



Autumn 2019 review- Full policy amended in light of new Ofsted Handbook 2019	
Autumn 2020 review – no amendments made	
Summer 2021 review – no amendments made	
Summer 2022 review – CLIC removed from mathematics	
Summer 2023 review – spelling programme changed to Pathways to Spelling	
Summer 2024 review – 3is appendices moved and explained thee are now in individual subject policies	
Summer 2025 review – SLT – P.1 statements changed to questions that detail / P.3 Letterjoin added	
Summer 2026 review – P.2 English Voice 21 added	
Policy agreed / reviewed 14 th July 2026	Next review due Summer 2027
Signed on behalf of the Governing Body	Signed by headteacher

Our Curriculum Statement

Our School Curriculum Aims

Develop intellectual curiosity
Make informed decisions
Lead as well as be part of a team
Appreciate cultural diversity
Enjoy learning, be happy and safe
Prepare for the next stage of learning

Values central to life in our school and community:

Fairness and honesty
Respect and tolerance
Compassion and forgiveness
Resilience and reflectiveness

Curriculum Statement

The school has a curriculum that promotes British values and the spiritual, moral, social and cultural development of our pupils. Children have a chance to develop culturally, emotionally, intellectually, socially and spiritually through the breadth of our curriculum, which also enables pupils to both acquire knowledge and to build on what they already know. Learning is our core purpose and we believe all our children are capable of achieving highly and that we must provide the right learning experiences for this to happen. We aim to develop independent, confident and reflective learners.

We have mapped key concepts, powerful knowledge, transferable vocabulary and skills in our curriculum to build and deepen understanding. Through cognitive science approaches such as retrieval and metacognition, we bring together the delivery of knowledge. We see knowledge defined in four parts:

Knowledge provides a driving, underpinning philosophy

Acquiring knowledge is powerful and we want our pupils to be empowered through knowing things and this cannot be left to chance. We also see skills as a form of knowledge and that skills are linked across the curriculum and will be taught through specific detailed subject content.

Knowledge content is detailed

Whilst our units of work have quite generic headings they are underpinned by questions that detail the knowledge to be learnt. We want children to gain specific knowledge as well as a broad overview. Units of work are held together by concepts that are carefully mapped by subject discipline and then across the curriculum. Our curriculum is sequenced to provide a cohesive structure so that all learning has a meaningful context and builds conceptual awareness and understanding.

Knowledge is taught to be remembered not merely encountered.

Our teachers will be combining cognitive science methodology with knowledge content –this is beyond rote learning and learning facts for no purpose, it is about ensuring students have a secure knowledge platform, allowing them to reach the next level. Our curriculum is designed to be remembered, understood in detail, stored in long term memory so that it can be later built on. Our approach to curriculum implementation is through spaced retrieval practice, assessments that are constructed to evidence and test enduring knowledge and plenty of repeat practice for automaticity and fluency. These will include quizzes, questionnaires, debates, self and peer assessments, presentations, speaking and listening activities, multiple choice and closed answers and

vocabulary activities.

Knowledge is sequenced and mapped deliberately and coherently

Our knowledge-based curriculum is planned progressively, giving thought to knowledge sequences for building secure schemas. In building our curriculum we sought to structure it so that key concepts and vocabulary were revisited and reinforced making them unforgettable. Our knowledge-based curriculum is packed with experiences and driven by a strong set of values about what matters.

Longton Lane Primary School Curriculum Intent, Guidance and Implementation

Each subject is taught as a separate discipline and therefore it is important for all staff to understand the intent, implementation and impact for all subjects, these have been agreed by all staff and are included in all individual subject policies.

English

Oracy underpins all learning within the school and so must be our highest priority. It is given due regard in all subjects, which means teachers both plan for and grasp incidental opportunities to promote and develop oracy and Standard English. Class teachers must use a range of pedagogies, including talk partners, frameworks for talk and engage in daily debate. Children must have regular opportunities to work in groups of different sizes –in pairs, small groups, large groups and whole class, to understand how to take turns and when and how to participate constructively in conversations and debates. Oracy is underpinned by Voice 21 strategies.

Reading:

Reading for Pleasure: The class teacher will read to the children regularly, from a range of quality texts, including poetry each term. Children must be able to talk about a growing repertoire of authors, which includes knowledge of a range of their works. Class teachers need to maintain their reading areas, to showcase current authors, previous authors and favourite authors in order to develop and extend children's knowledge of authors and promote a love of reading. Children must be able to discuss authors and show some knowledge of their works and discuss characters, events and give their viewpoint. Children are encouraged to take home a book of their choice on a regular basis.

Phonics: The school follows the Read, Write Inc. programme to deliver phonics and there is commitment to this programme, to ensure the systematic teaching of synthetic phonics throughout Reception, KSI and KS2. During KSI & KS2 (as needed) children will take part in daily phonics sessions. Children's progress will be regularly tracked and reported each half term. This will include an assessment of progress towards achieving the phonic check. In Reception and KSI learning opportunities are maximised by ensuring that in the learning areas there are opportunities for children to practise and apply phonic learning through play and practice.

