



Linthorpe Community Primary School

Everyone is equal, everyone is different, everyone is welcome and everyone achieves their best

Curriculum Policy

	Term	Year
Last Review Date/Policy Adopted	Spring Term	2024
Next Review Date	Spring Term	2025
Lead	Ms Whittaker/Miss Newcombe	

This school is an academy within The Legacy Learning Trust.



Linthorpe Community Primary School Curriculum Policy

Introduction

At Linthorpe Community Primary School, our Curriculum Promise is a guarantee of a high quality, rigorous and knowledge rich curriculum where the needs of each individual child are at the centre. Our curriculum promotes high standards and excellence in all areas and introduces pupils to the best that has been thought and said in order to engender an appreciation of human creativity and achievement.

The curriculum includes all of the planned learning and activities organised to promote learning and personal development. At LCPS, we ensure that all children have a well-sequenced and coherently organised broad, balanced and relevant education, which provides continuity and progression and takes individual needs into account. We aim to teach our pupils how to grow into positive, responsible people who can work and co-operate with others while developing the knowledge, vocabulary and skills to achieve their full potential.

We provide the Programmes of Study outlined in the 2014 National Curriculum, details of which can be found at in addition to skills and learning opportunities over and above this. <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

Our National Curriculum+ offer promotes excellence in all areas. In addition to academic and creative subjects, we promote independence, questioning and curiosity, life skills and a desire to learn in a fun, caring and mutually supportive environment. We call this National Curriculum + to reflect the extent to which the LCPS curriculum goes above and beyond the statutory requirements.

Our Aims

Our Curriculum is created around three key aims:

- Breadth of study - a range of studies across the whole of the National Curriculum, giving children a wide and varied general knowledge as well as high academic performance in the core areas of maths and English.
- Depth of study - conceptual knowledge and understanding developed in key disciplines; being able to think like a scientist, a geographer or a historian.
- Cultural Capital - a sound knowledge and understanding of key people and places around the world, and celebrated works by some of our most significant artists.

These three broad aims ensure children can build a secure understanding of the world around them.

Fundamental British values are embedded throughout the curriculum as well as being explicitly taught through our Linthorpe Life Skills programme, which encompasses Religious Education, PSHE and SMSC.

All of our pupils have their very own special copy of our '50 fantastic things to do at Linthorpe Community Primary School'. This is kept in their Learning Journey book - a special place where key moments in their time at Linthorpe Primary are recorded. Children add to their Learning Journey throughout the years, leaving them with a bank of wonderful memories to depart our school with.

Local Curriculum

Our bespoke curriculum is tailored to the context of LCPS pupils and draws on our local area in order to enrich learning and ensure relevance. Local curriculum heritage links are embedded across the curriculum, so pupils gain a sense of place, and a connection to where they live and go to school. Learning opportunities are developed throughout to ensure pupils engage with and enjoy the heritage on their doorstep and understand its significance locally, nationally and in the wider world. In recognition of this, we were proud to be named as a Heritage School by Historic England.

Our Approach

The foundation subjects of History, Geography, Art & Design, Design & Technology, Music, Computing, P.E., R.E. and P.S.H.E. are taught discretely and links are made wherever possible to connect learning across subjects. Writing tasks in English, problem solving in mathematics and investigations in science may be linked to the unit of study from the wider curriculum.

Our Nursery and Reception pupils in Early Years Foundation Stage (EYFS) take part in a variety of interest-based learning projects and links are made to the National Curriculum to ensure tight progression.

Knowledge

At Linthorpe, we believe that knowledge is the essential foundation needed for learning, and for skills to be built upon. We want children to have a powerful memory, as well as making MAGICAL memories. Each unit of study has a set of 'Knowledge Organisers'. These organisers contain the basic knowledge children will acquire over the course of the unit. Our curriculum is designed so that the National Curriculum objectives are regularly revisited during a child's Linthorpe journey, in order to broaden and deepen knowledge.

Vocabulary

Vocabulary is infused throughout the whole of our curriculum leading to our pupils' greater understanding of the world around them. Words lie at the heart of our quest to narrow gaps between the advantaged and disadvantaged to address social mobility.

Subject specific vocabulary is planned into our curriculum and forms part of our pedagogical approach. Vocabulary is taught progressively and children can make links across both topics and subjects.

Organisation

Our whole school curriculum long-term plan indicates which subjects (history, geography and science) and units are taught to which groups of children in which term. Year group long-term plans provide further details of the wider curriculum subjects and units studied in each term.

