



CURRICULUM POLICY

LONGTON PRIMARY SCHOOL AND NURSERY

CARE • GROW • SHINE

1. Purpose and curriculum vision

At Longton Primary School and Nursery, we aim to develop the heart and mind of every child. Our curriculum is the planned learning journey through which children gain the knowledge, skills, vocabulary and experiences they need to learn successfully, contribute positively to their community and prepare for the next stage of education and life.

We recognise every child as an individual. We want all pupils to feel safe, included and valued; to enjoy learning and take pride in their achievements; and to develop curiosity, confidence, independence, creativity, resilience and a sense of belonging. Academic learning is central to our curriculum, alongside the personal, social, emotional and practical knowledge children need for life.

2. Our values: CARE, GROW, SHINE

- **CARE** – Respect, support and togetherness. We build relationships, belonging and responsibility for ourselves and others.
- **GROW** – Knowledge, opportunity and imagination. We develop understanding, curiosity, creativity and a willingness to learn.
- **SHINE** – Challenge, achievement and personal success. We support every child to make progress, recognise their achievements and take pride in what they can do.

3. Curriculum intent: what we want pupils to learn and become

Our curriculum is broad, balanced and ambitious. It provides the statutory curriculum alongside the wider experiences that help children develop as knowledgeable learners, thoughtful individuals and active members of their community. It is designed so that learning builds over time, with clear end points and progression within and between year groups.

- Secure knowledge, concepts, subject-specific skills and vocabulary across the curriculum.
- Build new learning on prior knowledge and revisit, remember and apply learning in different contexts.
- Develop reading, spoken language, discussion, reasoning and the confidence to explain ideas clearly.
- Investigate, ask questions, solve problems, think critically, create and work both independently and collaboratively.
- Develop physical health, emotional wellbeing, healthy relationships, personal safety and resilience.
- Understand the local community, the wider world, equality, diversity and environmental sustainability.
- Acquire practical life skills and knowledge that support informed choices and preparation for modern life, including health, relationships, financial awareness and online safety.

4. Curriculum structure: LPS and LPS+

LPS: the planned subject curriculum

The LPS curriculum sets out the subject knowledge, skills and concepts pupils are taught. Curriculum maps and subject plans identify what pupils should learn, how learning is sequenced and the end points pupils are working towards. The National Curriculum provides the statutory basis for Key Stages 1 and 2, and the Early Years Foundation Stage framework guides provision for Nursery and Reception.

LPS+: wider experiences and enrichment

LPS+ complements subject learning through enrichment, educational visits, visitors, outdoor learning, extra-curricular opportunities, themed experiences and practical life skills. These experiences broaden pupils' horizons, connect learning with real life and help children build memories, confidence, independence and a sense of community. LPS+ adds breadth to the curriculum; it does not replace the planned teaching of subject knowledge. It is about individual character development to enable each pupil to thrive now and in the future.

5. Curriculum planning and progression

Subject leaders maintain an overview of curriculum content and progression. Plans are sequenced so that important knowledge and skills are taught, revisited and developed over time. Teachers use the agreed curriculum plans and schemes to support consistency, while making appropriate decisions about examples, explanations, resources and teaching approaches to meet the needs of their class.

Learning may be connected across subjects where this supports understanding, but the distinctive knowledge and disciplinary approaches of each subject are maintained. Teachers plan for sufficient coverage and depth, make links explicit and ensure that pupils are prepared for the next stage of learning. Curriculum plans and subject pages provide the detailed content for each subject and year group.

6. Schemes and curriculum resources

The school uses the following programmes and resources as part of its current curriculum design:

- Kapow Primary for foundation subjects.
- Get Set 4 PE
- White Rose Maths to support mathematics.
- EdShed to support English and spelling.
- SCARF for PSHE/RSHE.
- Animaphonics for phonics and early reading.

Schemes support the implementation of the curriculum and are used alongside the school's curriculum maps, subject plans and professional judgement. Leaders review resources and provision to ensure that they continue to meet statutory requirements and the needs of Longton pupils.

7. Teaching and learning

Teachers explain new learning clearly, model processes and thinking, check understanding and provide opportunities for pupils to practise and apply what they know. Learning includes appropriate combinations of explicit teaching, discussion, questioning, practical activity, investigation, research, collaboration and independent work. Pupils are encouraged to explain their reasoning, use subject vocabulary and make connections with previous learning.

Teachers plan for recall and retrieval, revisit important knowledge and address misconceptions. They adapt teaching in response to what pupils know and can do, while maintaining ambitious learning goals. Outdoor learning, educational visits, visitors and real-life contexts are used where they add meaningful value to curriculum learning.

8. Knowledge, vocabulary, oracy and reading

Knowledge and vocabulary are planned deliberately within subjects. Five key words are identified for each topic, supported by knowledge organisers and classroom teaching. Staff explicitly teach the meaning and use of vocabulary, revisit it during learning and encourage pupils to use it accurately in speech and writing. Discussion and oracy help pupils organise their thinking, listen to others and express ideas clearly.

