

Lower Park Primary School

Curriculum Policy



With reference to:

National Curriculum 2014

Special Educational Needs and Disability Code of Practice
2014 and Equality Act 2010

DFE Governance Handbook

[Statutory framework for the early years foundation stage.](#)

Contents

1. Legislation and guidance	2
2. Core Values/ethos, Curriculum Intent, Aims of the Curriculum, Overview of the Curriculum...	2
3. Roles and responsibilities	3
4. Organisation and planning	4
5. Inclusion.....	5
6. Monitoring arrangements	5
7. Links with other policies	6

1. 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](#).

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 EYFS [Statutory framework](#)

2.1 Values and Ethos:

The Lower Park values of **curious, responsible, active, respectful, creative** and **brave** form a golden thread through our curriculum and are at the heart of all we do. Through living these values we aim to:

- *Build children's knowledge through rich, motivational and inspiring learning experiences that provide them with real life skills that enable them to move into the world with integrity and confidence.
- *Provide knowledge in all subjects that builds sequentially through their time at Lower Park.
- *Reflect the needs and be specific to our local area and community.
- *Develop transferrable skills through their growing knowledge of the curriculum.
- *Be stimulating, fun and memorable for all children which is extended into an enhanced extra-curricular school life.
- *Have high expectations and aspirations inclusively for every individual, including academic, artistic, personal and sporting achievements.
- *Develop life-long learners who are knowledgeable and aware of their own well-being, social, emotional, physical and spiritual needs.

2.2 Curriculum Intent:

At Lower Park, our children are individuals, and our rich and motivational curriculum starts with them. We intend to prepare them for life by developing within them values of curiosity, bravery, creativity, responsibility, active of thought and respect for the opinions and beliefs of others.

Our curriculum will inspire, enthuse, and educate our children so they build knowledge and skills that will help them prepare for life in modern Britain and beyond.

Teachers have high aspirations for all children to achieve, regardless of differences in ability, social background, culture, race, gender, or disability and this is reflected in fun, engaging learning experiences and our extra school life. All elements of the National Curriculum are built sequentially and cumulatively for our children in their time at Lower Park. The content of the curriculum encourages them to follow their own interests and to enthuse and inspire them to be inquisitive learners with real life skills that enable them to move into the world with a passion for life-long learning.


The school promotes musical, sporting and artistic opportunities together with academic achievement so that all children leave Lower Park having found success and confidence in their own well-being, social, emotional, physical and spiritual needs.

2.3 Core Aims

Our core aims are:

- A) To have high expectations and aspirations for every individual, including academic, artistic, personal and sporting achievements.**
- B) To create a safe and friendly school community that provides stimulation and an expectation of high standards of behaviour whereby we respect ourselves and others.**
- C) To provide a rich and wide curriculum with an enhanced curricular school life.**
- D) To meet every individual's social, emotional, physical and spiritual needs so they can move on from Lower Park with integrity and confidence**

2.4 Overview of the Curriculum

Lower Park Curriculum Overview														
														
<i>Together we achieve the extraordinary.....</i>														
INTENT	<i>School Vision</i>	Imagine an inclusive school that is a community of people, where children, parents, <u>governors</u> and staff are inspired by teaching and learning. Individuals are energetic, responsible, caring and committed to achieving extraordinary results. Within a safe, secure, and friendly environment, the school community celebrates diversity and change is embraced to prepare the children for the future. Special events, topics and rewards characterise life at this school. All age groups make connections with one another through the work they do, the problems they solve and the experiences, strengths and hopes they share. Together they are learning to live safely within the world's sustainable resources. In classrooms, the integration of current technology extends learning, underpins every area of the curriculum, and promotes opportunities for global communication. The outdoor environment boasts stimulating opportunities for all children to engage in purposeful activities that encourage social and physical growth. This school is Lower Park; a community that nurtures a life-long love of learning, enabling all its children to discover the champion within.												
	<i>Core values</i>	<i>Curious</i>	<i>Responsible</i>	<i>Active</i>	<i>Respect</i>	<i>Creative</i>	<i>Brave</i>							
	<i>Statement of Curriculum Intent</i>	At Lower Park, our children are individuals, and our rich and motivational curriculum starts with them. We intend to prepare them for life by developing within them values of curiosity, bravery, creativity, responsibility, active of thought and respect for the opinions and beliefs of others. Our curriculum will inspire, <u>enthusiase</u> and educate our children so they build knowledge and skills that will help them prepare for life in modern Britain and beyond. Teachers have high aspirations for all children to achieve, regardless of differences in ability, social background, culture, race, <u>gender</u> or disability and this is reflected in fun, engaging learning experiences and our extra school life. All elements of the National Curriculum are built sequentially and cumulatively for our children in their time at Lower Park. The content of the curriculum encourages them to follow their own interests and to enthuse and inspire them to be inquisitive learners with real life skills that enable them to move into the world with a passion for life-long learning. The school promotes musical, <u>sporting</u> and artistic opportunities together with academic achievement so that all children leave Lower Park having found success and confidence in their own well-being, social, emotional, physical and spiritual needs.												
IMPLEMENTATION	<i>EYFS Principles</i>	<i>Unique Child</i>			<i>Positive Relationships</i>			<i>Enabling Environments</i>			<i>Learning and Development</i>			
	<i>EYFS Framework</i>	<i>Prime Areas</i>						<i>Specific Areas</i>						
		<i>Communication and Language</i>		<i>Physical Development</i>		<i>Personal, Social and Emotional Development</i>		<i>Literacy</i>		<i>Maths</i>		<i>Understanding the World</i>		<i>Expressive Arts and Design</i>
	<i>National Curriculum</i>	<i>English</i>	<i>Maths</i>	<i>RE</i>	<i>Computing</i>	<i>Art & Design</i>	<i>D&T</i>	<i>History</i>	<i>Geography</i>	<i>MFL</i>	<i>Science</i>	<i>PE</i>	<i>Music</i>	
	<i>Personal, Social, Health and Economic Education</i>													