Lesson sequencing pages are written into our Knowledge Organisers for Science and most foundation subjects as a basic medium-term plan to ensure coverage of the core knowledge, skills and vocabulary.

Teaching and Learning

Teaching and learning at LCPS is based around supporting children to embed things into their long-term memory by imparting rich knowledge via a range of skills-based practice, alongside providing memorable experiences. To support this, a typical lesson in most wider curriculum subjects would follow this structure:

- **This is a ... lesson & Big Idea**– Every lesson should begin with subject page. The most relevant Big Idea should be displayed on the page. This should be used to recall prior knowledge and make links to previous units to provide foundation for the day's lesson. Use Big Ideas Road Map to support.
- **Rapid Recall** – Every lesson should begin with 4 knowledge recap questions. The structure of the recaps should be:
 - Last year (this could be any unit)
 - 'Big Idea' symbol linked to prior learning
 - Current topic
 - Last lesson
- **Content** – Lessons should be a good balance of knowledge and skills. Learning should be practical, hands-on and fun using a range of resources.
- **Probing Question** – As much as possible, lessons should end with a probing question to promote higher order thinking and to encourage the children to apply their knowledge. They should be signposted as 'Probing Question' to indicate to pupils that it is time to think deeply.

To hook the children's interests in to a topic, we may start with an '**Engage**'. This stage provides the children with a memorable experience on which to contextualise their future learning. The memorable experience may involve an educational visit, having visitors in school, handling objects or taking part in an activity that engages all of the senses.

Twice a year, teachers are expected to organise an '**Express**' event based on whichever subjects they choose. Parents are invited into school to share in their children's learning experience. This is an opportunity to communicate what has been learned to a wider audience within school and the community.

At Linthorpe Community Primary School, we recognise that the personal development of our pupils' spiritual, moral, social and cultural awareness plays a significant role in their ability to learn, achieve and shine. SMSC is an integral part of our ethos and is embedded across the wider curriculum.

Spiritual - Pupils are provided with engaging lessons which encourage them to show a sense of enjoyment and fascination in learning about themselves, others and the world around them. Pupils reflect on their own beliefs and those of others. We discuss 'deep probing questions' and our pupils are encouraged to see the links between their culture and beliefs and those of others.

Moral – Pupils learn to respect others' ideas and opinions when debating and answering questions. Across the curriculum, pupils develop their ability to recognise the difference between right and wrong and learn how to apply this understanding in their own lives. Our curriculum helps pupils to develop their interest in investigating, and offering reasoned views about, moral and ethical issues.

Social – Pupils are encouraged to work effectively with others and build good relationships. Pupils learn about diversity and tolerance which helps them have empathy with others and to reflect, and be proud of, their own identities. We teach children about the language of discussion and debate so that that can communicate their views to others respectfully.

Cultural - Our curriculum stimulates pupils' curiosity about the world. Our daily diet of Cultural Capital introduces pupils to the best that has been thought and said; helping them to engender an appreciation of human creativity and achievement. Through our culturally rich curriculum, we celebrate and embrace the different backgrounds, heritage, language and traditions of all the children our school and wider community.

Assessment

Assessment for learning is a continuous part of every lesson at LCPS. From the beginning of each lesson, teachers assess what pupils know and understand and use this to scaffold each segment of the lesson to ensure understanding of key concepts.

Children begin both topics and lessons by completing a set of pre-assessments. This provides teachers with any gaps in knowledge that may need addressing in order for the current topic to be successful, as well as challenging the children to draw forwards their prior knowledge which will provide hooks for them to hang their new learning onto.

- **Repeat quizzes** – Children complete previous assessment tasks to see how much of their knowledge they have retained.
- **Knowledge Spiders** - At the start of every unit, children complete a Knowledge Spider. Children record facts they already know about the unit using a black pen on the left page. Teachers should structure children's thinking by activating prior knowledge through a range of given questions or sentence stems. These questions should be related to the Big Idea to help children to make links i.e. Y4 children may have no prior knowledge of The Romans but should have a prior knowledge of invasion from Ancient Greece in Y3.
- **Rapid Recall** - Our Rapid Recall structure consists of 4 questions that allow the children to recall their prior knowledge. The structure means that children will be using the connections made from the Big Ideas to recall knowledge from as far back as 4/5 years ago or from last lesson to help connect their new learning.

