



LONS INFANT SCHOOL CURRICULUM POLICY

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Statement of Intent

At Lons Infant School, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

Section 1 - Curriculum intent

Pupils' learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the skills necessary to succeed in life after school.

This curriculum intent statement outlines how the school has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

Our curriculum aims are:

- to provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment;
- that we enable pupils to develop knowledge, understand concepts and acquire skills and be able to apply these in relevant situations;
- we support pupil's spiritual. Moral. Social and cultural development as well as supporting physical development and responsibility for their own health and enable them to be active;
- we promote a positive attitude towards learning and ensure equal access to learning for all pupils, with high expectations for everyone and appropriate levels of challenge and support;
- we strive to equip pupils with the knowledge and cultural capital they need to succeed in life;
- we promote the learning and development of our youngest children and ensure that they are ready for key stage one.

A golden thread of our curriculum is PSHE to ensure our pupils have life skills for example resilience to ensure they make the best academic progress they can.

Section 2 - Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002;
- The Children Act 2004;
- The Equality Act 2010;
- DfE (2013) The national curriculum in England;
- DfE (2017) Special Educational Needs and Disability Code of Practice;
- DfE (2017) Early Years Foundation Stage (EYFS) statutory framework.

This policy operates in conjunction with the following school policies:

- EYFS Policy;
- Homework Policy;
- Equal Opportunities Policy;
- PSHE Policy;
- All curriculum policies;
- Assessment Policy;

- Non-examination Assessment Policy;
- SEND Policy;
- Equality information and objectives.

Section 3 - Roles and responsibilities

The Governing Body has overall responsibility for:

- approving and monitoring the content and effectiveness of this policy;
- liaising with the Head Teacher with regards to pupil progress and attainment;
- ensuring a robust framework is in place for setting curriculum priorities and aspirational targets;
- ensuring the curriculum is inclusive and accessible to all.

The Head Teacher is responsible for:

- devising long and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT;
- communicating the agreed curriculum to the Governing Body on an annual basis;
- assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable;
- ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible;
- ensuring 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;
- receiving reports on the progress and attainment of pupils and reporting these results to the Governing Body;
- making any necessary adjustments to the curriculum where required;
- ensuring the school's procedures for assessment meet all legal requirements
- ensuring the Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- ensuring the Governing Body is advised on whole-school targets in order to make informed decisions
- ensuring proper provision is in place for pupils with different abilities and needs, including children with SEN
- keeping up-to-date with any relevant statutory updates and taking action where required;
- creating and maintaining an up-to-date curriculum intent statement;
- ensuring the curriculum is created in accordance with this policy;

- updating and maintaining this policy.

Teachers are responsible for:

- implementing this policy consistently throughout their practices;
- ensuring lesson plans are reflective of the school's curriculum;
- implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content;
- creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the Head Teacher;
- creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required;
- collaborating with the Head Teacher/SENCO to ensure that the curriculum is inclusive and accessible to all;
- working closely with the SENCO and TAs to ensure those in need receive additional support in lessons;
- ensuring academically more able pupils are given additional, more challenging work to celebrate their talents;
- celebrating all pupils' academic achievements;
- reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved;
- monitoring the progress of all pupils and reporting on this to the Head Teacher;
- working to close the attainment gap between academically more and less able pupils.

Subject Leaders are responsible for:

- providing strategic leadership and direction to their team;
- supporting and offering advice to colleagues on issues relating to the subject or curriculum area;
- monitoring pupil progress within the department and reporting on this to the head teacher;
- providing efficient resource management for their department;
- ensuring the curriculum is inclusive and accessible to all;
- ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The SENCO is responsible for:

- collaborating with the teachers to ensure the curriculum is accessible to all;
- ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010;
- carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need;

- liaising with external agencies where necessary to ensure pupils who require additional support receive it.

Section 4 – Organisation and planning

The curriculum at Lons Infant school is based around a topic per term – many of these include a text as the stimuli to encourage a love of reading and a love of books.

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

The school’s curriculum will be delivered over 190 days and will be delivered equally throughout the school week.

Each school day will be split into two sessions and pupils will receive at least two break (morning break and lunch).

Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.

The different learning techniques include:

- **using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using why and how questions
- **opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others;
- **holding structured debates** to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others’ beliefs;
- **using assessments** to test pupils’ knowledge and consolidate learning; these can be through both informal and formal assessments;
- **role playing and acting** to develop pupils’ empathy and give them the opportunity to explore topics in a more interactive way;
- **labelling, ordering and identifying** key themes within texts, dialogues and films to help pupils’ coordinate series of events;
- **written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.

Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.

Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.

Disadvantaged pupils and those with SEND and EAL will receive additional support – this will include dedicated time with TAs and access to specialist resources and equipment where required.

TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

Section 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 SEN and/or disabilities can study every National Curriculum subject, wherever possible, 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.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.

Any difficulties identified will be addressed at the outset of work.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Section 6 - Subjects covered

We will have due regard to the national curriculum at all times throughout the academic year.

We will have due regard for the 'Statutory framework for the early years foundation stage'.

The school will ensure every pupil has access to the following core subjects:

- English;
- Maths;
- Science;
- RE;
- PSHE.

The school will ensure pupils also have access to the following foundation subjects:

- Art and design;
- ICT;
- Design and technology;
- Geography;
- History;
- Music;
- PE.

Section 7 – Reporting and assessment

Homework will be challenging and assess pupils' knowledge and understanding of concepts covered within lessons.

Homework will be set on in accordance with the school's Homework Policy.

Informal assessments will be carried out to measure pupil progress. The results of the assessments will be used to inform future planning and target setting.

Results of informal assessments will be recorded and reported back to the Head Teacher, pupils and pupils' parents.

Pupils will also complete national assessments. The results of these assessments will be reported back to the Head Teacher, pupils and their parents.

Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.

Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

All reporting and assessments will be conducted in line with the school's Assessment Policy

Section 8 – Equal opportunities

There are nine protected characteristics outlined within the Equality Act 2010, these are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

Section 9 – Supporting pupils with SEND

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Pupils with SEND will work with TAs in smaller groups once a week to work on topics covered in lesson to ensure they do not fall behind their peers.

Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the SENCO.

The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education

Section 10 – Extra-curricular activities

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

Extra-curricular trips and activities occur outside school hours.

All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

All extra-curricular activities and trips will be planned and executed in accordance with the school's Extended Services Policy.

Section 11 - Monitoring and review

This policy will be reviewed by the Head Teacher and the Governing Body on an annual basis.

Any necessary changes and communicate these to all members of staff and relevant stakeholders

The next scheduled review date for this policy is September 2023.

*Reviewed: **September 2022***

*To be reviewed: **September 2023***

