



Longwood School and Nursery

“Longwoodese – A Language We All Speak”

Promoting

- Enthusiasm
- Experience
- Expertise
- Emotional Intelligence and Wellbeing
- Environment

Curriculum Policy

Agreed: July 2017

Latest review: 08/20 by C May

Next review due: August 2022

“The national curriculum should be the start, not the end, of a school’s thinking on its curriculum. It is a necessary minimum, shared by all students in the country, not the limit on what we can aspire to.” (NAHT, 2013)

At Longwood School, our curriculum is based on the September 2014 National Curriculum for Years 1-6, although we do deviate from it at times and often go beyond it. Our Reception and Preschool classes follow the Early Years 2012 framework.

Our rigorous, well planned curriculum, combined with high quality teaching, ensures that children are supported to be well-rounded young people who have a genuine thirst for learning. Alongside the academic curriculum, our children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

Introduction

The curriculum is all the planned activities that we as a school organise in order to promote learning, independent thinking, personal growth and development. It uses the national curriculum as a starting point, but also includes a range of extra-curricular activities in order to enrich the experiences of the children. It also includes the “hidden curriculum”, which is what the children learn from the way they are treated and expected to behave. We aim to teach the children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Values

At Longwood, we strive to ensure that all children enjoy their learning and to that end, we make it as much fun and as meaningful and relevant as possible. We offer the children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual. We aim to nurture well-rounded, respectful, confident children, who will develop skills for life-long learning. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that fundamental British values are introduced, discussed and lived out through the ethos and work of our school.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we can promote co-operation and understanding between all members of our community. Our learning environment is respected and used by everyone to teach respect for the world and how we should care for it for future generations, as well as our own.

Our values permeate all areas of school life and are reflected in our vision.

Aims

At Longwood, we aim to offer a balanced and broad based curriculum which enables all pupils to:

- Enjoy learning
- Feel successful in their learning and to promote high self esteem
- Become creative, curious, independent learners
- Be given significant time to learn new skills and have time to practise those skills
- Have the flexibility to decide how best to learn in different situations
- Have the flexibility to decide what they are going to learn and how
- Be given opportunities to decide upon the final outcome of their learning
- Know what their strengths are and which areas they need to develop
- Become successful life-long learners who are able to reach their full potential
- Be able to evaluate and assess their own learning
- Develop their critical thinking
- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working cooperatively with one another
- Understand Britain's cultural heritage
- Explore their spiritual, moral, cultural and physical development
- Learn and practise the basic skills of mathematics, English and computer science
- Make learning more meaningful by putting it into context
- Challenge themselves and engage themselves in deeper learning

Organisation and Planning

At Longwood, the curriculum is delivered using a variety of approaches and resources, depending on the nature of the subject being taught and the needs of the children. For more details, please see the separate subject appendices.

The Preschool and Reception curriculums are planned on a yearly basis, linking to the Prime and Specific Areas of Learning in the EYFS and are guided by the children's interests. In KS1 and KS2, worked is planned on a yearly or 2-yearly basis.

All teachers are responsible for planning, evaluating and teaching in their classes. We adhere to long term plans, stipulated by the National Curriculum and beyond. Teachers have medium term plans to achieve balance and coverage over a term or half-term. More detailed daily/weekly/fortnightly short term planning focusses on the teaching process. Teachers have clear objectives when planning, and differentiate according to the needs of all children. Teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups.

Time Allocation Per Subject

At Longwood, we strive to remain as flexible as possible but do work to timetables with suitable time being given to each subject. Teachers use cross-curricular links where possible and our joined up approach to learning provides children with plenty of opportunities to extend their learning and develop skills outside the strict timetabling of each subject. IT is integrated wherever possible.

Assessment, Recording, Monitoring and Evaluation

Short and medium term assessment is the responsibility of the class or specialist teachers. Teachers use informal assessment and observations on a daily basis to determine what children can do independently and therefore plan the next steps for learning.

Please refer to the Assessment Policy for details about formative and summative assessment. Please refer to the Marking and Feedback Policy for details about how we mark work and give feedback to children.