Summative assessments take place at the end of each unit of work to evaluate knowledge and understanding of the concepts taught via:

- **Multiple Choice Quizzes** - The quizzes consist of 10 low-stake multiple choice fact retrieval, vocabulary and application questions to show how well pupils have mastered the knowledge. These assessments are repeated before relevant topics to ensure children are retaining previous knowledge from previous units of work. All quizzes are repeated at least once in a child's learning journey.
- **Knowledge Spiders** - At the end of the unit, children return to their spider with green pen on the right page to record the new knowledge that they have learned. Teachers are expected to revisit the Knowledge Organiser and key vocabulary first before adding the new green pen knowledge that has been gained and provide scaffolding by providing children with key questions they can answer.
- **Probing Questions** - Probing Question assessments are used to assess learning at the end of a History or Geography unit. Children use their knowledge, understanding and higher order thinking skills to apply, reason, analyse, evaluate and create. Children complete 2 PQ assessments per year. These have been carefully planned into the academic calendar and children complete a balance of History and Geography PQ assessments during their LCPS journey.

Assessments of foundation subjects are recorded on SIMS and submitted to the Curriculum Leader and Assessment leader.

Inclusion

At LCPS, teachers set high expectations for **all** pupils. The curriculum in our school is designed to provide access and opportunity for all children.

Special Educational Needs

The school's policy for Special Educational Needs is followed and where an individual plan is in place, teachers ensure that any relevant needs are provided for. Additional support for pupils with SEND is provided in wider curriculum lessons through additional targeted adult support, additional time given to complete tasks and assessments as well as small focused group teaching in some year groups or adapted tasks. Our typical lesson structures and planned activities also provide excellent support for both pupils with SEND and EAL due to the repetitive nature.

English as an Additional Language

The school's policy for pupils with English as an additional language is followed within the curriculum and teachers ensure that any relevant needs are provided for. LILAC (Language in Learning Across the Curriculum) strategies are used to improve the teaching and learning of language skills for EAL pupils as well as all learners.

Gifted and talented

Children displaying a higher level of ability in wider curriculum subjects are provided with learning opportunities appropriate to their needs which extend and challenge them. This is achieved through planned challenge within the lesson and through the organisation of enrichment events. Our ***Enhance and Excel*** programme also asks teachers to provide the names of children who are exhibiting talents in particular subjects. Subject leaders then arrange a breadth of extra opportunities for these children in order to inspire and nurture.

Resources

Teachers make good use of interactive whiteboards, iPads, green screen technology and a range of software to deliver lessons. We are very fortunate to have a rich variety of learning resources on our doorstep and make regular use of Linthorpe Cemetery and Nature Reserve, Dorman Museum, Albert Park and the conservation area of Linthorpe Village, which are all within walking distance from our school.

Communicating our Curriculum

Communication with families about how their children are progressing and what they are experiencing in school is a high priority to us. We do this in a number of ways through the:

- Formal reporting to parents three times a year either in the form of a written report or a parent consultation evening;
- School website and curriculum subject area pages;
- Social media platforms. Parents can instantly see examples of whole school or enhanced activities which are taking place via our Facebook and Twitter pages;
- Invitation to information workshops and Express events.

Teachers are available at the start and end of each day for any necessary communications.

Subject Leaders

At LCPS, we have Subject Leaders for each of the following areas:

Core Curriculum:

- English
- Maths
- Science

Wider curriculum:

- History
- Geography
- Music

- Computing
- Physical Education
- Art & Design
- Design & Technology
- RE, RSE, PHSE, SMSC
- Modern Foreign Languages

The role of the Subject Leader is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil achievement in that subject area;
- Provide efficient resource management for the subject.

Each Subject Leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work and seen within books.

It is the role of each Subject Leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This action planning links to whole-school objectives. Subject Leaders for the wider curriculum meet half-termly with the Curriculum Lead to communicate and record developments in the subject area and to plan for further improvement.

Subject Leaders keep records on attainment and progress of pupils, noting the strengths and development points of their subject. They participate in termly data analysis alongside the Curriculum Lead, noting areas for development and identifying next steps/ resultant actions. All Subject Leaders work hard to provide a broad and balanced curriculum that meets the needs of all learners including those with special educational needs.

Curriculum Leader

Currently, Rebecca Newcombe is the Curriculum Lead responsible for:

- Maintaining an overview of planning and teaching of all wider curriculum subjects throughout the school (Science, History, Geography, Music, Computing, PE, Art and Design, Design & Technology, RE, RSE, PSHE, SMSC, MFL);
- Using analysis of assessment data to form schoolwide picture of progress
- Keeping own knowledge and skills up to date, attending relevant in-service courses and disseminating information to staff;
- Supporting and advising staff;
- Managing resources;
- Holding progress meetings with and liaising with staff responsible for specific subject areas;
- Reporting to Governors and the Senior Leadership Team.