



Lawn Primary and Nursery School

CURRICULUM POLICY

Policy Owner - Curriculum Leaders

Policy History

<i>September 2014</i>	<i>First created and approved</i>
<i>September 2015 – Sept 2020 – annually</i>	<i>Reviewed</i>
<i>September 2020</i>	<i>Addition of annex for Curriculum adaptations due to Covid-19 by DHT + SENCO</i>
<i>September 2021</i>	<i>Annex removed and reviewed</i>
<i>November 2022</i>	<i>Reviewed and amendments made to reflect changes to our curricular approach</i>
<i>January 2024</i>	<i>Reviewed with minor changes Removed outdated mission statement Slimmed down some wording</i>
Statutory Guidance: National Curriculum September 2014	
Supporting Policies	
Early Years Foundation Stage Policy	SEND
Teaching and Learning Policy	Inclusion
Equal Opportunities	Assessment Policy
Equality Scheme	

School vision - *'Children to be proud of'*

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 [Curriculum Statutory Framework for the Early Years Foundation Stage](#)

Intent

At Lawn Primary and Nursery School, we believe the curriculum to be instrumental in ensuring that all children develop a love of learning and are equipped with the necessary tools for living a successful and fulfilling life. We believe all children should have the opportunity to access a curriculum that respects their uniqueness and that of their community. We seek to utilise and make links with the opportunities provided by our local area; from our historical heritage and the religions practised in Swindon, to the natural world and study of local geography. Through our curriculum, we aim to nurture a sense of inclusivity, respect and responsibility in all children. We want our children to learn to value the world in which they live and know how to care for it: to help preserve it for current generations but also for the future.

We aim for children to have an appreciation of the differing communities and cultures from which they come and to instil respect and tolerance of the differences between us. In all aspects of the curriculum, we promote spiritual, moral, social and cultural development to enable children to work together and co-operate regardless of gender, culture or ethnicity. We continually strive for our children to value the rights enjoyed by every person in society.

At Lawn Primary and Nursery School, we strive to provide a secure happy and active learning environment of the highest quality. Our core values of: Confidence, Respect, Resilience and Excellence, permeate everything we do so that our children develop respect for themselves and others, and an appreciation of the wonder in the world around them. We believe that through positive praise and encouragement, children will become confident and resilient lifelong learners. Through our curriculum, we aim to ensure that each child can be proud of who they are and what they have achieved and will go on to achieve.

We aim for our curriculum to be exciting, engaging and motivational in order to promote deeper levels of thinking and learning. We are committed to holistic learning to enable

children to have the opportunity to develop in all areas. Children will have the chance to be creative, physically active and academically challenged. We also ensure children have the opportunity to broaden their experience through taking learning outdoors wherever possible, through bringing in outside visitors to enrich learning and through the provision of a range of extra-curricular activities.

The objectives of the Statutory Framework for the Early Years Foundation Stage and Primary National Curriculum 2014 form the basis of our curriculum. Subject plans reference their goals, aims and objectives. In addition, learning is supplemented through our Lawn Primary and Nursery School Subject Progression Maps. These are sequential and reference the knowledge and skills we believe it is important for pupils to gain in each year of their education from Nursery through to Year 6. Through this approach, we plan for learning that enables our pupils to build a progression of knowledge and skills over time, to help to prepare them for their next steps and the next phase in their education.

Inclusion

The curriculum at Lawn Primary and Nursery School is designed to enable all children who attend the school to access the learning. It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment, which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels; ensuring that every child is given the highest standard of education regardless of sex, race, ethnic origin, religion or background.

Parents/ Carers

We value the role of parents/carers in supporting children's learning and actively encourage support from home. Year group curriculum overviews are regularly displayed on the class pages of the school website to enable children to share their learning with home. There are opportunities for parents and carers to participate in workshops and attend information meetings throughout the year as well as attend open afternoons and performances.

Planning and Organisation

Early Years Foundation Stage

Teachers in Nursery and Reception plan from the Statutory Framework for the Early Years Foundation Stage. The early year's curriculum is play-based with seven distinct learning areas. Planning ensures all areas of the EYFS are covered and takes account of the children's development across these, as well as their interests. It also takes account of their needs and next steps so that the vast majority of the children can meet the set EYFS outcomes for their relevant stage of development. Planning also takes account of the principles of the EYFS so that what is planned is appropriate for the young children in our care. This respects the children's entitlement to a high-quality early years curriculum whilst

ensuring the children have the necessary knowledge and skills to prepare them for transition to the National Curriculum.

