



# Lenham Primary School

*Take Pride; Be Proud*

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## Curriculum Policy

April 2021

|                                                                                                                                 |                  |
|---------------------------------------------------------------------------------------------------------------------------------|------------------|
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## 1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- 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 for all pupils, 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
- 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. Every qualified teacher will have a subject which they lead and monitor.

## 4. Organisation and planning

At Lenham Primary School we provide a broad and balanced curriculum based around the Cornerstones Curriculum, a nationally recognised approach for delivering outstanding learning opportunities for children.

### Our Curriculum Intent

The curriculum at Lenham Primary is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society. The curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical

development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children's spiritual, moral, social and cultural development, ensuring that children are well prepared for life in modern Britain.

<https://lenham-primary-school.maestro.cornerstoneseducation.co.uk/>

### **Curriculum Coverage:**

*Early Years Foundation Stage:* Is delivered through White Rose Maths, Cornerstones, Jigsaw and Letters and Sounds.

*Relationship and Health Education* – is taught across the school from Year R to Year 6. The coverage is explained in our 'RSE Policy using Jigsaw'

*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.

**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.

<https://lenham.kent.sch.uk/parent-info/maths-at-lenham-primary/>

*(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 – as part of group or AR reading individual sessions.                                                                                                                        |
| 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.                                                                                                                                  |
| 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                | ✓           | ✓           |                                                                                                                                                                                    |
| History                  | ✓           | ✓           |                                                                                                                                                                                    |

|           |   |   |  |
|-----------|---|---|--|
| Music     | ✓ | ✓ |  |
| PSHE      | ✓ | ✓ |  |
| Computing | ✓ | ✓ |  |

See our EYFS policy for information on how our early years curriculum is delivered.

## 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: school visits, talking to leaders, feedback from Headteacher, talking to children and data.

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
- Assessment policy
- SEND policy
- Equality information and objectives
- RSE Policy
- Teaching and Learning Policy