

Lady Elizabeth Hastings' CE VA Primary School

Curriculum Policy

“Living and Learning in the Light of God”

The curriculum is all the planned activities that we organise in order to promote learning and personal growth. It includes not only the formal requirements of the Early Years Foundation Stage curriculum, the National Curriculum and the Leeds and York Diocesan RE Syllabus, but also additional experiences which the school provides and the distinctive nature of LEH as a church school.

Taught Curriculum	LEH Curriculum
<ul style="list-style-type: none">- National Curriculum 2014;- Leeds and York Diocesan Syllabus;- PSHE Scheme of Work;- White Rose Maths Hub;- Read Write Inc;- SEND and individual targets/next steps.	<ul style="list-style-type: none">- for our pupils, at our school;- Friendship, Reverence, Courage;- half-termly whole school themes;- growth mindset and attitudes to learning;- British Values.
Outside-the-classroom Curriculum	AOB Curriculum
<ul style="list-style-type: none">- Worship including clergy-led worship, class worship, celebrating work, Collective Worship Crew;- clubs and choir;- School Sports,- Visits and visitors including Carlton Lodge;- family service;- School Council;- productions and performances;- House competitions eg. Hit the Button;- Sports Days;- Homework;- Athletics.	<ul style="list-style-type: none">- Robins;- Friends of the School;- Parent/Carer Forum;- Governors;- Church-School group.

Intent:

At Lady Elizabeth Hastings', we aim for all our pupils to have access to a curriculum in 'all its fullness'. (John 10:10). The half termly themes and long terms plans are coordinated and designed to maximise children's academic achievement, support physical development and foster personal, social, emotional, moral, mental, spiritual and cultural development in both a supportive and challenging way.

Having undertaken a survey of all stakeholders views on the current curriculum at LEH and what an ideal curriculum would include in Autumn 2018, we are continuing to build on the strengths of our curriculum to ensure that it is: **well planned, relevant and inspiring**. This would ensure that our curriculum would also be **exciting, fun, balanced and purposeful, including real-life learning** opportunities for all learners.

Curriculum/School Aims:

Through the intent and implementation of our curriculum, we aim for pupils to:

- have healthy lifestyles: enjoy being physically active and participate in sports and games, develop good social and emotional awareness including an understanding of mental health and wellbeing;
- develop positive attitudes and approaches to learning, making mistakes and tackling challenges, including enquiring minds, resilience, perseverance, confidence, creativity and independent learning skills;
- develop a life-long love of learning;
- respond imaginatively and sensitively to the arts;
- develop Christian Values with a focus on core values of Friendship, Reverence, Courage and become responsible citizens as proactive members of their communities;
- grow in their understanding of religion and belief and celebrate diversity whilst having the opportunity to develop their own spiritual, moral, social and cultural awareness;
- develop knowledge, skills and understanding across subjects of the curriculum making links with the wider world so that pupils understand the bigger picture;
- develop a life-long love of reading;
- be fluent communicators both orally and in writing, efficient mathematicians and competent, skilful and responsible users of IT.

The WVLP Learner

Although each school in the WVLP is autonomous and has their own unique and bespoke curriculum, together we hold the following agreed curriculum core principles of: inclusion, engagement, balance and rigour. Our vision is that every learner within the WVLP will strive to be: independent, outward looking, compassionate, ambitious, engaged, resilient and respectful.

Implementation:

Subjects are taught discretely but cross curricular links are made through the use of broad, overarching, whole school themes each half term. This makes learning more purposeful and engaging as well as enabling children to appreciate 'the bigger picture'. Opportunities for visits, visitors, real-life learning experiences and enterprise are incorporated where possible. Where appropriate, pupils are given opportunities to help determine the direction of learning within the topic heading.

Teachers discuss planning in staff meetings; sharing ideas to make learning interesting and worthwhile. Long term curriculum plans are in place for all subjects. These are used to develop the plans for the year for each class. Medium term plans are drawn up under the umbrella of the half termly theme for learning. Weekly planning details learning objectives and activities for each lesson.

Long term plans are in place for all subjects and are designed to ensure coverage of the National Curriculum requirements, breadth and balance and progression. Teachers work to year group expectations for the end of the school year, in reading, writing and in maths. Where children achieve these objectives, pupils are given opportunity to master their knowledge, skills and understanding by applying these across the curriculum, deepening their learning and working with growing independence.

Early Years: Children entering school in their first year, do so with a wide range of abilities, interests and at different stages of development; usually with a thirst for action as well as a sense of inquisitiveness and wonder. Learning in all areas of the Early Years Curriculum is facilitated through planned, purposeful play with a balance of adult-led and child-initiated activities. We take account of pupils' differing needs and each child's past experience and current interests to find the starting point from which to create an environment and appropriate curriculum to enable individual progress.

Values: It is important for children to develop good values and sound moral judgement. As a church school, Christian values are taught, not just through RE lessons and worship, but through all aspects of the curriculum and through the modelling and promotion of positive and caring attitudes and relationships in day-to-day school life. Our school core values are friendship, reverence and courage. Similarly, every opportunity is taken to develop children's spirituality and sense of awe and wonder.

British values are promoted through the teaching of Christian values in our half termly worship themes, for example: responsibility, service, justice and reverence (which incorporates respect). Our RE curriculum; the democratic process of electing the School Council and the role of the pupil voice both within school and in the Wharfe Valley Learning Partnership; our positive and consistent approach to promoting high standards of behaviour; regular charitable work; our PSHE curriculum including anti-bullying work; the school's broad and rich curriculum; and the school's commitment to children's spiritual, moral, social and cultural development, ensure that British values are promoted in school. Aspects of teaching about democracy, the law and government are taught as appropriate within the curriculum.

Extra-Curricular Activities: the curriculum is extended through extra-curricular activities offered at school, for example, peripatetic music tuition, choir, after school sports, history club and French club.

Inclusion and Special Educational Needs and Disability: we aim to ensure that our school and our curriculum are accessible and adapted for all pupils. Every effort is made to meet the particular needs of each child and provide opportunities for them to achieve their best in all curriculum areas. Children who are experiencing difficulty with their learning receive appropriate support in class through differentiation, use of resources or deployment of additional adults. Some pupils participate in intervention groups to support their progress or have additional one-to-one sessions with an adult. Pupils with a disability are treated equally and the curriculum is designed and/or adapted to ensure that it is accessible for all. To this end, adult support, written plans, resources and – where appropriate – risk assessments are used.

Impact:

Subject Leaders have responsibility for developing areas of the curriculum by providing appropriate resources and training, and ensuring coverage and progression are planned effectively across the age ranges. The effectiveness of the curriculum is evaluated and monitored by Subject Leaders, the Senior Leadership Team, designated governors and the governors' Teaching and Learning Committee, through:

- work scrutiny;
- learning walks;
- shared planned sessions in staff meetings;
- Celebrating our Work worship and class led worship;
- displays;
- lesson observations;
- pupil feedback;
- website;
- assessment data;
- internal and external moderation;
- governor visits – which may include activities as above.

Date: Autumn 2018

Review Date: Autumn 2021

For more details of how the curriculum is planned, organised and delivered and the 'essentials' for different subjects, see the relevant appendices and/or individual subject policies.