

## LEYS FARM JUNIOR SCHOOL

### Curriculum Policy 2021

#### Curriculum Aims

- To have a rich, broad, ambitious and varied curriculum which promotes successful, independent children.
- To ensure the best quality of learning and pupil achievement.
- To offer a curriculum to all, including disadvantaged, those with SEN-D, Gifted and Talented, and all other groups.
- To establish across the school an agreed range of 'good practices' in respect of teaching and learning.
- To ensure consistency across the school and age/ability appropriate progression in classroom provision.
- To share good practice and enable the school to identify aspects of classroom practice and provision which will benefit from further development and support.
- To provide agreed focus and criteria for monitoring the teaching and classroom practice.
- This statement of agreed school practices will provide new staff and existing staff with a clear indication of the school's expectations.

#### Curriculum and our Ethos

Our children are at the centre of all we do. Leys Farm Junior School (LFJS)'s vision is to provide a safe, nurturing, stimulating, supportive and inspiring learning environment in which everyone in the community is valued and included. Everyone is expected to demonstrate high standards in all aspects of school life, including behaviour, gain a sense of independence and work to the best of their ability. They will be responsible citizens, confident in the knowledge that they have experienced a wide range of opportunities for personalised development and social integration, which ignite a desire and passion for continued learning in a diverse and continuously changing society. The curriculum at LFJS has been carefully planned, tailored and designed to meet the needs and interests of our children so that they are equipped with the knowledge and skills to succeed in the wider world.

LFJS follows the 2014 National Curriculum with opportunities which are extended beyond that. The principles for the curriculum design include:

#### Challenge and Enjoyment

Children should find their learning challenging, engaging and motivating. The curriculum encourages high aspirations and ambitions for all. At every stage, children experience an appropriate level of challenge, to enable each individual to achieve his or her potential. Children can be active in their learning and have opportunities to develop and demonstrate their creativity. There is support to enable children to sustain their efforts. Our curriculum is planned to be enjoyable and children can work above the national curriculum requirements.

#### Breadth

Children should have the opportunities for a broad range of experiences. Their learning is planned and organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life. We cover the whole of the key stage 2 national curriculum and more.

## **Progression**

Children experience continuous progression in their learning from 7 to 11. Each year builds upon earlier knowledge and achievements, through our work with our feeder infant school. Children are able to progress at a rate which meets their individual needs and we plan to allow this to happen. Our subjects are split up into components which show progress from Year 3 through to Year 6. These are checked off through our formative assessment system to make sure we know where children are at. We also introducing six metacognition mornings. These will allow us to assess children's understanding of the topics just taught. Teachers can see what knowledge they have retained in the shorter term. With the children, teachers produce a double page spread. This helps children to re-cap on their learning within the topic. Prior knowledge checks such as pre and post vocabulary sheets before new units of work help teachers to know what knowledge children have retained.

## **Depth**

There are opportunities for children to develop their full capacity for different types of thinking and learning, exploring and achieving more advanced levels of understanding. In lessons children can work at working towards, working towards plus, expected standard, greater depth standard. The pedagogy is based around the principles of the mastery approach.

## **Coherence**

Children's learning activities combine to form a coherent experience. There are clear links between different aspects of learning. Such links are discussed with children in order to bring different strands of learning together. Our long, medium term and short-term planning model incorporates this. The delivery of lessons is consistent, with a well sequenced stepped approach.

## **Relevance**

Children understand the purpose of their learning and related activities. They see the value of what they are learning and its relevance to their lives, present and future. Our school environment uses and incorporates outdoor learning and we adjust our curriculum to support pupil context. Children are given the skills and knowledge which will support them in accessing their next stage of education and the world of work as an adult.

## **Teaching and Learning Map**

The teaching and learning processes lie at the very heart of the school's business and the vision of what it is we want to achieve. All other policies and practices impact upon children in the context of the classroom. The nature and quality of classroom practice is the single most important factor-determining children's achievement, which lies within our control.

## **Key Stage Two Curriculum Design and Coverage**

LFJS follows the 2014 National Curriculum, which aims to ensure that children leave at the end of Year 6 'secondary ready'. Throughout Key Stages Two the core subjects are English, Mathematics and Science. The Foundation Subjects are: art and design, citizenship, computing, design and technology, geography, history, languages (KS2), music and physical education. We also teach Personal, Social and Health education (PSHE) through Jigsaw and Religious Education following the Lincolnshire agreed syllabus.

English and Maths are taught explicitly and we aim to then use the core subject skill and embed it within the wider curriculum subjects. The teaching timetable is flexible to ensure children make

progress in English and Maths. We deliver the coverage of the National Curriculum through topics each term and aim to make the children's learning immersive and cross-curricular; we embed core English and Maths skills in Foundation Subjects and aim to promote a love of reading across all subjects and topics.