Teachers and Early Years Practitioners, plan for the long term, medium term and short term. Thematic approaches are used which are tailored to meet the interests and developmental needs of the children. There will also be discrete teaching in key areas such as in English and Maths. Further information can be found in the Early Years Foundation Stage Policy.

Primary

The primary curriculum for Key Stages 1 and 2 is taught via subject units that are built upon subject specific skills and knowledge strands. To help embed learning and give pupils a more immersive learning experience, in some terms, there may be a greater focus on one particular subject, for example history or geography.

PE is taught twice a week to ensure we meet the DFE recommendation. Core subjects: English and Maths are taught daily, and Science is taught weekly. This ensures children have breadth of study across the school and that they experience all subjects within the National Curriculum, as well as ensuring progression in all areas as a child moves from one year to the next.

The planning comprises of three phases: long term, medium term and short term. Long term planning decides broad themes and objectives over the year, thus ensuring that we meet the requirements of the National Curriculum and those of our progression maps. This ensures progression across the school in each subject and avoids repetition in themes. Medium term planning provides greater detail of the approaches to be used and the objectives to be met across the term or half term within the subject. Where subjects adhere to a published scheme, teachers deliver lessons according to the planned content. There may be some required adaptation to ensure this matches the pupil's current level of understanding and need. Short term planning provides the specific weekly detail for each lesson; showing adaptations and how specific objectives will be met within lessons.

Roles and responsibilities

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. The Governing Body will also ensure that a robust framework is in place for setting curriculum priorities and aspirational targets; that enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements; and that proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND). The Governing Body participates actively in decision-making about the breadth and balance of the curriculum and checks that the school implements the relevant statutory assessment arrangements. It also fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

The Headteacher has the overall responsibility for the leadership of the curriculum and delegates responsibility to key staff. The Headteacher is responsible for ensuring that this policy is adhered to. The Headteacher ensures the amount of time provided for teaching the required elements of the curriculum is adequate and that this is reported to and reviewed by the Governing Body. Where appropriate, the Headteacher ensures that the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum. They also ensure that the school's procedures for assessment meet all legal requirements. The Headteacher manages requests to withdraw children from curriculum subjects, where appropriate. They also ensure that the Governing Body is fully informed of the decision-making processes that relate to the breadth and balance of the curriculum. Finally, the Headteacher ensures proper provision is in place for pupils with different abilities and needs, including children with SEND.

Leadership of the curriculum is a shared role within senior leadership and they work closely with all Subject Leaders/ Class teachers; together they share overall responsibility for the delivery of the curriculum.

It is the role of the Subject Leader to keep up to date with developments in their subject, at both national and local level. They need to ensure pupils have the opportunity to access and enjoy a curriculum that meets their learning needs. They are also required to attend any relevant training for their role and subsequently disseminate training and expectations for their subject. They provide a strategic lead and give direction; supporting colleagues with implementation; monitoring standards and progress; as well as ensuring efficient organisation of resources. Additionally, they check coverage of the planned content via monitoring the subject progression maps for each year.

All teaching staff are responsible for the planning and delivery of the curriculum on a daily basis. They use approaches as cited in the planning section above; ensuring they adapt the curriculum as necessary to meet children's needs and interests, and to ensure ongoing enthusiasm and engagement. Through their planning and assessment, they inspire and challenge pupils, providing a rich, balanced and inclusive curriculum which ignites children's curiosity and their motivation to learn.

Monitoring, Evaluation and Assessment/Recording

Teachers continually use a range of assessment strategies to help judge the effectiveness of the curriculum. The information gathered is used to inform next steps whilst working within a subject. Please see the Assessment Policy for further information.

Subject Leaders have responsibility for monitoring standards, for ensuring that appropriate teaching strategies are used and that teachers have the skills and resources they need to teach their subject well. Subject Leaders provide yearly reports on subjects. These collate information on monitoring and evaluation activities, to report strengths and identify areas

for development. This informs subject action plans which are adapted to ensure continued high levels of education in each subject. The reports are monitored by the Senior Leads to identify trends which can inform strategic planning for the school in the School Development Plan. Key messages from this monitoring are shared with SLT. Once completed, Subject Leader Reports are sent to the Clerk of the Governors to share with the Governing Body.

Overall effectiveness of the curriculum is monitored by the Senior Leadership Team, including the Headteacher as the overall leader of the school. This is done through close liaison Subject Leaders across the school.

The Governing Body has Lead Curriculum Governors to whom regular reports and updates are provided on curriculum development.

Review

The Curriculum Policy will be reviewed annually by the Curriculum Lead and a copy will be posted on the school website.