



New Longton All Saints' C of E Primary School Curriculum Policy



Guided by God's light, we aim to Experience, Enjoy and Excel

At New Longton All Saints', we will be **guided by God's light**, ensuring our Christian values inform our approach to all areas of school life. Our children will **experience** a richly rewarding school life, at the heart of the local community, through a varied curriculum and a range of enriching extracurricular activities. Our children will **enjoy** time at school, becoming socially intelligent, emotionally mature, and mentally resilient. Our children will **excel** in pursuing their passions and deepening their skills, through the provision of excellent and well-resourced and supported teaching.

Introduction

At New Longton All Saints' Primary, we believe that our curriculum should be broad, balanced, engaging and relevant and meet the needs of all children. The curriculum is comprised of The National Curriculum and the wider curriculum. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning. The curriculum also includes the 'hidden' curriculum, which is what the children learn from how they are treated and the expectations placed on them. This policy will act as an "umbrella" policy, alongside the school's Teaching and Learning policy and SEND policy, for all other school curriculum policies and guidelines, in that, along with the aims of the school, it will provide the philosophical framework for them.

We have four key drivers which underpin our curriculum offer. Activities and lessons are linked to these to ensure that children understand the ethos and vision in school and how it supports them in becoming well-rounded and high achieving individuals.

These Four Drivers are:

Global Citizens

At NLAS, we believe that our children should develop into global citizens, recognising and accepting the brilliant variety and uniqueness in God's world. As Global Citizens, children will respect and value diversity; are open and curious; take action towards ensuring equality; want to tackle social justice; and will recognise the importance of sustainability and their role in looking after our planet. We will nurture the children's awareness that actions have consequences, and to make choices based on this awareness, understanding that they have ownership of their actions.

Healthy Body, Healthy Mind

At NLAS, we recognise that healthy lifestyles are integral to the future success of our children and that the habits they form will shape their choices throughout their lives. In our ever changing, post Covid world, children face increasing pressures and factors that impact on their mental, physical, spiritual, emotional, and environmental health. We will give our children opportunities to develop their self-help skills, to self-manage, to problem solve and to engage in activities with increasing independence. We want children to make positive choices, taking opportunities to talk to experts, develop the ability to support themselves and others and have strategies which will allow them to flourish.

Adventure & Exploration

Through our curriculum offer, children will develop the life skills necessary to work with growing independence and perseverance to become resourceful problem-solvers who are able to nurture aspirations for the future. At NLAS, we aim to promote our pupils' independence and develop a commitment to learning and self-improvement, both inside and outside of the school environment through a range of wider experiences, trips

and visits from experts. Our children will make use of the forest school areas and outdoor learning opportunities to pique their interests and inspire them to leave their comfort zones.

Aspirations

At NLAS, we believe that aspiration is the hope, desire or ambition to strive and achieve something, being the best they can possibly be. Our All Saints' Way supports children in developing a positive mindset towards learning, allowing them to see mistakes as a step towards future successes and to be proud of their efforts. As a school, we encourage children to strive for excellence, recognising that hard work and effort underpins future success in all areas. Our children will have opportunities to organise themselves, show personal responsibility, initiative, creativity and enterprise. We will make use of our community links, providing opportunities for our children to see the range of careers and choices available to them as adults.

Curriculum Organisation

At New Longton All Saints', our curriculum has been carefully and creatively designed in consultation with the pupils, the parents, the staff and the governors to ensure that what we deliver is relevant to the needs of our children and our community, capitalising on their interests whilst providing avenues for new knowledge, skills and understanding. We aim to excite, challenge and inspire our children, engaging their imagination and their intellect, fostering an enduring love for learning in a wholly inclusive and nurturing Christian Ethos.

The curriculum is used to increase children's knowledge i.e. key concepts in mathematics, skills i.e. the ability to use the acquired knowledge, understanding as they grow and develop and become more aware of the world around them and fostering positive attitudes to the work they do at school.

As a school, we offer a range of thoughtful, meaningful and stimulating learning experiences which supports the spiritual, moral, social and cultural and academic development of our children and enriches them, giving them the confidence and skills for a fulfilled and happy life, instilling in them an ethos of hard work and a drive to be the best they can be. Our Christian Values are at the heart of everything we do and we encourage our children to embody these values in all elements of school life.

We believe that all children should be valued and successful, experiencing the feelings of accomplishment in a wide range of activities and circumstances. As a result, our curriculum provides an excellent mix of academic and personal development. It affords high importance to core and foundation subjects, but also ensures the well-being of our pupils is valued, supported and planned for, within our curriculum design.

As a proud Church of England school, RE and worship is very important to us. We followed the Blackburn Agreed Syllabus and work closely with the diocese to ensure that our RE provision reflects current thinking both locally and nationally.

At our school we seek to create opportunities for children to experience and excel in a range of activities that enhance and extend the National Curriculum. Children have opportunities both inside and outside the classroom e.g. Art Weeks with parental galleries, Forest School Days, Residential trips, gifted and talented workshops, a variety of sporting events, visiting speakers and much more. We also have excellent after school clubs which vary from yoga to cookery club.

Our aim is to always ensure that our children are given the opportunity to achieve the expectations set out in the national curriculum and also ensure that tangible, real-life learning supports the acquisition of skills and knowledge, which is built upon across their time in our school.

Equal Opportunities

All children, regardless of gender, race or disability are given full access to our curriculum. We have a positive policy of equal opportunities.