Subject leaders have structured and organised the curriculum delivery year by year to ensure that the content of the curriculum is sequenced in a manner which enables children to make progress. In addition, each subject has its own progression maps, which highlight the desired outcomes for each year group whilst also demonstrating the prior knowledge children have acquired and their next steps as they progress through school.

Children will be provided with the knowledge they need for subsequent learning so that their knowledge is meaningful and transferable. This includes knowledge of subject vocabulary, events, people and places, concepts and procedures. Through careful curriculum planning, it is hoped that our children will learn more and remember more.

Pre-teaching and same/next day intervention are used in English and Maths to address any emerging gaps in learning before they impact on long term learning. For detailed information on year by year topic and curriculum coverage, please refer to the school's long-term planning documents, which are available on the website.

### **Curriculum Drivers**

To deliver and enhance the curriculum, we create a bespoke design around four key areas of focus which we feel our children need the most, based on their context and locality. These are used to drive our teaching and learning in all subjects:

1. Knowledge of the world (and the community around us).
2. Creativity.
3. Independence and resilience.
4. Mental Health and emotional awareness.

### *Knowledge of the World:*

Many of our children are not exposed to life beyond their immediate environment. In order to appreciate others within the diverse and complex society in which we live in, we need to make additional efforts through our curriculum design and focus of teaching. This is to ensure that our curriculum appropriately meets the needs of our children, making sure that they are exposed to the various diverse and cultural compositions that constitutes modern day Britain and the wider world. They learn about our locality, Britain and the wider world through their topic curriculum, with teachers considering the current knowledge and experiences that the children have when planning, making lessons relevant to them. We use visits to enrich our curriculum and enable children to travel and appreciate a broad range of experiences. The use of technology enables teachers to open the doors to the world for our children, providing them with skills, interactive and virtual experiences.

### *Creativity:*

Creativity has always been an important aspect of the school strengths and traditions. Children will be encouraged to use their imagination, original ideas or generate ideas to create, build or use their inventiveness to solve problems and communicate with other. Making connections, asking questions, making observations, networking and experimenting are a range of opportunities children will be given across the curriculum. Creativity is a valuable workplace and transferrable skill. While some children may have natural creativity skills in certain forms, creativity is a skill that can be learned and developed over time. Children will be encouraged to solve complex problems or find interesting ways to approach tasks particularly in metacognition end of topic tasks.

### *Independence and Resilience:*

Pupil independence is central to the school ethos. If we want them to take ownership of their learning, we need to teach them to be independent and resilient learners. We appreciate that all children are individuals and may excel in a range of different subject areas from one another. Therefore, promoting independence and resilience is important. In our aim to develop independence, we have adopted the '5Bs'; Brain, Bits and Bobs, Buddy, Boss, Behaviour (positive attitude/learning behaviours), thus motivating children and ensuring persistence in the face of difficulties. The development of resilience is at the heart of all teaching and learning. Children are encouraged to 'challenge, build and accept' ideas and answers from their peers in a respectful way, teaching the children how to communicate and receive critique in a positive, respectful manner, managing the emotions that accompany such a process. We aim to build within children a set of positive personal traits, which will ensure success in the future: reflectiveness, resourcefulness and resilience. We encourage our children to engage with high quality providers to build their confidence and resilience whilst encouraging them to engage with society through the arts and rewarding them for their efforts.

### *Mental Health and Emotional Awareness:*

Within our social context, we feel that it is important in our school for children to have a secure awareness of emotions. Good mental health is fundamental to be able to thrive in life. We want our children to perceive themselves in a positive light, make and keep positive relationships and to be able to recognise, feel, understand and positively manage a range of emotions. To promote these aims, children have the opportunity to have 1:1 time with their class teacher or teaching assistant to talk (Bubble Time). Circle time is carried out weekly in each class and links to PSHE, citizenship and Jigsaw are made in lessons wherever possible. Through the Jigsaw scheme, we deliver regular assemblies which have a focus upon the development of emotional awareness and we have a dedicated Learning Mentor to support children. Interventions are focused on the development of emotional awareness and the skills that children need to develop to communicate their emotions. We aim to provide children with a safe, stable and consistent environment in which to nurture their progress and development.

### **Making Learning Memorable**

Making education memorable is key to ensuring attainment and progression. Memorable experiences support children in making links and connections in their learning. We know that we are providing our children with the foundations for them to build their future as they move on to secondary school. In

an area of high deprivation, we are driven to provide children with experiences that extend beyond the academic, technical or vocational.

Children usually learn best when they are actively involved, with interesting practical activities. At LFJS, our children are provided with opportunities to investigate, explore and find out for themselves in all areas of the curriculum. Staff organise visits to various places of interest, invite workshops into school and also use displays, resources and artefacts to stimulate children's interest and curiosity.

