE SPRING TERM 2024

THIS POLICY IS TO BE REVIEWED DURING THE SPRING TERM 2027