

LUMLEY INFANT AND NURSERY SCHOOL



Curriculum Policy

Head Teacher: Mrs. Tracey A. Wilson
Chair of Governors: Mr. M. Wood

1. School Aims

Our vision is simple and is reflected in our school motto, 'fun to teach, fun to learn.' Through creative, innovative and engaging activities led by outstanding practitioners, our children are inspired, enthused and motivated to learn.

We aim to:

- Provide a happy, caring and stimulating environment for learning
- Enable pupils to fulfil their potential academically and socially
- Promote positive partnerships between staff, children, parents and governors
- Create a climate of mutual respect and unity
- Ensure equality for all

Everyone in our school community deserves ...

- to be happy and enjoy learning
- to feel safe
- to be treated fairly and with respect
- to be encouraged and supported to achieve their very best
- to access a highly engaging curriculum

2. Curriculum Aims

The curriculum aims at Lumley Infant and Nursery School are:

- To foster a love of learning and develop the skills to be a successful learner.
- To provide an exciting curriculum that enables pupils to develop their knowledge and understanding and apply their skills across the breadth of the Early Years Foundation Stage and National Curriculum.
- To provide creative, innovative and engaging activities across the breadth of the curriculum underpinned by the application of basic skills.

These are encapsulated in our school motto,

“fun to teach, fun to learn.”

Core Values

The Core Values of Lumley Infant and Nursery School have been designed by pupils, parents and governors and reflect the school's ethos and are at the heart of all we do. They are encapsulated in the word

DREAMS.

D: *is for having determination and dedication*

R: *is for being responsible and resilient*

E: *is for being enthusiastic about learning and having empathy for others*

A: *is for having an aspiration and a positive, caring attitude*

M: *is for being motivated and having good manners*

S: *is for being special and successful.*

Approaches to Teaching and Learning

- Discrete teaching of knowledge (concepts, information and principles) and the application of this information through developing skills in Reading, Writing and Mathematics.
- Application of basic skills through all subject areas.
- To learn through practical play-based experiences underpinned by using pupils' developing knowledge and applying their skills in meaningful and purposeful contexts.
- To build upon prior learning to enable pupils to connect new knowledge with existing knowledge to developing the skills to apply the information in context.
- To develop enquiry and research skills enabling pupils to be confident and independent learners.
- To access high quality provision both indoors and outdoors.
- To develop a growth mindset in pupils through having high expectations, challenging pupil thinking (prove it, show me) and providing high quality feedback.
- To develop global citizenship through learning collaboratively with our international partner schools.

3. Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

4. Roles and responsibilities

4.1 The Governing Body

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

4.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and 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
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with S

4.3 Curriculum Leader

The Curriculum Leader will monitor the curriculum to ensure:

- the full curriculum is being taught
- ensure breath and balance
- ensure the curriculum is implemented across all subjects
- ensure planning and delivery enables pupils to develop their knowledge and skills across the curriculum and as a result achieve highly.

- Plan and co-ordinate CAPTURE time for Subject Leaders.
- Identify training needs.

4.4 Subject Leaders

Subject Leaders will:

- Ensure their subject is being taught
- Ensure the coverage of key knowledge and skills of the EYFS Curriculum and Key Stage One National Curriculum
- Lead pedagogical content, knowledge, practise and theory through staff training and development.
- Manage resources for their subject (audit and requisition orders)
- Lead life projects and themed curriculum days
- To develop and improve their subject through a continuous cycle of evaluation and action planning
- To monitor standards in their subject through CAPTURE procedures:

Curriculum Action Planning – Teach, Understand, Respond, Evolve

- Planning Scrutiny
- Pupil Voice
- Pupils’ work
- Work scrutiny
- Learning in Action
- O-track assessments

5. Organisation and planning

5.1 Early Years Foundation Stage

The curriculum is organised in a two-year rolling programme of half termly topics in the Early Years Foundation Stage.

Cycle A (2018-2019)		
Autumn 1 Once Upon a Time	Spring 1 Look What I’ve Found!	Summer 1 Are We There Yet?
Autumn 2 Magic and Sparkle	Spring 2 Where Will My Wellies Take Me?	Summer 2 Oh I Do Like To Be Beside The Seaside!

