

# Laburnum Primary School

## Curriculum, Teaching & Learning Policy



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### 1. The Laburnum School Vision

This policy is set within the context of our school vision: **CARE: Challenge, Achieve, Respect, Effort**

At Laburnum, we challenge all learners to work hard and achieve as individuals across a broad and engaging curriculum, where learning is at the heart of all we do. Our children are nurtured to show respect for themselves, others and the wider community by developing positive relationships built on our school values.

### 2. 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 bodies 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](#).

### 3. Intent:

Our curriculum is designed to be a ‘Knowledge Rich Curriculum’ with the National Curriculum at its core. It aims to:

- Provide a broad and balanced education for all pupils.
- Enable pupils to systematically acquire a depth of knowledge as set out in our long term planning documents. As a result, pupils will understand concepts/develop skills (procedural knowledge) and be able to choose and apply these in relevant situations.
- Improve pupils’ vocabulary and spoken language by systematically teaching and rehearsing new vocabulary (as set out in our long term planning documents) in a language rich environment.
- Instil a moral code through a Values Based Education approach where positive values (including British Values) are explicitly taught and reinforced to prepare pupils at the school for the opportunities, responsibilities and experiences of later life.
- Support pupils’ spiritual, moral, social and cultural development.
- Fulfil the requirements of the Agreed Syllabus for Religious Education.

- Promote a positive attitude towards life-long learning, where mistakes are valued as part of the learning process.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.

## 4. Implementation:

### 4.1 Organisation and Planning

- The curriculum at Laburnum is designed to be a knowledge rich curriculum and is based on the National Curriculum Programmes of Study and the Agreed Syllabus for Religious Education.
- Many pupils join Laburnum with spoken English skills below age-related expectations. We therefore emphasise the acquisition of language/vocabulary and the development of key skills in English as a priority. Classes from Year 1-6 begin the day with a discrete phonics/spelling/grammar session, followed by an English session which is focused on reading and writing development. English is set within the context of other curriculum areas where this is appropriate.
- Maths is taught through a daily Maths lesson. We use a range of materials to develop Maths Mastery and take our long and medium term planning from 'White-Rose' and supplement this with resources from Maths No Problem. To improve number fluency and recall, key facts are revisited regularly at other times during the day in order to commit these to long term memory.
- Science and the Foundation Subjects are usually taught in the afternoons. Knowledge is taught within cross curricular topics, where this is appropriate and where links are strong. Where it is more appropriate and learning will be more effective, subjects are taught discretely.
- Detailed long and medium term plans have been written collaboratively and approved by subject leaders. These plans identify the key knowledge and vocabulary that will be covered and learnt in each curriculum area. Teachers are encouraged to teach these creatively, but there is an expectation that the majority of pupils acquire this knowledge and can recall it in different situations over time.
- Key knowledge is shared with pupils and their parents through a knowledge organiser. This also informs homework expectations (see homework policy).
- Relationship and Sex Education is covered as part of our PSHCE curriculum and fulfils all statutory requirements of RSE. Our PSHCE curriculum is based on the SCARF scheme of work.
- Music is covered using a combination of an online scheme (Charanga) and specialist music tuition from 'Inspiring Music' the local Music Hub.
- Spiritual, moral, social and cultural development, values based education and British values are embedded within all curriculum areas and opportunities for these are tracked termly.
- Teachers make their own short term plans which express how the knowledge from long/medium term plans will be taught. There is no expectation that short term plans are written in a specific format as teachers' professional autonomy is respected at Laburnum. Monitoring will identify where knowledge acquisition is an issue and this will be addressed in line with school policies.
- Various resources are available to support the implementation of our curriculum. These include access to online subscriptions (Twinkl, Classroom Secrets, Charanga, SCARF, Timestable Rockstar), specific software, physical resources and manipulatives, the school Library and Computer Room/Tablets. Subject leaders keep a record of resources available to teach their subject.
- Laburnum places great emphasis on the effective use of visits and visitors to enhance our curriculum. Each teacher carefully plans the most appropriate points in the teaching sequence for these to take place and have the greatest impact on learning.

Our EYFS policy sets out how our Early Years curriculum is implemented.

## 4.2 Teaching and Learning

The implementation of the curriculum at Laburnum is underpinned by high quality Teaching and Learning. At Laburnum, this is when teaching staff:

- Form positive relationships with the children and adults in the school community and consistently apply the school Behaviour Principles and Relationship Policy.
- Are reflective of their practice.
- Effectively master and demonstrate the Teacher Standards
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding.
- Use questioning to extend skills, knowledge and understanding.
- Effectively assess and monitor children's progress (see Assessment Policy) in order that they can extend children's learning both within individual lessons and over time.
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that sequences of lessons consolidate, build upon and extend learning for all children.
- Ensure that effective direction and support, including specific and focused verbal and written feedback (see Assessment & Reporting Policy), are given in order that the children understand their next steps and make good progress.
- Effectively use resources (practical apparatus/materials etc. manipulatives, technology and additional adults) to support children's learning.
- Develop and maintain safe and secure learning environments, which
  - Inspire learning and celebrate the achievement of all pupils.
  - Are language and number rich.
  - Use regularly updated, easily accessible and highly relevant learning walls in core subject areas to provide pupils with prompts, models and resources.
  - Demonstrate the curriculum being taught, allow pupils to interact with displays, add to them and use them as a resource.
  - Promote and encourage independence through good organisation.

## 5. Inclusion

- Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:
  - Pupils identified as working at Greater Depth
  - 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 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 SEND policy and information report.

## **6. Roles and responsibilities**

### **6.1 The governing body**

The governing body will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation.

The governing body 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 and/or disabilities (SEND);
- 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;

### **6.2 Head Teacher**

The Head Teacher 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 objectives which reflect the school vision.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body.
- 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 body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing body 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 SEN.

The roles and responsibilities of the school, pupils and parents are clearly set out and directly related to our school vision (CARE: Challenge, Achieve, Respect, Effort) in our Home/School Agreement, which was written and agreed in consultation with staff, pupils and parents.

## **7. Impact: Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Informal Governor visits such as attendance at curriculum focus days
- Focused meetings and guided learning walks/pupil conferencing with curriculum subject leaders

Subject leaders monitor the way their subject is taught throughout the school by:

- Discussion and self-reflection with staff
- Learning Walks
- Book Scrutiny
- Pupil conferencing
- Review of long and medium term planning

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed at least every 3 years by the Head Teacher and the Standards and Curriculum Committee of the Governing Body. Following every review, the policy will be shared with the Full Governing Body.

## **8. Links with other school documents:**

- Assessment & Reporting Policy
- Behaviour Principles and Relationship Policy
- Equality Information and Objectives
- Early Years Foundation Stage Policy
- Home/School Agreement
- Pupil Premium Policy
- Relationship and Sex Education Policy
- SEND Policy and Information Report