

## Lincoln Bishop King CE Primary School

*'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

### **Curriculum Policy**

### **Curriculum Vision**

*"Our curriculum vision is to provide a curriculum that is balanced and broad, develops the whole child and is rich with hands-on experiences, transferable skills and deep-rooted knowledge.*

*Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. We aim to provide challenge to all of our children so that they make good progress, achieve well, and are ready for their next stage of learning."*

**Date reviewed: March 2020**

**Policy accepted by Governors:**

**Next review:**

This school policy reflects the consensus of opinion of the teaching staff and has the full agreement of the Governing Body. The policy was agreed at a meeting of the Governing Body.

## Intent, Implementation and Impact Statement for Foreign Languages

### Intent

Our curriculum is driven by our vision: *"Dream big. Love God. Live Well!"*.

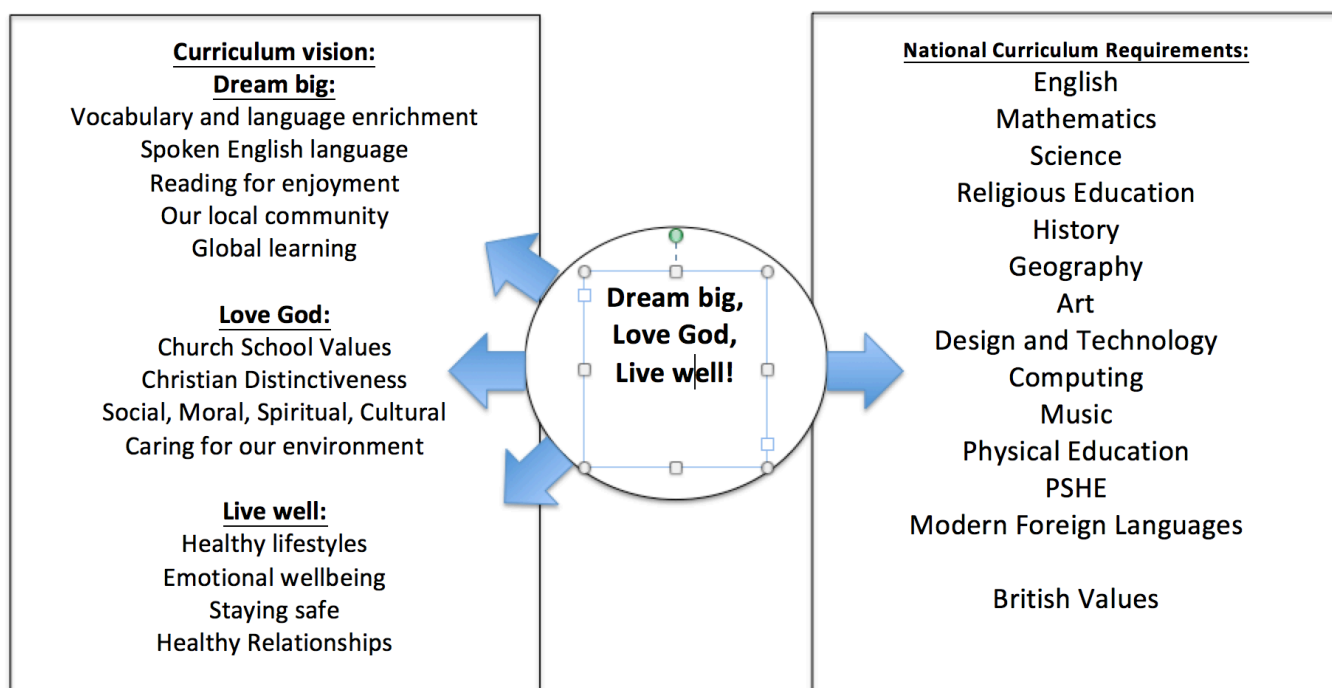
It is coherently planned and sequenced, and is aligned to the national curriculum. New learning outcomes, at the end of each unit, are clearly defined across the curriculum to build on previously learnt knowledge and skills; these are the building blocks for later life.

It is personalised, and reflects the context of our school, by providing learning experiences and opportunities to develop all children's 'cultural capital' so that they become educated and active citizens.

SMSC, supported by our Christian values, is embedded through the curriculum, teaching all pupils:

- how to be responsible for their actions;
- how to be respectful of others; and
- how to contribute to our diverse community.

We are ambitious for all our children. We want them to be confident and independent learners. By the end of each key stage, we aim for them to be at least in line with national expectations. At the end of Key Stage Two, we aim for them to be secondary ready.