Cycle B (2019-2020)		
Autumn 1 If You Go Down To The Woods Today...	Spring 1 Lets Invent!	Summer 1 Extraordinary Adventures
Autumn 2 Winter Wonderland	Spring 2 How Does Your Garden Grow?	Summer 2 Land Ahoy!

5.2 Key Stage One

The curriculum is organised in a two-year rolling programme of termly topics in the Key Stage One.

Cycle A (2018 - 2019)		
Autumn World Kitchen	Spring Wonders Of The World	Summer Innovation

Cycle B (2019 – 2020)		
Autumn Jurassic Forest	Spring Dungeons and Dragons	Summer Expeditions and Adventures

5.3 Subject Knowledge and Key Skills – whole school progression

For each subject there is a long-term progression of skills document identifying the key knowledge and skills to be taught in each year group. This ensures the curriculum is progressive and build upon prior knowledge and skills. Subject leaders refer this document when monitoring standards in their subject area.

5.4 Long-Term Planning

For each Year group from Nursery to Year Two there is a long-term plan outlining the knowledge and skills to be taught in each subject across the academic year. Teachers use this document to ensure curriculum coverage and to plan subject coverage over a term and year. These documents also support *point in time* assessments using our online tracking system O-Track.

5.5 Medium Term Planning

Medium Term plans are termly planning which identify the key knowledge and skills to be taught in a term for a particular year group around a thematic topic. They also include the types of activities pupils will be involved in. The medium-term plans are sent home to parents termly entitled '*curriculum information for parents*' and can also be found on the school website.

5.6 Short Term Planning

Short term plans outline what will be taught in each subject across a week or two weeks block. The intended learning outcomes, teacher input and modelled learning and pupil activities are identified on the plan. Opportunities to develop pupils oracy skills and introduced subject specific vocabulary are identified.

5.7 Learning Environment

High quality learning environments are essential in ensuring that the curriculum is implemented successfully. All classrooms are resourced with good quality resources which encourage independence, exploration and collaboration.

The Nursery is a separate building to the main school and has a self-contained outdoor area.

Main school is two from entry. There are two classes in each year group. The classrooms are shared spaces and pupils and their teachers move between the two classrooms in their year group depending on the subject being taught. One classroom is dedicated to the teaching of STEM subjects and the other classroom is dedicated to Language, Literacy and Creative Development. Classroom displays are learning walls support pupils in their learning as well as celebrating pupils' achievements.

Emphasis is placed on ensuring the learning environments are organised, tidy and free from clutter. Pupils are taught to care for resources and they take great pride in their classrooms.

5.8 Outdoor Learning

Outdoor learning is an important aspect of the curriculum at Lumley Infant and Nursery School. Each year group has their own outdoor learning area equipped with high quality resources.

There is a designated Forest School within the school grounds. Nursery pupils attend a weekly forest school sessions and pupils in Reception attend forest school alternatives weeks. In Key Stage One, pupils access blocked Forest School sessions across a half term.

The school also has its own allotment, potting shed and workshop. Each year have their own raised beds where they grow a range of fruits and vegetables.

The curriculum promotes:

- Sex and Relationships Education
- Spiritual, moral, social and cultural development
- British Values

5.9 Linked Policies

- Assessment policy
- SEN policy and information report
- Equality information and objectives

6. Inclusion

Teachers set high expectations for all pupils. They 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 access the Early Years Foundation Stage Curriculum and 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.

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

7. Monitoring arrangements

Governors will monitor coverage of the Early Years Foundation Stage Curriculum and National Curriculum subjects and compliance with other statutory requirements through:

- Learning walks with Subject Leaders and Senior Leaders
- Link Governor meetings with Subject Leaders
- Gathering the views of pupils and staff
- Meetings with school council
- Participation in life projects and themed curriculum days

The Curriculum Leader will monitor the work of Subject Leaders to ensure they are fulfilling their role and driving forward improvements in their subjects.

Subject Leaders will monitor the way their subject is taught throughout school through CAPTURE procedures. They also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every annually by the Head Teacher and the Curriculum Committee of the Governing Body.

Reviewed November 2021	Review November 2022
-------------------------------	-----------------------------