Risk Assessment

Whilst planning, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning. Please refer to the school's Health and Safety Policy.

Inclusion and Differentiation

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- We respond to pupils' diverse needs
- We endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular assessment of all kinds identifies children and/or groups of children for differentiated activities. Our curriculum is inclusive and promotes a growth mind set, always linking back to our mission statement. Extra support and interventions are provided for children as necessary as detailed in our SEND policies.

Curriculum Communication to Parents

Communication with our parents about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways:

- Formal reporting to parents three times a year, either in the form of a written report (at the end of each academic year) or a parent consultation evening where parents make an appointment to meet with their child's teacher and discuss their progress (in October and February)
- Curriculum plans are detailed on the school website
- Individual class letters to parents are sent at the beginning of each term, outlining what will be taught that term
- The school newsletter often has reports of activities/events which have taken place or will take place
- Emails are sent as appropriate
- Teachers are available at the start or end of each day for any necessary communications. Parents can arrange a meeting via the school office or home/school diary

Homework

Homework is given in line with the Homework Policy.

Enhanced Provision

We aim to enrich our pupils' lives by offering a variety of non-statutory, extra-curricular experiences (clubs, outings, visiting speakers, sporting events, etc). In addition, we seek to enhance our pupils' learning through developing positive, two-way relationships with our local community.

Resources

We aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly checked and replenished when necessary. Requests for new resources are passed to the headteacher who liaises with the proprietor and prioritises to ensure a high quality delivery of our curriculum.

Appendix One – Literacy

Additional aims for Literacy :

- To stimulate and then maintain lasting pupil curiosity, interest and enjoyment in Literacy to create an atmosphere where pupils wish to learn, so that they come to enjoy English because they are participants in it.
- To develop the habit of reading and encourage pupils to value reading as a pleasure and as an important skill for life.
- To enable pupils to be familiar with a body of knowledge, principles and vocabulary in standard English.
- By exposing pupils to a wide range of material (both literary and media) we aim to enable pupils to see English as:
 - A major cultural feature
 - Part of a wider body of knowledge and skills
- To enable pupils to work independently and as part of a team in varied activities, so that English contributes to the core skills such as reading, writing and speaking.
- To foster and encourage a lasting enjoyment and appreciation of literature, both fiction and non-fiction, from a variety of cultures and traditions.
- To encourage pupils to consider critically the way language is used and abused by writers and the mass media and to develop the ability to analyse, evaluate and discriminate this use of language.

Objectives

- Staff should provide a variety of experiences/activities during a course of study and during a lesson, if appropriate e.g.
 - Telling stories
 - Working with others, e.g. discussion in which pupils take turns to talk/listen
 - Write in response to a stimulus, an article in the media;
 - Communicate ideas to others by means such as speaking and writing
 - Listening, planning, reviewing, appraising and making notes
 - Reading on their own and to others. The material (poems, stories etc) should consist of work written by the pupil and by others.
- The National Curriculum Key Stage 1 & 2 Literacy Strategy Framework should be used as a basic core for the Literacy scheme of work.
- Pupils should learn the following skills:
 - To write and speak accurately, clearly, confidently and fluently, in an appropriate style in any given context. The writing should have a plan, a draft, a revision, be proof read, have good punctuation, spelling and handwriting, and finally be well presented.
 - To communicate accurately, sensitively, effectively and appropriately, in a variety of speaking and listening situations, with a clear awareness of audience and purpose.
 - To follow both verbal and written instructions accurately.
 - Listen carefully, recall and present important points derived from what has been heard. The pupils should use inference and deduction in an imaginative response to the stimulus.

- Staff should refer to work in all other areas of the curriculum when appropriate. This will aid the development of a growing vocabulary.
- There should be opportunities for individual and /or group activities e.g. role-play and dramatic activities, listening, composing, writing, discussion, appraising and using ICT.
- Staff should encourage pupils to pursue a piece of work over a period of time, e.g. project work and practical investigations, where research is carried out-using resources of library and internet.