Broad Guidelines

The Reception Year follows the [Early Years Foundation Stage \(EYFS\) statutory framework](#) which includes seven areas of learning:

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

Where children move into Year 1 without having achieved the Early Learning Goals, they continue to be taught in line with the Foundation Stage Curriculum. Transition to the Year 1 curriculum does not happen at a point in time but rather when children have reached that stage in their development.

From Year 1 to Year 6 the curriculum consists of:

- ♥ The National Curriculum; the programmes of study for each subject are used as the basis for the long term and medium term plans.
- ♥ Blackburn Diocese's agreed syllabus for RE. Parents may exercise their right of withdrawal from religious worship and instruction.
- ♥ Relationship & Sex Education (RSE) using approved schemes which have been tailored to our children by staff and are reviewed annually by governors. Parents may exercise their right of withdrawal from SRE lessons.
- ♥ our PSHE curriculum, developed in response to *Every Child Matters and incorporating SRE, DATE (Drugs, Alcohol and tobacco Education), SEAL (Social and Emotional Aspects Learning) and supplemented with further work on Healthy Lifestyles and Global Citizenship.*

From Reception through to Year 6 opportunities will be taken to extend the curriculum beyond the statutory requirements through:

- ♥ visitors, including artists, craftspeople, actors, musicians;
- ♥ the use of the school grounds, the locality and the wider environment;
- ♥ educational visits;
- ♥ support of parents.

Many of these activities will embrace the cultural diversity of the society in which we live and enhance the aesthetic environment of the school.

Delivery

The school week provides 22 hours and 30 minutes teaching time for Infants and 23 hours and 45 minutes for Juniors. The curriculum is planned in such a way that it can be delivered over 35 weeks. This leaves 3 weeks integrated within the school year, for curriculum enrichment and collaborative events. eg. residential visits, productions, cultural days, music festivals, maths network challenges, visitors, sporting competitions, Bikeability, curriculum days, teddy bears picnic, geography field trips.

All subjects of the curriculum are taught in classes with differentiation as necessary. Each class has a different theme each term and cross-curricular links are made between subjects based on this theme where appropriate. An extensive range of high quality resources is used to underpin the curriculum. Homework is set half-terminally to link the curriculum with learning at home.

To ensure progression and allow for cross curricular links, the school has developed its own planning which links our schemes of work. The planning promotes enrichment, our use of accelerated learning techniques, assessment for learning, drama and global citizenship. We also aim to cater for children's individual needs

through personalised learning. Part of the curriculum is taught as continuing work whilst other aspects are taught as blocked units of work.

Assessment

The school has policies for Assessment, Monitoring and Marking.

Reporting on Attainment

All work carried out by the children is monitored and evaluated. A written school report is made available to parents annually in the summer term. Parents are invited to Parent/Teacher Consultation meetings in the Autumn and Spring terms. The Governing Board receives regular reports on the children's attainment compared to the national picture and similar schools and the children's prior attainment.

Target Setting

The Headteacher and school adviser prepare targets which are taken to the school Governors for approval in the Autumn term for those children reaching the end of key stage 2 in the following academic year. These targets are set in close consultation with the teaching staff using the evidence from ongoing standards analysis. Using the May assessment level as a base, challenging end of year targets in Mathematics, Writing and Reading Comprehension are set for each child with the expected progress being one full step each year.

Roles and Responsibilities

The Headteacher takes overall responsibility for the curriculum, supported by the Senior Leadership Team (SLT). Subject Leaders monitor their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies. Consultation relating to the curriculum is facilitated through the annual stakeholder consultation process, from parents through newsletters and questionnaires, from children through questionnaires, class discussion and the pupil forum, and from staff and governors at their regular meetings.

Inclusion - provision for all children

Teachers plan to meet the needs of all children by ensuring learning is focused on individual children's needs and abilities. Outcomes from assessment for learning enable teachers to set targets which reflect individual children's skills, abilities and potential.

The school has developed a model of intervention for children experiencing difficulties with their learning which is set out in more detail in the SEN Policy

Relationship and Sex Education

The Governing Body has an agreed policy for Relationship Education. Relationship Education forms part of the science and health education programmes of study and is taught using an approved RSE scheme which has been agreed after consultation with parents, staff and governors. The parents of children in Year 6 are given an opportunity to preview the video used as the basis for the Year 6 Sex Education programme of study which goes beyond the statutory science curriculum. Those parents wishing to withdraw their children from these lessons are given the opportunity to do so.

Spiritual, Moral, Social and Cultural Opportunities

The staff and governors ensure that all children are provided with SMSC opportunities both within the planned curriculum and through current affairs, independent study, assemblies, extra events and experiences. Our curriculum is structured to enable the development of social skills and independence.

Self Esteem and Self Worth

Celebration assemblies are held each week recognising the achievements of our children.

Talents of individual children are celebrated within class and at school assemblies and in school productions. The awarding of merits also encourages children to do their best both in their school work and in their behaviour towards others.

Children's work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute to the ethos.

Extra-curricular activities

A wide range of activities is offered at the start of each term. Parents of children wanting to attend such activities are asked to sign a consent form. Most teaching staff participate in the provision of extra-curricular activities at some stage during the year. We also have many enrichment activities organised by external providers.

Review of Policy

The effectiveness of this policy is reviewed regularly by the staff and annually by the Governing Body.

Signed on behalf of the Governing Body: _____

Date: _____