Common exception words: All year groups track children's ability to read and spell common exception words, through the agreed class list, until they are secure with the current year group words and any previous ones.

Guided reading: Guided reading must be planned to target phonics, common exception word recognition and to develop text and language comprehension, as appropriate. Clear session objectives must be identified and shared with the children and records kept, including next steps. The school GR planning booklet records books read to ensure a range of text types, including fiction, non-fiction and poetry and a range of authors are planned for throughout the year.

Reception and KSI- Children read every day during phonic sessions. Every child must have a daily guided reading session and those below ARE (age related expectation) will have additional intervention reading sessions in the form of GR or individual reading.

KS2- Every child below ARE must have additional reading sessions per week. All other children must have daily guided reading sessions each week.

Home reading:

Reception and KSI- children's books are changed weekly, they take home reading books at their book band and a reading for pleasure book. Parents are encouraged to reread the books and check for understanding.

KS2- Books are changed weekly, those children reading book bands will take 1 or 2 books a week depending on the length of the

book and a reading for pleasure book. More fluent readers can choose their own books to take home which must be recorded in their planners. Class teachers will regularly (at least once per half term) monitor their choices to ensure there is a variety of age/ ability text types and authors.

Writing: This is taught using high-quality texts. A range of genres will be covered to include an appropriate mix of fiction, non-fiction and poetry over the year. Writing is a process and each unit of work should produce a complete outcome which usually provides children with the opportunity to write at length. During the unit children will undertake at least two incidental writing opportunities each week. Over the year we will expect to see a range of genre and increasing production of work. Children will be taught to edit and improve their own writing. Teachers must insist on basic skills in all subjects, these will be enhanced through direct teaching across the year. Our curriculum follows the Pathways to Write programme.

Spelling: This will be taught in FS2 and Year 1 through our phonics programme, RWInc, and at Year 2 to year 6 in line with the Pathways to Spelling programme in a systematic way. Both programmes are delivered daily. All pupils are tracked across each half term.

Handwriting: This takes place daily in KSI and up to Year 5, beyond Year 5 handwriting is taught in line with need, until the children are consistently writing using the agreed school style with the correct formation and orientation. School uses Letterjoin.

Mathematics:

Maths is taught daily and across the week children will also participate in maths meetings, times tables sessions and speed challenges to ensure instant recall of facts. FS2 use the Mathematics Mastery programme as a basis for planning supplemented by other appropriate resources. The Mathematics Mastery programme is then used across school and supplemented as appropriate with resources sourced by the Maths subject lead. Fluency in mathematics is further supported by 5 a-day, maths meetings and speed challenges

All other Subjects

Programmes used and details of all other subjects can be found in individual subject policies

Planning: Key Questions, Planning and Assessment:

Teachers are expected to plan the delivery of non-negotiables (linked to age appropriate expectations) by starting with a question. From this question they are expected to research an arsenal of understanding of the key concept to be taught, by planning a range of possible answers they are then able to identify if a child has sufficient deep and sustained understanding that will ensure children will be able to take the concept or skill and use it in new and varied contexts and achieve successful outcomes.

Long term planning: For those relevant subjects a two-year rolling programme (Year A and B) is in place for KSI. For other subjects, the non-negotiables for the year are mapped across the terms. Long term planning is published on the website.

Short term planning: This is in the form of daily notebooks to indicate as relevant any adaptations made or AfL that will take place. There is an expectation that class teachers are not required to write detailed lesson plans or plan for a week in detail but to plan for the first two or so days and then reassess learning, to ensure that the class teacher's planning is responsive to pupil needs and pace of learning. Teacher's feedback and marking booklets support this process of immediate responsive teaching.

Exercise Books: The children have separate exercise books for each subject but work is closely monitored for the same expected standard across the curriculum both in terms of knowledge and skills taught and consistency of presentation and basic skills.

Assessment: Questioning is our central assessment driver within lessons, teachers will ask probing questions of pupils, to help them gain an understanding of how far a child has progressed in understanding essential ideas, building core knowledge and key abilities. The assessment process is critical for our pupils learning so there will be a high emphasis on production as pupils will need to produce things i.e write things down, make statements which will give our teachers insight into how children's thinking is building. Assessment is also supported through formative assessment each term from year one upwards, this is recorded in an electronic tracking system that assists the planning of targeting of support and whole school self-evaluation.

Adaptions: Our curriculum is for all children. Children can readily grasp material and can stay on the same key elements, rather than rapidly moving on, expanding and consolidating their understanding. Challenge does not always come from being moved on, but by being presented with new application of core ideas. Undue pace can create learners with fragile learning increasing separation from the other pupils.

Homework: Is a part of our children's learning. Our homework tasks ensure that learning is continued at home with parents and is relevant to the children's current learning that half term. Parents are encouraged to support their child at home with the completion of this work and its timely return.