



Lady Elizabeth Hastings' CE VA Primary School

Curriculum Policy

Living and Learning in the Light of God

1. Definition

The curriculum is all the planned activities that we organise in order to promote learning and personal growth. It includes not only the formal requirements of the Early Years Foundation Stage curriculum, the National Curriculum and the York Diocesan RE Syllabus, but also additional experiences which the school provides and the distinctive nature of LEH as a church school.

2. Overview

At Lady Elizabeth Hastings', all pupils have access to a rich, broad, balanced and differentiated curriculum which is exciting and relevant to their interests and experiences. It is designed to maximise children's academic achievement and to support their physical development; as well as to foster pupils' personal, social, emotional, moral, mental, spiritual and cultural development.

The curriculum is planned to provide coverage, continuity, and progression but also to allow for creativity and flexibility, so that all children are appropriately supported and challenged and their needs and aptitudes catered for. This includes the teaching of subject specific knowledge, understanding and skills, as well as generic skills and learning behaviours.

3. Outcomes for learners

Through the design and delivery of the curriculum at LEH, we aim for pupils to:

- become independent learners who demonstrate positive attitudes, confidence, resilience, perseverance and creativity, and who enjoy both academic and physical challenge;
- be fluent communicators - both orally and in writing, efficient mathematicians and competent, skilful and responsible users of IT;
- develop a life-long love of reading;
- learn knowledge, skills and understanding across subjects of the curriculum, at the same time as making links, grasping concepts and seeing the 'bigger picture';
- develop agility and physical skills and enjoy being physically active and participating in sports and games;
- respond imaginatively and sensitively to the arts;
- have a growing understanding of the world: locally, nationally and globally, plus an understanding of and positive attitude to diversity and citizenship;
- develop Christian values with a focus on our core values of friendship, reverence and courage;
- grow in their understanding of religion and belief, and have the opportunity to develop their own faith and spirituality;
- develop good social and emotional awareness and positive physical and mental health and wellbeing.

Through the curriculum, we seek to inspire pupils to learn and celebrate their achievements.

4. Organisation

Subjects are taught discretely but cross-curricular links are made through the use of broad, overarching, whole school themes each half term. This makes learning more purposeful and engaging as well as enabling children to appreciate 'the bigger picture'. Opportunities for visits, visitors, real-life learning experiences and enterprise are incorporated where possible. Where appropriate, pupils are given opportunities to help determine the direction of learning within the topic heading.

Teachers discuss planning in staff meetings; sharing ideas to make learning interesting and worthwhile. Long term curriculum plans are in place for all subjects. These are used to develop the plans for the year for each class. Medium term plans are drawn up under the umbrella of the half termly theme for learning. Weekly planning details learning objectives and activities for each lesson.

Long term plans are in place for all subjects and are designed to ensure coverage of the national Curriculum requirements, breadth and balance and progression. Teachers work to year group expectations for the end of the school year, in reading, writing and maths. Where children achieve these objectives, pupils are given opportunity to master their knowledge, skills and understanding by applying these across the curriculum, deepening their learning and working with growing independence.

5. Early Years

Children entering school in their first year, do so with a wide range of abilities, interests and at different stages of development; usually with a thirst for action as well as a sense of inquisitiveness and wonder. Learning in all areas of the Early Years curriculum is facilitated through planned, purposeful play with a balance of adult-led and child-initiated activities. We take account of pupils' differing needs and each child's past experience and current interests to find the starting point from which to create an environment and appropriate curriculum to enable individual progress.

6. Values

It is important for children to develop good values and sound moral judgement. As a Church school, Christian values are taught, not just through RE lessons and worship, but through all aspects of the curriculum and through the modelling and promotion of positive and caring attitudes and relationships in day-to-day school life. Our school core values are friendship, reverence and courage. Similarly, every opportunity is taken to develop children's spirituality and sense of awe and wonder.

British values are promoted through the teaching of Christian values in our half termly worship themes, for example: responsibility, service, justice and reverence (which incorporates respect). Our RE curriculum; the democratic process of electing the School Council and the role of the pupil voice both in school and in the Wharfe Valley Learning Partnership; our positive and consistent approach to promoting high standards of behaviour; regular charitable work; our PSHCE curriculum including anti-bullying work; the school's broad and rich curriculum; and the school's commitment to children's spiritual, moral, social and cultural development, ensure that British values are promoted in school. Aspects of teaching about democracy, the law and government are taught as appropriate within the curriculum.

7. Extra-Curricular Activities

The curriculum is extended through extra-curricular activities offered at school, for example, recorder club, peripatetic music tuition, choir, after school sports and history club.

8. Inclusion and Special Educational Needs and Disability

Our school and our curriculum are accessible for all pupils. Every effort is made to meet the particular needs of each child and provide opportunities for them to achieve their best in all curriculum areas. Children who are experiencing difficulty with their learning receive appropriate support in class through differentiation, use of resources or deployment of additional adults. Some pupils participate in intervention groups to support their progress or have additional one-to-one sessions with an adult. Pupils with a disability are treated equally and the curriculum is designed and/or adapted to ensure that it is accessible for all. To this end, adult support, written plans, resource and – where appropriate - risk assessments are used.

9. Roles and Responsibilities

Subject Leaders have responsibility for developing areas of the curriculum by providing appropriate resources and training, and ensuring coverage and progression are planned effectively across the age ranges. The effectiveness of the curriculum is evaluated and monitored by Subject Leaders,

the Senior Leadership Team, designated governors and the governors' Teaching and Learning Committee, through:

- work scrutiny;
- learning walks;
- shared planning sessions in staff meetings;
- Celebrating our Work Worship and class led worship;
- displays;
- lesson observations;
- pupil feedback;
- assessment data;
- governor visits – which may include activities as above.

Date: January 2015

Review Date: January 2018

For more details of how the curriculum is planned, organised and delivered and the 'essentials' for different subjects, see the relevant appendices and/or individual subject policies.