3. Roles and responsibilities

3.1 The Governing Body

The governing body 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 and disabilities (SEND)

- 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
- The headteacher manages 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 body 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 SEND

3.3 Other staff

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

English – **Lucy Potts** / Barbara Chadwick

Phonics – **Karen Hughes**

Maths – **Andy Sutton**

Science – **Barbara Chadwick** / Karen Hughes

History – **Naomi Marshall/ Jo Jones**

Geography – **Karen Hughes/ Jo Jones**

Information Technology – **Mike Cunha**

Design Technology – **Rosie Cork**

Art – **Rosie Cork**

Music – **Nic O'Hara**

Modern Foreign Languages – **Pip Langdon**

Physical Education – **Mike Cunha**

Religious Education – **Laura Booth/ Helen Day**

PSHE & British Values– **Jo Jones**

SEND – **Helen Day**

Curriculum – **Barbara Chadwick / Karen Hughes**

4. Organisation and planning

In 2019, the staff and governors reviewed the current curriculum provision and subject leadership was restructured. The headteacher set the overall aims having consulted with governors and staff. The effective means of learning for the children of Lower Park was audited, emphasising a preference for first-hand learning wherever possible and practical learning through a multi-sensory approach. Overall topics were agreed by staff on a two-year model to accommodate mixed-aged classes. Two members of staff researched and identified the structure, content and skills for the topics that provided the framework for

subject leaders to define and insert the sequential knowledge required at each end point in the school. Staff have now implemented their medium-term planning which include intended 'end points' at the end of each key stage and the end of Year 4. The curriculum intent is captured in the long term planning made available to stakeholders on our website and will reflect the end points in the subjects of the curriculum and highlight the expectation of 'sticky knowledge' that children should gain through their learning experiences.

The school follows the requirements of the National Curriculum 2014 and delivers it through an active, first-hand and practical way, through creative themes and topics. Each topic begins with a 'what I know and what I would like to know' approach. The end of each topic or theme is assessed against the end points within the subject's scheme. There is a whole school programme for each subject based on the National Curriculum.

There are four residential visits in key stage 2 that are aimed to address personal development, confidence and first-hand learning of a range of subjects that develop a deeper understanding of the wider curriculum by experiencing challenges in other locations.

Sex and relationship education are taught through PSHE learning and spiritual, moral, social and cultural development is taught through PSHE. British Values is taught both discretely in age-appropriate lessons and through key stage and whole school assemblies.

Planning of the curricular subjects is in the form of medium-term plans for the foundation subjects and weekly plans for the core subjects in delivering the programmes of learning devised by the school based on the National Curriculum expectations.

There is a mixture of mixed ability and grouping in the delivery of the National Curriculum.

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

5. Inclusion

The curriculum is successfully adapted to be ambitious and meet the needs of pupils with SEND. Teachers are responsive to information about learning, then adjust teaching to better match pupil need. Children are driven by the outcome, not the task ensuring all children feel fully included and challenged. EHCPs are an exception.

The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. Time is set aside to preteach vocabulary, to plug gaps and key concepts using before school tutoring and by having vocabulary on display.

Teachers will plan lessons to ensure that there are no barriers to every pupil achieving their potential. This includes ensuring that there is equality of opportunity for children regardless of age, gender, race, nationality, national origin, religion, disability, sex or sexual orientation.

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 SEND policy and information report on the school's website.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits, meetings with subject leaders, meetings with the school council, visits to classrooms attending school council meetings, headteacher's and subject leaders' presentations at governors' meetings.
- Subject leaders and senior leaders monitor the way their subject is taught throughout the school by:
- scrutinising planning, learning walks, book scrutinies, direct observation of learning, pupil voice interviews and correlating pupil data outcomes.

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

This policy will be reviewed periodically by the senior leadership team and members of the pupil and curriculum governors' committee. 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
- SEN policy and information report
- Equality information and objectives
- Subject policies
- Behaviour and Relationships policy

Updated by B. Chadwick September 2023