### **Teaching and Learning in Key Stage Two**

Throughout school, planning incorporates a wide range of teaching and learning styles and draws on the most recent pedagogy. As much as possible, cross-curricular links through thematic/topic-based projects are made to ensure learning makes more sense to the children in that they are able to apply what they have learnt in one area to another, in the aim of them being able to make similar applications outside the school environment, thus preparing them for lifelong learning. Furthermore, our children will be able to create meaningful links within learning to build solid foundations of secure, memorable knowledge.

Other cross-curricular work addresses issues of economic and industrial understanding, citizenship and environmental education with a European and world dimension. The children engage in curriculum events including; World Book Day, Black History Month and Refugee Week.

The National Curriculum acts as a starting point for our topic planning which is developed through pupil voice. The planning and delivery of the curriculum is informed by school's long- and medium-term planning, which maps out the coverage, knowledge, skills and vocabulary to be taught in each year group to support children in making meaningful and purposeful connections in their learning.

To start, children participate in a practical entry point activity to inspire their thinking about their topic. They then analyse their existing knowledge and compose a set of enquiry questions, which the teacher then uses to develop the teaching and learning journey for the class, thus topics are tailored to each child.

High quality lessons are taught embedding the specialised vocabulary selected by subject leaders. To close the topic, children take part in an exit point/metacognition activity. This takes many forms, including assemblies, open community days, books and PowerPoints. Children then share their projects with the wider school, Governors, parents and the wider community.

Four areas of focus underpin and threads through our curriculum, which we use to drive our teaching and learning in all subjects: independence and resilience, creativity, mental health and emotional awareness and knowledge of the world and our community.

Within lessons, children use the '5Bs' to further develop independence and collaborative learning: Be ready to learn (Behaviour), Brain, Bits and Bobs, Buddy, Boss. A weekly assembly is held to celebrate children who are striving to master these skills. In order to give every child every opportunity, our children have access to targeted, same/next-day interventions or pre-teach opportunities to further support their increasing knowledge. Equally, every child has opportunities to access deeper thinking challenges and 'master' their point of study with greater depth.

Each child at LFJS have individual targets which are set by the pupil to target and accelerate their learning. Displays in classrooms are purposeful and reflect the current learning environment within the year group. Both staff and children contribute to displays to develop working walls and support learning.

### **British Values**

As directed by the Department for Education, schools have a duty to actively promote the fundamental British Values: democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. At LFJS, we uphold and teach children about British Values. These values are taught explicitly through Personal, Social, Health and Emotional lessons (Jigsaw), Religious Education (RE) and class assemblies. We also teach British Values through planning and delivering a broad and balanced curriculum, making cross-curricular links to embed the values in our children.

### **Pupil Voice**

Along with leading their learning through topic design, pupil voice is at the heart of the development of each individual subject. Children from all year groups become Subject Ambassadors, who meet with the subject leadership team to identify successes and areas for development.

Children give feedback during subject scrutiny in order to inform and support the subject leadership team.

### **Extra-Curricular Activities**

LFJS recognises that each child should be given every chance to discover their potential. Therefore, we provide our children with a range of opportunities to develop their talents and interests. Educational visits (both local and further afield) are organised for all age groups. These are seen as a vital part of the children's learning – we seek parental support in order to make these happen. These trips are valuable and enjoyable experiences for all the children. At other times we arrange for various workshops and theatre groups to perform in school and welcome our community police officers and other professionals to present advice on all aspects of safety.

As part of our Religious Education coverage, visits to places of worship or culture are made throughout the children's time at LFJS. Depending on the availability of staff, community support and the time of year, clubs in art, gardening, multi-skills, choir, chess, cooking science and coding, to mention a few, are arranged out of school time. In addition, we have various booster clubs, as and when required. Children are also encouraged to develop links with the local community. Staff and children celebrate festivals throughout the year by arranging Harvest, Easter and Christmas celebrations. Christmas shows are always a great success with performances that attract full capacity audiences and with every child having a role to play. We also support international and national charity events.

### **Assessment in KS2**

Monitoring of the standards of children's work and the quality of teaching and learning across the Foundation Subjects is the responsibility of the subject leader and team. This is done by:

- Subject scrutiny

- Assessing children's work
- Pupil interviews
- Lesson visits
- Learning walks
- Regular resource audits.

The medium-term planning for each year group includes the objectives and assessment criteria for each lesson which is shared with the children through the use of success criteria and rubrics. Teachers assess children against the assessment rubrics to inform them of pupil progress. Children assess their own work against the rubrics to inform themselves of their progress.

The work of the subject teams also involves supporting colleagues in the teaching of each foundation subject, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The team regularly monitors and evaluates the strengths and weaknesses in the subjects, consistency of standards and indicates areas for further improvement. Subject scrutinies take place once a year and staff, governors and the headteacher are informed of the outcome of this through reports. Governors and the headteacher are also informed termly about the overall provision and progress of the curriculum intention, implementation and impact. Each subject team has specially allocated time (when needed) to fulfil this role.

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