LONGMAN'S HILL CP SCHOOL
CURRICULUM POLICY

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Rationale for the way in which the curriculum is planned and delivered at Longman's Hill CP School

An outstanding curriculum offer must be much broader than the statutory National Curriculum, which was revised in 2014. At Longman's Hill, we plan a curriculum which reflects our four school values: Ambition, Creativity, Respect and Courage and which incorporates ways to wellbeing, positive emotional and mental health and metacognitive learning.
Our school curriculum is designed to achieve a number of things which we view as vital. These are:

- Developing children's curiosity and encouraging a hunger for new learning.
- Developing independence.
- Building a solid foundation, not only for a child's school career, but also for life in the future as responsible, active citizens.
- Creating a collection of memorable learning experiences and broadening horizons, both within the classroom and in the wider environment.
- Offering an exciting first opportunity to explore different curriculum subjects.
- Gaining knowledge and perhaps more importantly, skills, which can be applied in a variety of contexts.
- The context of our school is predominantly white British so we seek opportunities to deepen children's understanding of other cultures, communities and faiths and promoting Fundamental British Values.
- Recognition that whilst academic achievement is important, it is not the only measure of success. Therefore, we have an outstanding extra-curricular offer.
- Equity - not only ensuring every child has equal access to the curriculum through a mastery based approach but also to develop children's understanding of equality and diversity.

How our curriculum is planned.

At Longman's Hill, we plan the curriculum through topic-based themes which address all of the National Curriculum objectives. Cross curricular links are explored wherever possible to support children in connecting concepts and ideas. Topics are taught on a two-year cycle.

Ways in which we ensure our curriculum is broad and balanced.

Despite pressure on schools to produce excellent academic / test results, at Longman's Hill we have always stood by the principal of providing a creative curriculum and have resisted the temptation to move to a test driven, narrowed curriculum. We strongly believe that by ensuring our curriculum offer is wide and varied, we can develop children who are well prepared for future challenges.

Our overall aim is to ensure that our children are resilient and independent and our curriculum develops these traits. In addition to teaching the core and foundation subjects, we also teach Forest School. This supports children in the development of valuable dispositions such as collaboration, resourcefulness, resilience, problem solving, adaptability, determination and purposefulness.

We also do a great deal of work to support positive mental health, including using meditation and breathing practices across school on a regular basis. We encourage children to explore the themes in the Five Ways To Wellbeing wherever possible. A local mental health charity described the work done in this area at our school as 'inspirational'.

Our extra-curricular offer is excellent; we always offer approximately 7 sports clubs per week in addition to other out of school activities. Additionally, we organize many trips, visits and visitors to school so that we can offer children further exciting learning opportunities which are not readily available within the school building. Three residential trips are also offered to our children.

How we evaluate and monitor the impact of our school curriculum.

Senior school leaders, including governors, regularly monitor curriculum provision through learning walks, lesson drop ins, work scrutiny and by talking to children. All of the monitoring is unannounced; teachers do not know when they will be monitored and this provides a good opportunity for leaders to get a realistic view of the quality of teaching and curriculum provision; leaders see the realistic 'daily diet' of our children.

Subject leaders also regularly monitor their curriculum area, at least twice per term. Subject leaders are linked with school governors, who hold them accountable for children's achievement in that subject.

Data analysis also forms an important part of the picture. For both core and foundation subjects, teachers make judgements about pupil achievement and attainment and subject leaders analyse this data annually (termly for Maths and English).

Monitoring and review

The Headteacher is responsible for the day to day organisation of the curriculum.

The Governing body will support the Headteacher with these duties.

Subject leaders monitor the way their area of learning is taught throughout the school.