Reading is central to access to the whole curriculum. The school teaches reading through a structured approach, including phonics and early reading, fluency, comprehension and opportunities to read widely for information and pleasure. Reading is developed across subjects as pupils encounter and interpret a range of texts. The school's current phonics programme is Animaphonics; detailed approaches to reading are set out in the relevant curriculum plans and reading/phonics documentation.

9. Inclusion, equality and ambition for all

All pupils are entitled to access a broad, ambitious curriculum. Teachers identify and reduce barriers to learning, including for pupils with special educational needs and disabilities, disadvantaged pupils, pupils who need additional support and pupils who require further challenge. Adaptations may include scaffolding, explicit teaching, additional practice, suitable resources, pre-teaching, targeted support or greater depth and independence. Adaptation should enable access to the intended learning without unnecessarily lowering ambition.

The curriculum promotes respect and belonging. Resources, texts and examples should represent a range of backgrounds, cultures, identities and experiences in an age-appropriate way. The school works to ensure that pupils can participate meaningfully and that equality, dignity and respect are reflected in curriculum content and everyday practice.

10. Personal development, wellbeing and life skills

Personal development is woven through the curriculum and wider school life. Pupils learn about relationships, health, safety, emotional wellbeing, resilience, online safety, responsibility and making informed choices. The curriculum provides opportunities to talk, ask questions and seek help from trusted adults. Wellbeing support and targeted approaches complement universal teaching and provision.

Practical life skills and opportunities to take responsibility help pupils grow in independence and confidence. These may include learning connected with money, personal care, healthy choices, safety and contributing to the school and local community. The precise provision is reflected in curriculum plans and the school's relevant policies.

11. Sustainability, outdoor learning and community

Longton makes use of its school grounds, local environment and community to enrich learning. Outdoor learning and first-hand experiences can develop curiosity, practical skills, wellbeing and understanding of the natural world. Sustainability is developed through learning about the environment, conservation, the use of resources and how individual and collective choices affect the world.

Pupils are encouraged to understand their place in the village, the wider community and modern Britain. Educational visits, visitors, community links and shared projects provide opportunities to apply learning, learn from others and develop a sense of responsibility and belonging.

12. Early Years Foundation Stage

The curriculum in Nursery and Reception follows the Early Years Foundation Stage statutory framework. Provision supports learning and development across the areas of learning through a balance of purposeful play, adult interaction, explicit teaching and practical experiences. Staff build on children's starting points and develop communication and language, early reading, early mathematics, physical development, personal, social and emotional development, and the foundations for learning across the wider curriculum. Transition into Year 1 is planned to build on the knowledge, skills and dispositions developed in the EYFS.

13. Assessment and responsive teaching

Assessment is used to understand what pupils have learned, identify misconceptions and gaps, and inform subsequent teaching. Teachers draw on day-to-day questioning, observation, discussion, review of pupils' work, retrieval activities and appropriate assessment tasks. Formal assessment information is considered alongside classroom evidence and professional knowledge of pupils.

Teachers use assessment to decide what needs to be revisited, where further explanation or practice is needed, and how pupils can be supported or challenged. Moderation and professional discussion help staff develop a shared understanding of curriculum expectations. Assessment should be purposeful and proportionate, supporting learning rather than creating unnecessary workload.

14. Leadership, monitoring and evaluation

The headteacher and senior leaders maintain oversight of the whole curriculum. Subject leaders are responsible for the design, implementation and impact of their subject, supported by curriculum plans and appropriate professional development. Leaders review whether the intended curriculum is being taught, how well pupils are learning it and whether barriers or gaps need to be addressed.

Monitoring may include discussion with pupils and staff, review of planning and curriculum maps, work and book scrutiny, lesson visits, assessment information, review of resources and evaluation of subject action plans. No single activity is used in isolation; leaders consider a range of evidence to understand curriculum quality and pupils' experiences. Findings inform improvement planning, staff development and reports to governors.

Governors provide strategic oversight and ask how the curriculum meets statutory requirements, reflects the school's vision, supports inclusion and enables pupils to learn and progress. Monitoring arrangements should be proportionate and focused on improving provision and outcomes.

15. Parents and partnership

Parents and carers are partners in children's learning. The school shares information about curriculum content and learning through its website, communications, meetings and opportunities to see pupils' work and experiences. Families are encouraged to support learning at home, including reading and activities linked to current learning, in line with the school's homework and reading arrangements.

16. Statutory framework and related documents

This policy should be read alongside the school's curriculum maps and subject plans, teaching and learning arrangements, assessment policy, SEND information and policy, equality information and objectives, EYFS information, reading and phonics documentation, PSHE/RSHE policy, homework arrangements, and relevant safeguarding and health and safety policies.

The curriculum is informed by the National Curriculum in England, the statutory Early Years Foundation Stage framework, applicable equality and SEND duties, and current statutory guidance. Leaders review the policy when curriculum provision or statutory requirements change, and otherwise according to the review date recorded above.