

Lancastrian Infant School

Curriculum Policy



Policy Statement

Our curriculum is at the heart of all learning at Lancastrian. Through it we aim to excite and motivate children as well as develop a love and passion for learning. Our curriculum is based on the National Curriculum (2014). Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (Key Stage 1 and key Stage 2), and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, learning through play, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. In addition, we believe that it is very important that children have opportunities to learn outside the classroom and to make links in their learning. We make meaningful connections across subjects. The school expects everyone to develop and show a sense of responsibility and resilience whether alone, together, at work or at play, and to support policies on equal opportunities. We do this through Working with Others in which we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also aim to ensure that, through the curriculum, pupils learn about our local context and the city of Chichester, where our school is situated.

This policy makes reference to The New National Curriculum 2014. It is linked to our Equality, British Values through Working with Others, Teaching and Learning, Maths and English policies.

1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Support and nurture individual talents and abilities in any subject area
- Provide opportunities for pupils to develop their understanding of the local area and community
- Provide opportunities for pupils to learn outside the classroom to develop their resilience, self-esteem and team building skills

2. 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](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

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 body 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
- 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
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body 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 SEN

3.3 Other staff

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

4. Organisation and planning

Staff in all year groups work closely to ensure that all areas of the National Curriculum are covered in depth, at the appropriate level and that the same high expectations are implemented over the whole curriculum. They also plan for progression in the subjects as children progress through the

school. Staff plan exciting, motivating topics that link areas of learning and that are relevant to pupils' needs and interests. Long term plans are reviewed regularly and are evidence of coverage and progression. Medium and short term plans take into account individual lessons and assessment in subject areas. (see below for details on individual subjects).

Staff use relevant and up to date resources to support planning and implementation. These are a combination of online, paper based, artefacts and other locally sourced objects and resources (for example from Novium museum in Chichester)

In Key Stage 1 pupils will learn through Learning Quests:

Learning Quests are a key approach to enable pupil partnership.

1. Learning Quests start with an exciting, engaging **Hook**

2. Then there is a sharing / discussion of **Questions**, which needs to be explored or solved through the Quest

3. There is then some **Finding Out** time, which will involve a series of meaningful and rich activities follow, which develop the pupils' knowledge, passion and deeper understanding, whilst ensuring the content of the National Curriculum is being covered

4. Then pupils have some **My Time** to explore and investigate their own questions

5. Next the class **Check what they've learnt** and reflect on where the Quest has taken them

6. Learning Quests will culminate in a **Celebration of their work**

See our EYFS policy for information on how our early year's curriculum is delivered.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, and ensure that there are no barriers to every pupil achieving.

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 SEN policy and information report.

6. Monitoring arrangements

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

- Monitoring visits

- Headteacher reports
- Curriculum Committee meetings and reports

The Headteacher and senior leaders will monitor the way each subject is taught throughout the school. They will ensure that, whilst core subjects (English, Maths and Science) are taught in depth, they are not prioritised or taught at a different level to other subject areas. Therefore, all subjects are taught with the same high expectations, depth and rich resources.

7. Subject Area Statements

Early Years Curriculum

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Staff plan relevant and motivating topics to support the children to achieve the Early Learning Goals in all areas. 'Busy Time' is an important and dominant part of the weekly timetable when children get the opportunity to explore the environment and learn through play. Learning through play allows pupils to develop their communication and interaction skills as well as their risk taking and resilience. During this time staff observe pupils and interact with them to develop their skills and understanding. Staff plan 'in the moment' to develop pupils' skills, ideas and knowledge at the most appropriate level. Pupils are taught phonics, reading and maths from the start of Early Years as a whole class as well as individually (as required) and in smaller groups.

English

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. Literacy is taught in a cross-curricular way, based on high quality age appropriate texts linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely. We use a levelled colour reading scheme which has a variety of reading books for children to read and explore. In phonics pupils are taught using the Letters and Sounds scheme and a variety of resources. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually and in groups. The shared class and guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension, vocabulary and language skills. Parents are given clear expectations about reading at home. We develop writing skills so that our Early Years pupils have the stamina and ability to write simple statements and sentences. We use 'scribed stories' to motivate and encourage their writing in Early Years. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and

discussion. We encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences. Handwriting sessions are incorporated into the English curriculum and are based on the programme 'letterjoin' which focuses on letter formation. A range of extra activities are used to promote literacy within the curriculum. Pupils will be assessed on an ongoing basis in a variety of formative and summative assessment opportunities.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Mathematics

Our teachers will ensure that mathematical skills are taught every day. They also use every relevant subject to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. Pupils will be taught to develop the 'Concrete, Pictorial and Abstract' (CPA) approach to encourage their understanding of how numbers and concepts are linked. In each lesson there is a short and simple mental maths session. In Early years pupils work on understanding the meaning of number and then transfer this to place and value, basic addition and subtraction and measurements. They also work on recognising basic shapes and their properties. We build on skills and understanding in a step by step way and continue to develop place value, the four number operations and the understanding of fractional parts. From Early Years, pupils are taught specific vocabulary to support their reasoning skills. There are extra activities throughout the year to promote mathematical skills and thinking. Pupils will be assessed on an ongoing basis in a variety of formative and summative assessment opportunities.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