- Pupils are to be encouraged to share their experiences and culture with others in order to enhance the quality of learning. This will be achieved by pupils experiencing material from:
 - Different times and cultures
 - Different writers past and present
 - Stories, myths and legends
 - Both literacy and media sources

- Staff should attempt to show the enjoyment and benefits that language and literature have given us. Well-chosen resources and carefully phrased comments will do this.

Assessment

As well as continual assessment and marking of each piece of work and setting targets for development, (as per the Longwood Assessment Policy and Marking and Feedback Policy), literacy assessment will include weekly spelling tests.

Resources

Many resources are available in support of Literacy work including:

- Scholastic Targets for Literacy
- Ginn (Haydn Richards Junior English)
- Nelson Handwriting Scheme
- Nelson Comprehension Scheme
- Collins Basic Skills Practice Books
- Computer software
- Audio visual resources
- Reading scheme based on Oxford publications inc. Reading Tree
- Storytelling Schools Scheme
- Various picture books

Appendix Two - PSHE

At Longwood, we follow the National Curriculum guidance on PSHE. We also value every child's social, moral, cultural and physical development extremely highly.

Each teacher uses a variety of resources, settings and subjects to develop a scheme of work appropriate for PSHE in the classroom. All areas of PHSE policy must have regard to health and safety issues. Aspects of PSHE are covered in the individual teachers' plans, including Science & Literacy schemes of work, but are integrated across the whole curriculum. Whole school assemblies reinforce a great deal of this subject.

The Home/School Contract strives to encourage pupils to take their responsibilities as an individual, member of a small group (their class) and the wider school community seriously. We encourage parents to foster these aims too, through various types of communication.

Teachers in Preschool and Reception follow the Early Years curriculum.

In KS1, pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of their views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of our school.

In KS2, pupils become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can effect local or national issues. Increasingly they become aware of political and social institutions. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from adults in school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Appendix Three – Mathematics

Additional aims for Mathematics:

These aims relate to the schemes of work devised by each teacher principally using the New Heinemann Mathematics Programme and the general requirements of the National Numeracy Strategy. NHM is used from Reception through to Year 6.

We aim to enable each pupil:

- To acquire mathematical knowledge and the ability to communicate in oral and recorded form, emphasising clear and accurate expression.
- To foster an enjoyment of mathematics, and a confidence in his/her ability, a determination to succeed.
- To develop mathematical skills and understanding which will enable him/her to solve problems, make decisions, develop strategies and to carry out investigations.
- To solve problems and to develop methods for solving particular problems.
- Understanding the problem- adopting an approach-finding a solution-applying the solution.
- To use resources wisely; calculators, computers, teachers, their peers, apparatus & books.
- To carry out an investigation, using estimating, hypothesising and testing.
- To use mathematical language in correct context.
- To appreciate numbers and space.
- To acquire a mathematical foundation relevant to his/her needs and ability, with regard to the demands of the National Curriculum.
- To develop positive attitudes which will enable him/her to reach his/her full potential in mathematics and gain confidence so that he/she will derive satisfaction and a sense of achievement from carrying out mathematical activities.
- To encourage personal qualities of perseverance, co-operation with others, determination, flexibility and independence of thought.
- To know when and how to work alone, or in a group.

Methods

To achieve our aims these guidelines apply:

- mathematics must be taught in a way that promotes understanding as well as the learning and application of rules.
- appropriate practical work is of paramount importance to encourage understanding.
- work should be related to the child's own experiences and drawn from the world around us.
- regular revision and reinforcement of new skills and concepts are vital.
- pupils should have quick recall of tables and basic number bonds, appropriate to their age and stage of development, through various methods of learning and reinforcement including rote, games, puzzles and investigations.

Recording of Mathematics

Each class teacher requires written mathematical work to be recorded using her own criteria but good presentation is a constant factor in each class.

Generally, one digit per square in their mathematics books is a common requirement.

KS2 pupils are expected to work down their page with adequate space between each answer.