### Implementation

For our children to achieve the above, we implement our curriculum as follows:

- Empower leaders to monitor and support the delivery of their subject across the school
- Ensure teachers have the knowledge and skills to deliver the curriculum
- Adopt published schemes to deliver: phonics, mathematics, RE, IT, DT and French; other subjects are planned, in line with the national curriculum, with expected skills and knowledge specified for each end of unit
- Provide clear feedback to pupils to address misconceptions so they are ready for the next session
- Provide regular differentiated challenge to engage pupils in deeper thinking.
- Teach pupils strategies to embed knowledge in their long term memory, e.g. spaced learning, stem sentences
- Use knowledge organisers to help make links to prior learning, and to show the 'bigger picture'
- Display prior learning around school so that pupils can refer back, and make links, to learnt knowledge
- Use pre- and post-learning activities to assess pupils in non-core subjects, e.g. quizzing, recalling knowledge
- Use DfE Teacher Assessment Frameworks to assess reading, writing and mathematics
- Enrich our learning environment with the current term's vocabulary which all pupils are expected to learn
- Maximise the use of local resources for pupils to appreciate the richness of their community
- Timetable daily phonics for early readers; regular assessments of phonics to address gaps quickly

- Provide pupils with fiction and non-fiction decodable books that match their reading ability
- Daily class reading, to excite and engage children, and to expose them to new and varied vocabulary
- Provide pastoral support for vulnerable pupils to prepare them for the school day
- Immerse EAL/ New to English pupils within the classroom environment, and teach 'survival' words so that they can access the curriculum.

### **Impact**

- Pupils are developing skills and knowledge across the curriculum. They are knowing more and remembering more. We know this because monitoring shows:
  - rapid improvement in phonics outcomes this year
  - improved outcomes (AQA KS2 tests) for reading and mathematics - Dec 2019
  - pupils are able to recall knowledge, particularly the vocabulary they have learnt
  - pupils' work is of good quality, as validated by external moderation
  - there is clear coverage of our planned curriculum.
- SEND pupils achieve the best possible outcomes – see SEND review  
This does not reflect the 2019 national tests but we have used these outcomes to determine priorities

### **English**

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. Literacy is taught in a cross curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions.

Our pupils are encouraged to read for pleasure and read widely. The children have opportunity to read individually and in groups through daily guided reading lessons. Systematic Phonics is taught through the Read, Write Inc scheme: <https://www.ruthmiskin.com/en/find-out-more/parents/>.

New to English pupils, who arrive in Key Stage Two with little or no English, are taught phonics at an age appropriate level, i.e. within a Key Stage Two group.

We develop writing skills so that our Reception pupils have the stamina and ability to write simple statements and sentences. To support children in moving into independent writing, we provide a range of activities including the use of: film and imagery, modelled, shared and guided writing, peer editing and discussion. We use the spoken language to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and to encourage the pupils to see themselves as authors. Spelling and grammar are taught within English lessons.

Time is allocated for regular discrete Handwriting sessions using the cursive handwriting style.

<https://www.bishopking.org.uk/English.asp>

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

### **Mathematics**

Our teachers will ensure that mathematical skills are taught every day. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to real life problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. We follow the White Rose maths scheme, building on skills and understanding in a step-by-step way.

<https://www.bishopking.org.uk/Maths.asp>

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

## **Science**

Science will be taught weekly as a separate discrete lesson. Key scientific vocabulary will be introduced at the start of each unit of work as a pre-assessment tool. This will then inform next steps in planning and progress will be monitored. Pupils will be able to carry out simple tests and experiments using equipment and to gather and record data.

<https://www.bishopking.org.uk/Science.asp>

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

## **Religious Education (RE)**

We follow the Lincolnshire Agreed Syllabus for Religious Education and the Understanding Christianity scheme. Religious Education (RE) is taught to all children and our teaching promotes the spiritual, moral, social and cultural development of our pupils. Our teaching enables pupils to acquire knowledge and understanding of both Christian and other religious beliefs, attitudes, practices and rituals. They will also be aware that some people have no attachment to religious belief. Key vocabulary will be introduced at the start of each unit of work as a pre-assessment tool. This will then inform next steps in planning and progress will be monitored.

<https://www.bishopking.org.uk/RE.asp>

<https://lincolndiocesaneducation.com/religious-education/lincolnshire-locally-agreed-syllabus-for-re-2018/>

## **History**

We teach History and Geography on alternate terms. In Key Stage 1, we focus on significant events from the past and famous people. In Key Stage 2, History is taught in a chronological order from the Stone Age to the modern times. Key historical vocabulary will be introduced at the start of each unit of work as a pre-assessment tool. This will then inform next steps in planning and progress will be monitored. Wherever possible, we use our locality to help support our teaching.

<https://www.bishopking.org.uk/GeographyAndHistory.asp>

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

## **Geography**

We teach Geography and History on alternate terms. Geography is taught across the school using key geographical themes. For instance, in the Autumn term all year groups focus on Locational Knowledge and using Geographical Skills and fieldwork. Key geographical vocabulary will be introduced at the start of each unit of work as a pre-assessment tool. This will then inform next steps in planning and progress will be monitored. Wherever possible, we use our locality to help support our teaching.

<https://www.bishopking.org.uk/GeographyAndHistory.asp>

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

## **Art and Design**

Art and Design and Design Technology are taught on alternate terms. It is an important form of cultural expression and, therefore, has significance and meaning for all of our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. They will be introduced to a wide variety of artists and their styles.

