



Lenham Primary School

Take Pride; Be Proud

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Curriculum Policy

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1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

Curriculum approach: At Lenham Primary we cover the National Curriculum with a thematic approach. *(See specific 'Curriculum Plan' documents on the school website).*

Curriculum Coverage:

Early Years Foundation Stage: See our 'EYFS policy' for information on how our Early Years Curriculum is delivered.

Relationship and Sexual Education – is taught across the school from Year 1 to Year 6. The coverage is explained in our 'RSE Policy'.

Spiritual, Moral, Cultural and Social Development – this is covered through the thematic curriculum and is enriched through whole school assemblies, activities organized for the whole school or specific year groups.

British Values – this is covered through the thematic curriculum and is enriched through whole school assemblies, activities organized for the whole school or specific year groups.

English

Reading and Writing: Teachers develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils are taught to read fluently, understand extended prose, both fiction and non-fiction, and be encouraged to read for pleasure. Lenham Primary does everything to promote wider reading. We visit the local library regularly and set ambitious expectations for reading at home. Pupils develop the stamina and skills to write at length, with accurate spelling and punctuation. They are taught the correct use of grammar. They build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do includes narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read

Spoken Language: Pupils are taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They are taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

(See year group specific English Curriculum Plans on the school website)

Maths: Teachers develop pupils' numeracy in all subjects so that they understand and appreciate the importance of mathematics. Pupils are taught to apply arithmetic fluently to problems, understand and use measures and calculators and other technologies to produce results, and then interpret them appropriately. Pupils apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They also understand the cyclical process of collecting, presenting and analysing data. They are taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

(See year group specific Maths Curriculum Plans on the school website)

Short, medium and long-term planning expectations

Through the thematic approach we aim to encourage teachers to take the learning experience outside as often as possible. This can be to use the school grounds as a source of inspiration or to be able to have a more active approach to a subject. We actively encourage termly 'Paperless Days' where learning is approached without the need for text or exercise books.

	Key Stage 1	Key Stage 2	
Reading	✓	✓	Daily both as group or guided reading and as part of the Class Story session at the end of the day
Writing	✓	✓	Embedded across English sessions and across the wider curriculum but may not be daily.
Punctuation and Grammar	✓	✓	Taught as part of English sessions with links to text being studied or as discreet sessions as necessary
Spelling	✓	✓	20 minutes per day
Mathematics			Daily or the equivalent of 5 hours across a week.
Computing	✓	✓	1 hour per week
Physical Education	✓	✓	2 hours per week (1 x outdoor session, 1 x indoor session)
Modern Foreign Languages		✓	1 hour per week
Science	✓	✓	Taught through the Thematic approach. Normally covered across a term but some themes require two terms coverage. Blocks of teaching for the subjects are shown on the MT planning.
Art and Design	✓	✓	
Design and Technology	✓	✓	

Geography	✓	✓	<i>Music</i> <i>Year 5 is covered by an external music tutor</i> <i>1 hour per week for Terms 1 to 4.</i> <i>Year 4 is covered by an external music tutor</i> <i>1 hour per week for Terms 5 and 6</i>
History	✓	✓	
Music	✓	✓	
PSHE	✓	✓	

5. 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 SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through the work of the Curriculum Committee and planned monitoring visits.

Subject Leaders monitor the way their subject is taught throughout the school by: monitoring coverage, pupil interviews, book scrutiny and planning scrutiny.

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Headteacher. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy

- Teaching and Learning policy
- SEND policy