Heinemann Activity & Assessment books are used in which answers are also written.

Homework in KS2 reflects ongoing work in Maths lessons, reviews previously taught concepts and consolidates topics covered. Collins Basic Skills books, NHM and Target maths and ISEB advanced maths are used together with supplementary worksheets when necessary.

Assessment, Recording, Reporting

In addition to the processes set out in the Longwood Assessment Policy, the NHM Scheme has built in assessment assignments in specified activity and assessment books.

Schofield Mental Arithmetic Books allow pupils to work at their own level and include Progress Tests.

Aural tests are given regularly.

Appendix Four - ICT

Philosophy

We believe that the pupils of this school must be able to recognise and adapt to a society, which is served by an ever-increasing use of ICT related processes. To enable pupils to prepare for this we believe that all pupils must have equal and appropriate access to ICT resources.

There is a need for pupils:

- To develop their ICT capability so that they may, in time, be able to use ICT effectively, creatively and autonomously across the whole range of the curriculum.
- To be able to take advantage of ICT opportunities to promote learning outside the classroom.
- To develop an awareness of their personal responsibilities when using ICT to access wider resources (eventually) when communicating with others.

Additional aims for ICT:

At Longwood, we aim to:

- Ensure all staff and pupils become confident, competent and independent users of ICT
- Motive and inspire pupils and raise standards
- Develop an appreciation of the use of ICT in the context of the wider world
- Enrich learning and promote both autonomous study and group work
- Provide continuity and progression in ICT curriculum
- Develop ICT skills through cross-curricular work
- Encourage problem-solving and investigative work
- Care for and respect equipment

Special Needs and Equal Opportunities

The school recognises the use of ICT by children with additional educational needs. Targets on their IEPs could be enhanced/supported by specific programs e.g. Wordshark, touch-typing, etc
In addition to this, our school uses ICT to address children's individual needs, increase access to the curriculum and improve language skills.

Technical: All faults should be reported to the headteacher who will record and date the fault in the red Computer Book for the service engineers to address as soon as possible. In emergency, they can be contacted immediately.

Hardware: The school continues on a regular basis to enhance the provision of ICT equipment whenever possible. Equipment is up dated as the need arises.

Longwood has numerous laptops, (some for exclusive staff use), PCs, interactive whiteboards, touch screens for the younger children, tablets and a projector in the hall. Television/videos, tape recorders, CD players and various cameras are all available for use across the age ranges.

All equipment is checked regularly.

Please see all relevant policies including e-safety, Pupil Acceptable ICT Use Agreement and Staff Professional Responsibilities when using any form of ICT.

Appendix Five - RE

Additional Aims for RE

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Longwood we develop the children's knowledge and understanding of the major faiths, including Christianity and other world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

The aims of religious education are to help children:

- Develop an awareness of spiritual and moral issues in life experiences;
- Develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- Develop an understanding of what it means to be committed to a religious tradition;
- Be able to reflect on their own experiences and to develop a personal response to fundamental questions of life;
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- Develop investigative and research skills to enable them to make reasoned judgements about religious issues;
- Have respect for other peoples' views and to celebrate the diversity in society

Religious education forms part of our school's spiritual, moral and social teaching. It promotes education for citizenship.

Teaching and learning style

We base our teaching and learning style on the principle the good teaching allows the children both to learn about religious traditions and to reflect on what religious ideas and concepts mean to them. We aim to extend children's own sense of values and promote their spiritual growth and development. We use their experiences at religious festivals such as Divali, Hanukkah and Christmas to develop their religious thinking. We organise visits to local places of worship and invite representatives from local religious groups to come into school and talk to the children.

Common tasks which are open-ended and can have a variety of responses are set for everyone within a specific age group. Topics build upon prior learning.

The long-term plan maps the religious education topics studied in each term during each key stage. The medium term plan gives details of each unit of work for each term. The lesson plan outlines the objective for that lesson.

In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of society.

Assessment

Some lessons require actual evidence of work to be completed but this is not as much as expected from other subjects, as discussions and activities in RE might take up more lesson time.

