



Lenham Primary School

Take Pride; Be Proud

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Curriculum Policy

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1. Curriculum aims

Our curriculum intends to:

- provide a broad and balanced education that meets the needs of all children.
- 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.
- ensure 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.
- celebrate 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.
- support and reflect the school's values: Take PRIDE; Be Proud

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 supported by the Cornerstones Maestro platform; a nationally recognised approach for delivering outstanding learning opportunities for children.

Our Curriculum will give the children the opportunity to:

- develop and demonstrate their creativity
- experience the challenge and enjoyment of learning
- develop new skills through a variety of interesting contexts
- understand the purpose and value of their learning and see its relevance to their past, present and future
- explore the breadth and depth of the national curriculum

Our curriculum statement can be read by following the link below

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

Curriculum Coverage:

Early Years Foundation Stage: is delivered from the Cornerstones Maestro platform with additional units from Little Wandle phonics, Jigsaw PSHE, Kent SACRE RE Scheme and Greenacres PE.

Relationship and Health Education – is taught across the school from Year R to Year 6. The coverage is explained in our 'PSHE and RSE policy'. A copy can be found on the school website by visiting

<https://lenham.kent.sch.uk/curriculum/pshe/>

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

The National Curriculum for English aims to ensure that all pupils;

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage;

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Reading

Phonics

Every day children have a 20 minutes phonic lesson. We use Little Wandle Letters and Sounds to teach phonics. The children then have a reading session everyday with decodable books linked to the sounds they have been learning.

Accelerated Reader

At Lenham Primary School, we strive to ensure that our pupils appreciate how valuable and rewarding reading can be and as such we have invested in the Accelerated Reader programme for Years 2 to 6. Children in Year 1 will join the programme once they have acquired a secure understanding of phonics and can apply this understanding to their reading, and so in the meantime will continue to be given phonics reading books to share at home.

Writing:

At Lenham Primary School we use a range of stimuli including those taken from The Literacy Shed, The Write Stuff and Talk 4 Writing to teach writing in range of genres within narrative, non-narrative and poetry. We maintain through each key stage and year group, that we want our children to develop their vocabulary understanding, write in a range of different genres and continuously develop their spelling, grammar and punctuation skills.

The Writing Rainbow and its lenses, taken from The Write Stuff, are used to support our teaching and learning of English to ensure clarity to the mechanics of writing. This approach allows children to apply basic skills, vocabulary and grammar knowledge to write effective sentences, which are full of impact and keep the reader interested.

A collaborative approach to the exploration and selection of vocabulary through 'thesaurus thinking' is used to support modelled and shared writing which in turn supports pupils to showcase what they can do within particular writing parameters known as The Three Zones of Writing taken from The Write Stuff approach. These are the FANTASTICs, GRAMMARISTICs and the BOOMTASTICs. The Three Zones of Writing are components we use to support pupils in becoming great writers.

Children see our teacher's model writing and reading on a daily basis within a range of lessons. They include links between the written and spoken language, as well as phonics, spelling and handwriting development.

Writing in EYFS

The children are given a range of opportunities to write for different purposes and audiences in child and teacher initiated activities in both the indoor and outdoor environment. They are encouraged to have a go, using the sounds and word building skills learned in their daily phonic sessions.

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.

Whole school overview is available on the school website

<https://lenham.kent.sch.uk/curriculum/english/>

Maths:

The curriculum aims for all pupils to have equality of opportunity and access. Children are expected;

- To develop a sound understanding of mathematical concepts through practical and investigative work;
- To acquire appropriate and necessary mathematical skills and to be able to apply them confidently and accurately;
- To enjoy Mathematics, be successful and have a positive attitude to the subject;
- To be able to demonstrate their skills and knowledge and talk about their work using appropriate mathematical language;
- To be able to clearly explain their approaches using both verbal reasoning and pictorial representations;
- To develop fluency of key mathematical concepts such as number bonds and times tables;
- To develop thinking skills and logically apply their mathematical knowledge to solve problems;
- To use Mathematics as part of everyday life in school and at home.

Understanding number

At Lenham Primary we use the structured teaching programmes of NCETM Mastering Number and White Rose Maths Fluency Bee to give children in KS1 confidence with numbers through varied and frequent practice. It's an easy way to build number sense and develop a range of core skills in maths. From Y3 – Y6 we continue to build on this confidence with an additional

session focusing on arithmetic and the four operations. This is supplemented with the daily use, across Y1-Y6, of White Rose Maths Flashback 4 activities at the beginning of each lesson.

Whole school overview is available on the school website

<https://lenham.kent.sch.uk/curriculum/maths/>

Short, medium and long-term planning expectations

We do not require paper based plans to be produced. We use the Cornerstones Maestro platform as a planning tool. Teachers populate a weekly timetable, which is accessible to all, detailing the lesson content to be covered in subsequent day, week, term. In addition to this Cornerstones Maestro creates a medium and long term plan directly linked to the content covered in each class. Copies of the long term plan are provided on each class page on the school website.

	Key Stage 1	Key Stage 2	
Reading	✓	✓	Daily – as part of Little Wandle 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
Phonics/Spelling	✓	✓	Following the Little Wandle and/or Spellings by Phoneme scheme and delivered in 20 minutes sessions per day
Mathematics	✓	✓	Following White Rose Maths through daily sessions or the equivalent of 5 hours across a week.
Understanding Number	✓	✓	Following the NCETM Mastering Number/WRM Fluency Bee programmes or through specific arithmetic sessions delivered in 15 minutes sessions per day.
Science	✓	✓	Taught via individual projects linked to the Cornerstones Maestro platform. The driver project will
History	✓	✓	

Geography	✓	✓	have either a history or Geography focus. The remaining subjects are companion projects and could be linked to the main theme of the driver project.
Science	✓	✓	
Art and Design	✓	✓	
Design and Technology	✓	✓	
Physical Education	✓	✓	Derived from Greenacres PE and managed via the Cornerstones Maestro platform - 2 hours per week (1 x outdoor session, 1 x indoor session)
Modern Foreign Languages		✓	Derived from Twinkl and managed via the Cornerstones Maestro platform - 1 hour per week
Music	✓	✓	Derived from Kapow and managed via the Cornerstones Maestro platform
PSHE	✓	✓	Derived from Jigsaw and managed via the Cornerstones Maestro platform
Computing	✓	✓	Derived from Barefoot Computing and D.A.R.E.S ICT and managed via the Cornerstones Maestro platform
Religious Education	✓	✓	Derived from Kent SACRE scheme and managed via the Cornerstones Maestro platform

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

<https://lenham.kent.sch.uk/curriculum/teaching-and-learning-at-lenham-primary-school/>

5. Inclusion.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and create suitably adapted work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Disadvantaged pupils
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that disadvantaged pupils 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.

<https://lenham.kent.sch.uk/curriculum/sen/>

<https://lenham.kent.sch.uk/key-documents/equality-and-diversity/>

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through: Curriculum Working Group meetings, 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 curriculum coverage, ensuring evidence is gathered, pupil book study and effective monitoring against the Teaching Rubric and subject specific criteria.

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 policies already highlighted in the body of this policy and :

- Assessment policy
- Teaching and Learning Policy