Science

Science will be taught as a separate lesson but will be linked to our Topic work where appropriate. We will encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. It will also link to their independent and outside learning wherever possible. In Reception we start to develop blocks of knowledge and concepts alongside the development of enquiry skills. Key scientific terminology will be introduced each lesson. Pupils will be able to carry out simple tests and experiments using equipment and to gather and record data. Our lessons will include learning about plants, animals and the seasons. Trips, visit and Forest Schools will enhance the learning wherever possible. Pupils will be assessed against key objectives and supported or challenged where appropriate.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

Art and Design

Art has a very important place in our curriculum and is weaved into our half termly topics. We see art as a vehicle for creativity and individual expression and it provides opportunities for

collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of different art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. They will be introduced to other artists and their styles. Trips to Pallant House, Chichester and other local art exhibitions will be incorporated where possible. We have Art Week in the summer term where pupils work in groups on a collaborative project and work is displayed in our very own exhibition at the end of the week. Our design and technology lessons encourage the designing and making of products to solve real and relevant problems that are linked to the topic areas. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Our cooking lessons teach the principles of nutrition and our pupils learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown. We believe that by instilling a love of cooking we will open a door to one of the greatest expressions of human creativity. Pupils will be assessed against key objectives and supported or challenged where appropriate.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-designprogrammes-of-study>

Computing

We do have discreet timetable time for the development of ICT skills but our approach is to integrate ICT into all lessons: the use of laptops and other hardware is as much part of our learning tools as pencils and pens. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years. The children develop their skills, starting in reception with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns. Pupils will be assessed against key objectives and supported or challenged where appropriate.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computingprogrammes-of-study>

Music

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Music is taught using the Charanga music programme, which supports the music curriculum developing pupils' use of their voices as well as simple instruments. Assemblies will also provide an opportunity to practise singing.. We encourage listening to a wide range of music with concentration and understanding. Music will be heard every day in our classrooms. Pupils will be assessed against key objectives and supported or challenged where appropriate.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmesof-study>

Physical Education (PE)

Some form of physical activity takes place every day in our curriculum. For example through; class PE sessions, active singing sessions, play time activities, forest school, time on the climbing equipment or bikes. Our outdoor PE sessions are held on the school grounds. They focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Indoor PE is held in one of our large hall spaces and includes music and movement, dance, apparatus work and yoga. We ensure wider participation in the community by involvement in local competitions where possible. Pupils will be assessed against key objectives and supported or challenged where appropriate.

PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-educationprogrammes-of-study>

Religious Education

We follow the Agreed Syllabus for Religious Education (SACRE) produced by The Educational Framework for Religious Education in West Sussex. Religious Education (RE) is taught to all children except those who are taken out by their parents. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We will not convert or steer pupils towards a particular religious belief. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies. Pupils will be assessed against key objectives and supported or challenged where appropriate.

Religious Education DfE Guidance

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-nonstatutory-guidance-2010>

Geography

Geography is incorporated into our topics. From Early Years, pupils are taught about the local community and the world around them. Pupils will be taught about location knowledge, place knowledge, human and physical geography and geographical skills and fieldwork. Their knowledge and skills are developed in Key Stage 1 linking with the outside environment wherever possible. In Forest School pupils will also develop their field work and understanding of seasonal changes. Trips will be planned accordingly. Pupils will be assessed against key objectives and supported or challenged where appropriate.

Geography programmes of study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study/national-curriculum-in-england-geography-programmes-of-study#key-stage-1>

History

History is also taught through topics in KS1. Pupils will be taught about changes through living memory, events beyond living memory, the lives of significant individuals in the past and

significant local historical events. Pupils will build on previous knowledge and understanding of historical timelines. Links with the local Novium museum will provide a rich addition to pupils' historical learning. Pupils will be assessed against key objectives and supported or challenged where appropriate.

History programmes of study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Working with Others

Working with Others (WWO) underpins our curriculum and links directly with our promotion of British Values and PSHE subject areas. At Lancastrian we believe that it is very important for all children to develop their ability to work with others in collaboration as well as to develop their independence. For a number of years we have been developing the children's ability to collaborate through Working with Others (WWO) and we have worked hard to embed this throughout the school. WWO is a collaborative learning approach which supports the development of skills in building positive relations and ways of successfully working with other people especially in groups.

Pupils are taught to develop their communication, trust and problem solving skills in a variety of contexts that they can apply to their learning and everyday life. This is cross-curricular as well as linked to assemblies and playtimes. As part of this work pupils develop their understanding of issues and discuss aspects of different types of relationships, keeping themselves safe in all contexts and how to keep themselves healthy. (This will be reviewed before September 2020 when the new RSHE becomes statutory.)

<http://www.workingwithothers.org/>