Resources

Parents often add to our artefacts collection, as do staff when they have personal knowledge.

Appendix Six - History

Additional aims and objectives for History:

- To stimulate curiosity, interest and enjoyment in History
- To cultivate a sense of the past and a knowledge of events, their causes, effects and the people involved in and affected by them
- To develop an appreciation of how we gain knowledge about the past
- To develop a sense of identity through learning about the history and development of Britain, Europe and the world

For KS1 pupils, history will be about people and lifestyles; comparing and contrasting historical evidence with their own experiences; become familiar with historical vocabulary; consider why people acted as they did; find out about the past using a variety of resources of information including researching at home. By the end of Key Stage 1 children should be expected to have become more fluent in expressing their understanding of history, both written and verbal, through these strategies of learning.

In Key Stage 2 history will involve finding out about people and events from distant and more recent times linking different periods in history; learn about different aspects of local, British and world history; use a variety of resources sometimes dependent on the period being studied; understand timelines. Children should develop their own style of discussion and written presentation through studying independently. They should make progression in the use of historical language through reading of fiction and non-fiction and extracting information from sources such as reference books, CD-ROMs and the Internet.

Both Key Stages will be encouraged to appreciate experiences of people in the past in the period context to understand why they acted as they did, respecting and tolerating other people and cultures. They should also be critical after consideration of evidence and show an increasing understanding of History through searching questioning developing skills for appreciating abstract concepts, reasoned explanations and substantiating their own judgements.

Appendix Seven - Geography

Additional aims and objectives for Geography:

- To stimulate curiosity, interest and enjoyment in Geography
- To develop a sense of location, a knowledge of places and respect for differing cultures
- To develop an understanding of both physical and human processes that affect spatial decisions and comprehension of the terminology used in Geographic study
- To encourage open, enquiring minds that are aware of contemporary issues.

Teachers should encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations creating opportunities for pupils to express information in a variety of media including CDs, cameras, extended writing, illustrations, diagrams, graphs, questionnaires, role-play. Pupils should be able to obtain information from graphs, tables and diagrams and recognise patterns/relationships in the information and draw conclusions.

Pupils should undertake practical activities and be able to select and use appropriate materials. Atlases, maps, aerial photographs and computing should all be used as tools in Geography.

Appendix Eight – Art / Design

Additional aims and purposes for art / design:

We aim to

- Stimulate children to use their creative imaginations by exposing them to visual, tactile and sensory experiences.
- Develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings.
- Appreciate the work of a variety of artists and the influence different styles and media has on our culture both in modern times and historically.
- Give children an appreciation of how their well-formed judgements about art & design can shape their own environments.
- Develop better control of materials and the way in which they can be used to communicate what they see, feel and think.
- Establish a questioning thought process which encourages children to ask why materials, tools, colours are used and use the knowledge to improve their own skills and talents.
- Assess and reassess their work in order to develop their ideas fully. Explain their own opinions with supportive reasoning. Appreciate constructive criticism.
- Encourage research through various media including reference books, CD-ROMs and the Internet.
- Extend the breadth of content, increase the depth of knowledge and understanding, and improve the quality of children's artistic responses as they grow through each year group and Key Stage. Keep evidence of progress for the individual to appreciate their own talents.
- Offer children the opportunity to express their artistic abilities through cross-curricular activities including outings, visits to museums, galleries and exhibitions and special event days in school.

Appendix Nine – French

Purpose

Learning a foreign language provides an opening to another culture. It encourages us to be more open-minded. A high quality languages education will foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, as well as equipping pupils to study and work in other countries.

Additional aims for French

To ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in French.
- Are exposed to French language and culture, by taking part in a residential trip to France in UKS2.

Appendix Ten – Physical Education

Purpose

A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities to pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Additional aims for PE

To ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

Appendix Eleven – Music

Purpose

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Additional aims for Music

To ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Appendix Twelve – Relationships and Sex Education

Please see separate policy.