



Curriculum Policy Statement

To teach the Curriculum is the role of the teacher. To provide an environment that gives the child enrichment for life's journey is the role of the educator.

The staff and Governors of Lynch Hill School primary Academy believe that each child has the right to access a rich, broad, balanced and differentiated curriculum, offering elements of in-depth study which is matched to pupils' ages, abilities, interests, aptitudes and special needs.

Aims:

Lynch Hill's aim is that all children should:

Learn to:

1. Be adaptable
2. Solve problems in a variety of situations
3. Work independently and as members of a team

In particular:

- Develop the ability to make reasoned judgements and choices based on interpretation and evaluation of relevant information from a variety of sources
- Be happy, cheerful and well balanced with the aspiration to make the most of educational opportunities
- Be enthusiastic and eager to put their best into all activities
- Begin acquiring a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour and recognise their place within the school, local community and within British society
- Be expected to behave in an acceptable way and to learn to become responsible for their actions
- Care for and take pride in the school
- Develop a tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- Develop non- sexist, non-racist and non-stereotyped attitudes
- Know how to think and solve problems mathematically in a variety of situations
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for different purposes
- Develop and enquiring mind and scientific approach to problems
- Have opportunities to solve problems using technical skills
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and acquire techniques which will enable them to develop their creativity
- Develop the skills to use a wide range of technology and prepare for the world of work in the 21st century
- Know about geographical, historical and social aspects of the local environment and the wider world
- Have some knowledge of the beliefs of the major world religions
- Develop agility, physical co-ordination and confidence through movement and sport
- Know how to apply the basic principles of hygiene, health, fitness and safety

The priorities for designing our curriculum

- We aim to provide a curriculum that is broad and balanced yet still offering some elements of in-depth study. We teach the programmes of study in each national curriculum subject in line with the new Primary Curriculum.
- English and Mathematics are a priority as our children need to become secure and confident learners in these subjects if they are to make good progress in their education.

- Spoken language is given the attention it deserves and pupils are taught to: listen and respond to adults and peers, ask relevant questions and articulate and justify their own ideas and opinions, speak audibly and fluently in a wide range of settings and with an ever increasing command of Standard English.
- Rich and varied activities and experiences in the rest of the curriculum are also crucial to children's motivation, success and self esteem.
- When deciding time allocations, we take account of the interdependence of English and Mathematics and the other subjects but we place great emphasis on the teaching of basic skills.
- SMSC is given a sufficient focus to allow pupils to explore their sense of self-worth, to understand their place in British society, have a strong sense of British values and to question and make reasoned and informed judgements about society and the wider world.

What kinds of learning are important for our children?

- Opportunities to succeed
- Opportunities to work with technological devices
- Varied learning styles
- First hand experience
- Active learning eg drama, PE
- Creative opportunities eg Music, Art
- Nurturing
- Investigative
- Child-led
- Modelling
- Scaffolding

Planning and Delivery:

The Reception Year follows DfE Curriculum Guidance for the Foundation Stage and includes six areas of learning:

- Personal, social and emotional development
- Communication, language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development

Timetabling:

- Priority is given to the teaching of basic skills and therefore, on average, there is an hour of maths and English each day and additional English teaching is provided during the week. Additional English time is used to address daily spelling, handwriting, guided reading and an additional hour of writing.
- PE is taught as a discrete subject and children have two PE lessons each week with further opportunities for participation in physical activity, before and after school
- All children are taught to play a brass musical instrument during their time in KS2 and music lessons linked to the year group topic are taught in the other years.
- Drama is taught across the curriculum where appropriate
- Computing is taught as a discrete subject across KS1 and 2 but additional opportunities are planned for children to apply their computing skills across the curriculum.
- In line with our values of rewarding good behaviour and effort, in addition to subject teaching 45 mins per week is 'Golden Time', a free-choice activity session called KIDZONE
- Time for History / Geography etc is accounted for through Topic work but other opportunities to further extend pupils' knowledge and understanding of these subjects can be created through links with core subjects for example English is often taught through relevant non-fiction texts.

From Years 1-6, pupils are taught Maths and English every day. Teachers plan for these lessons using the new Primary Curriculum as a guide. Children are generally grouped for maths and English according to ability throughout KS1 and KS2. However, this can be altered year on year, depending on the needs of the cohort.

The rest of the curriculum is generally taught in mixed ability classes. Time specifications are no longer strictly enforced, but staff must ensure that subject coverage is balanced across the year. As a guide, Year group teams plan for an average of 3-4 hours of topic to be taught each week. The SLT and curriculum teams will review Topic planning and subject coverage each term to ensure key skills are being developed and that there are opportunities for some in-depth study.

In line with the new national curriculum, we have made considerable changes to our curriculum and pupils at Lynch Hill are now following the International Primary Curriculum (IPC) to cover topics in Science, Geography, History, Art and Design Technology. Each unit of work is based around a theme and promotes thinking skills through the 8 personal goals: adaptability, enquiry, respect, resilience, communication, co-operation, morality and thoughtfulness.