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

## **Design Technology (DT)**

Design Technology and Art and Design are taught on alternate terms and we use the Projects on a page scheme. Our design and technology lessons encourage the designing and making of products using a range of skills. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

<https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study>

## **Computing**

The development of computing skills are taught in discrete sessions, using the Purple Mash scheme; however, we aim to integrate ICT across the whole curriculum. The children develop their skills, starting in Reception with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns.

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

## **Music**

Music is delivered through the Charanga scheme. In their music lessons, pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Collective worship will also provide an opportunity to practise singing, as well as the school choir. Pupils will also be taught compositional skills and will play a variety of instruments in ensemble groups. We teach the pupils to develop their listening skills and expose them to a wide range of music. We provide opportunities for pupils to learn how to play instruments through our links to the Salvation Army and the Lincolnshire Music Service.

<https://www.bishopking.org.uk/Music.asp>

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

## **Physical Education (PE)**

All pupils participate in focused PE lessons each week as well as participating in the Golden mile twice weekly. We invest in specialist sports' coaches to support our continued professional development and ensure that the pupils experience a wide range of sporting activities. Lessons

focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Indoor PE is held in the hall for all music and movement, dance, apparatus work and gymnastics. The large field area can be used for all team games and athletics. Swimming is introduced to the timetable from Key Stage 2. We provide a variety of extra curricular sporting activities and ensure wider participation in the community by involvement in interschool sports tournaments.

<https://www.bishopking.org.uk/PE.asp>

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

### **Modern Languages (ML)**

All pupils are exposed to a range of languages through our 'Language of the moment' initiative. Pupils are shown the country on a world map, the relevant flag and the appropriate greeting in that language. In Key Stage 2 we teach French to all children. The scheme that we use is La Jolie Ronde. We have discreet lessons on the timetable each week.

<https://www.bishopking.org.uk/MFL.asp>

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

### **Personal, Social, Health and Economic education (PSHE)**

PSHE, or personal, social, health and economic education, is a planned programme of learning, through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times.

Our objectives have been taken from the PSHE association, which were updated in accordance with the curriculum 2014. This overview has the aim of linking our PSHE objectives to our church school themes. Therefore, a selection of objectives will be covered each half term in PSHE. Some are covered more than once in the year as these were felt to be areas that needed revisiting throughout the year.

In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

SRE, or Sex and Relationship education, is planned into the PSHE curriculum.

<https://www.bishopking.org.uk/PSHE.asp>

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

## **Spiritual, Moral, Social and Cultural Development (SMSC)**

SMSC is embedded through our curriculum on a daily basis.

### **- Spiritual Development**

As a church school, we include Christian Spiritual practices including: prayer, worship, celebration of festivals and reading/reflection from the Bible within Collective Worship, R.E. and the wider curriculum.

### **- Moral Development**

The development of knowledge and understanding of right and wrong. Pupils learn to make choices in their behaviour through our church school values, developing knowledge of boundaries and the understanding of consequences. They learn by example and by practising through role-play, story and group activities.

### **- Social Development**

The development of knowledge and understanding and the acquisition of skills when relating to others. This begins with family and friends and extends to the wider community beyond. Pupils are taught to respect each other and to appreciate each other's similarities and differences. An awareness and understanding of, and respect for, the environments in which they live are also developed.

### **- Cultural Development**

Encountering the defining aspects of different cultures. Explorations of values, beliefs, customs, foods, artefacts and stories allow the pupils to make comparisons and develop knowledge of lifestyles and choices of others.

## **Enrichment**

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. An enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks.

## **Trips and Visits**

We plan a series of trips through the year, for each year group, and all trips are directly linked to our curriculum. Our location gives us access to a wealth of historic and educational institutions, which we endeavor to use to develop children's knowledge of their local area.

## **Themed days and weeks**

We have themed days that are incorporated into the curriculum throughout the year, e.g. Anti-bullying, World Hello Day, Aspirations day, STEM days.

## **Extra-curricular activities**

A range of age-appropriate clubs are offered, both at lunchtime and after school, for Key Stage 1 and 2 pupils, throughout the year.

We also have a range of school committees in which pupils are chosen by their peers to represent individual classes, e.g. School Council, Collective Worship Council and the Eco-Committee.

## **Monitoring of the curriculum**

The Headteacher has the responsibility for the leadership and monitoring of the curriculum. Subject action plans are in place for each curriculum area, with targets linked to school priorities.

Subject leaders monitor the content and delivery of their subject, keep up to date with curriculum developments and provide staff training.

Monitoring will include:

- data analysis
- lesson drop-ins
- learning walks
- regular scrutiny of pupil's books
- pupil interviews
- collating data from questionnaires

The Governors monitor the success of the curriculum through discussion with SMT and individual subject leaders.

See also:

- Assessment Policy
- Learning and Teaching Policy
- Marking and Feedback Policy
- Equal Opportunities Policy
- Foundation Stage Policy
- SEND Policy