



LONGSHAW JUNIOR SCHOOL **CURRICULUM DEVELOPMENT POLICY**

Preamble

The school curriculum comprises all learning experiences that our school plans for its pupils. It is strongly informed by, but not entirely made up from, the national curriculum. The national curriculum itself 'introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement' (*Primary National Curriculum 3.1.*) This curriculum, supplemented by experiences and activities which are motivational and relevant to children in our local community, demonstrates our ambition for all children in school, regardless of academic need, prior attainment or social background. Children experience the school curriculum through activities taught during the school day, through extra-curricular activities and through the ethos which pervades the school.

We aim for our children to be happy, confident, productive citizens with the capacity to contribute to and benefit from the society in which they live. The curriculum is a means by which we can provide our children with the cultural capital they require to achieve those ends. In studying the curriculum our pupils will acquire valuable social skills and positive attitudes to learning necessary for effective personal development.

Key Principles: The intention of our school curriculum.

There are 5 key principles which underpin our curriculum:

1. It embodies our school values

Our values of compassion, honesty, aspiration, respect, teamwork, enthusiasm, responsibility and determination are distinct to Longshaw Community Junior School. They represent the attributes we wish to develop in our children to enable them to benefit from and contribute to the communities in which they live. Our curriculum is the single most important method of developing these qualities in our children.

2. It is relevant and engaging to our children, reserving a special place for reading at its heart.

The curriculum recognises the specific circumstances of time and place in which our children grow up. It provides activities rooted in the children's experiences, along with those which ask them to relate to unfamiliar experiences and circumstances. Many activities provide motivation because of their intrinsic interest and level of challenge. Teachers are free to plan activities, specifically aimed at providing fun, challenge and motivation, which are not necessarily closely linked to topic work. The effective teaching of reading is of paramount importance wherever it can be delivered.

3. It is broad enough to meet the needs of all children

Because of its breadth and balance, the curriculum provides opportunities for children with a wide range of skills and interests to engage and to succeed. Meaningful, extended opportunities to learn outside the classroom are planned every year.



4. It includes knowledge acquisition as well as skill development and 'learning to learn' skills

The schemes of work include basic, subject specific knowledge to be learned and built on, year on year. Key skills are also developed in each year group. Throughout KS2, children are expected to acquire generic learning skills applicable in circumstances within and outside of school.

5. Challenge is at the heart of our curriculum

We are ambitious for every child in school. We have high expectations of our children's efforts and attainment. We expect all children to work at or above age-related levels unless a specific educational need prevents it. A 'skill building' programme aims to ensure that any child falling behind can 'catch up and keep up' to his or her peers.

Bringing the Curriculum to Life: How we implement the curriculum.

1. Planning

a) Formats

There are common curriculum planning formats for use by all teachers. English and maths are taught daily and have their own subject specific formats. Foundation subjects, and science are planned either as discrete subjects or as part of 'topic' units, depending on how teachers have organised the work. The planning formats ensure that teachers have regard for the key principles of effective design.

b) Timetabling

Foundation subjects are generally linked together and taught as part of a topic. The knowledge and skills involved in each subject can be spread throughout the year so that children learn a little at a time and regularly revisit aspects of the work. Alternatively, subjects can be 'blocked' during a unit, so that children can concentrate heavily on one or two subjects for a period of weeks. Even when a topic approach is adopted, subject specific skills are taught and children are expected to know the fundamental aspects of specific subjects as they are defined in the national curriculum.

Delivery

a) Schemes of Work

Teachers are provided with schemes of work for each subject, detailing:

- The key skills and knowledge which must be acquired during the year. These will be fundamental to the assessment of progress and attainment in that subject.
- Some supplementary, subject-specific skills which can be taught to enhance children's knowledge and understanding of the subject.
- Some useful resources and approaches, suggested by the subject leader, to assist in the teaching of the subject.
- The schemes of work are intended to be working documents and are continually in development as teachers' and subject leaders' experience grows.
- A reminder of the main messages contained in the national curriculum, often taken from non-statutory guidance.



b) Teaching and Learning

The policy for teaching and learning makes provision for teachers to apply a range of strategies and approaches to enhance learning in different subjects. The principle that, where possible, activities should include a practical element, some discussion or some problem solving, as well as an appropriate amount of independent learning is a central part of our teaching and learning policy.

c) Curricular enhancements

The aims of our curriculum can be partly met through activities which happen outside of the classroom and outside of the school day. Every unit of work includes at least one activity designed to generate the children's excitement and interest in the topic. Often these activities involve visits to places of interest or visitors to school.

Additionally all classes receive around 12 hours of forest school provision, delivered by a specialist teacher. The work in forest school is linked to the curriculum units taught in class and is also focused on the development of our school values.

There is a wide range of extra-curricular opportunities available to children throughout KS2. Typically these activities are provided to develop musical, sporting or drama abilities but some are provided with the aim of developing independence, teamwork and social skills.

d) Our school ethos

The relationships between adults, and between adults and children, are crucial in delivering our school values and our curricular aims. Interactions between pupils and teachers outside of formal learning times send a strong message about what we value. Adults model friendly, courteous, professional behaviour consistently. They look for and praise behaviour in children which demonstrates the values we aspire to. School assemblies and displays reinforce the aims of our school.

Assessment: What is the impact of our school curriculum?

The impact of the curriculum is measured in terms of what pupils have learned; how much pupils know and can remember of what they have been taught. At three points during the year teachers assess pupils' progress and attainment against age-related expectations. This allows pupils' performance to be tracked during a year. Action can be taken to ensure that children working at different standards can be supported and challenged appropriately.

Teachers' judgements are moderated regularly by the school's senior leaders and by each subject leader. This involves a triangulated process of work scrutiny, teaching observation and discussions with children.



Subject Leaders

It is part of the subject leader's role to monitor the effectiveness of teaching and the impact on learning and standards. An evaluation of monitoring allows subject leaders to draw up plans for improvement of provision in the subject they lead. Subject leaders are released from teaching duties for a half day per half term to carry out monitoring and other tasks. In addition, three hours each half term are directed for subject leader duties.

Pupil Progress meetings

Each half term members of the teaching staff meet with a member of the senior leadership team to discuss assessment matters. The progress of children in the teacher's class is discussed, as is the work of the teacher as subject leader. This professional discussion allows the senior leader to challenge and support the work of his/her colleague around teaching and subject leadership. The teacher is able to raise queries and suggestions to the senior leader.

Reporting to Governors

Subject leaders provide a termly written summary of their work to the Head teacher and to the Curriculum Committee of the governing body. This report includes an assessment of standards in each subject. Two subject leaders, on a rota basis, attend the committee meeting to give their report in person.