The IPC topics allow staff to develop core skills and offer cross-curricular opportunities rather than teaching discrete subjects. IPC ensures that staff are able to keep track of skills coverage. A curriculum overview is available for parents to view on the school's website and a summary is published for parents of each year group at the start of each new term.

In the planning of all areas of the curriculum, it is obviously important to take into account the views and interests of the pupils. Personalised learning is the key to meeting pupil's needs and maintaining interest. Staff are encouraged to provide opportunities for pupils to carry out independent research and more detailed studies of areas of specific interest, both at home and at school and for children to have some part in deciding what is studied.

Lynch Hill is also dedicated to being a Rights Respecting School and links are made when planning, with the UNCRC (United Nations Conventions on the Rights of the Child). Pupils are encouraged to draw links between their own lives and the lives and experiences of other children in the continent being studied. Through SMSC and weekly PSHE opportunities they will recognise and embrace British values and their place within British society.

Lessons need to be creative, personalised and engaging. Staff need to know their pupils well and be able to identify their strengths and areas for development. Guided teaching is expected along with planned opportunities for independent and team tasks.

Assessment:

The school follows the principles of Assessment for Learning and has policies for Assessment, Target Setting and Monitoring. Comprehensive use of the online data and tracking system: Classroom Monitor is used to monitor individual and cohort progress. 'Rising Stars Assessment: National Curriculum Progression Framework' on Classroom Monitor allows for step by step progress tracking and uses the 'beginning, developing, secure and exceeding' terminology to demonstrate 'depth and breadth' of knowledge and understanding.

Reporting on pupil attainment:

The progress of all learners is monitored and evaluated on a regular basis, either through formal summative assessments or informal formative assessments. Records are maintained of summative assessments and teachers evaluations and children's books reflect formative assessments. Parents are invited to formal Parents Evenings twice a year and an open door policy enables meetings to be arranged at other times. The Governing Body receives regular reports from the SLT on pupil attainment and achievement. Annual written reports to parents are produced during and distributed in July.

Target Setting:

All pupils are set annual targets in Maths and English, based upon prior attainment. The SLT and Governing Body set targets in the Autumn Term for pupils reaching the end of KS2. These targets are set in consultation with the teaching staff and are based upon ongoing data and data and progress analysis. Our aim is always to set challenging, yet realistic, targets which enable all our children to make progress in all aspects of their learning. In addition to this, personalised learning interviews take place on a termly basis, so that specific individual targets can be agreed between pupil and teacher. These targets link to the gaps that are highlighted as a result of the ongoing APP process.

Roles & Responsibilities:

The Governing Body are responsible for the review and monitoring of this policy and for setting the overall objectives for the Curriculum Provision. The Head Teacher takes overall responsibility for the day to day delivery and provision.

Every member of the teaching staff belongs to a Curriculum Team. Each Team has a lead member who takes overall responsibility for the effective implementation of subject policy. As a team they will monitor their subject closely and report on its effectiveness in an updated and reviewed action plan throughout each academic year. Each reviewed action plan will provide the action points that will become the focus of the SDP for the forthcoming year.

Provision for pupils with SEN and Gifted/Talented Learners:

Teachers' planning must reflect differentiation for all groups and for individual learners. Outcomes of assessment inform plans. IEPs are used to support children with SEN. The school has developed the use of focus and intervention groups and tracking to support under attainers and those with SEN in English and maths. It is our strong belief that all our children are gifted and talented learners, however, in recognition of DfE requirements, we maintain a Gifted and Talented register and activities are planned to support these learners across the curriculum. These activities should be reflected in teachers' plans and teachers complete GTEPs annually.

Sex & Relationship Education:

The Governing Body has an agreed policy for SRE. Parents in Year 6 are able to view the resources used for SRE, including any videos used as a basis for their learning which goes beyond the statutory science curriculum. Parents are informed of their right to withdraw children from SRE lessons.

Self-esteem and Self-worth:

The Governing Body is committed to the education of the whole child. As such it supports opportunities to celebrate every achievement. To this end, the school holds a celebration assembly every week which recognises a variety of achievements. The behaviour policy supports our aim to raise the self esteem and value every child in our school. Kidzone is now an established part of the curriculum and those children earning the right to Kidzone can select an activity that will enhance their enjoyment of school and even further develop their skills.

Enrichment and Extracurricular activities:

Governors are committed to providing opportunities to enrich the stated curriculum, by funding additional activities such as workshops, performances and special events. All teaching staff are strongly encouraged to run school clubs either before or after school and to attempt to link their club to their area of curriculum responsibility or area of interest. These clubs are verified and children can build up credits towards the Children's University- providing children with the possibility of experiencing a graduation ceremony at a local university. It is our aim to develop the aspiration of all pupils.