



Kirk Langley Church of England Primary School

‘A school where every child can shine.’

Curriculum Policy

Version History	
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Kirk Langley is a Church of England Primary School and our family believe that 'Every Child Can Shine.' Our visions and values, built on the living Gospel of Christ within daily life, are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils in being respectful, confident, thriving citizens.

Daniel 12:3

'Those who have insight will shine brightly like the brightness of the expanse of heaven, and those who lead the many to righteousness, like the stars forever and ever.'

We aim to provide a thriving, inspiring and stimulating learning environment where children achieve the very best, they are capable of because all the staff value their different learning styles. Kirk Langley Church of England Primary School is committed to Christian values where children, parents/carers and our community know us by our actions.

Within a Christian ethos we aim to:

- Promote a positive attitude to life-long learning, nurturing the development of self-esteem; leading to aspirational, independent learners that are prepared to be challenged and take risks in a diverse and ever-changing world.
- Provide the children with valuable experiences and opportunities, through a broad, balanced and exciting curriculum, where learning is purposeful and engaging.
- Use a variety of teaching strategies and resources effectively and creatively; encouraging each child to progress and attain to the highest possible standards, in relation to their age and ability.
- Strongly believe in the partnership of parental involvement in the education of our pupils.
- Demonstrate and foster respect for ourselves and others within the school, local community and the global community.
- Respect the belief of others and celebrate cultural diversity.
- Encourage spiritual and moral values.
- Explicitly promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through a 'living' curriculum.
- Value each child as an individual within the school and respect personal beliefs.

Kirk Langley Church of England Primary School is committed to being a school where parents, carers and our family community know us by our actions. Our vision is to promote educational excellence within an environment that is dedicated to the Christian values within our daily life. These values are embedded in an atmosphere of respect, tolerance and sensitivity to individual needs; where children's self-esteem and confidence grow because they are able to make mistakes without fear. We believe the school's Christian foundation recognises the importance of experience, personal values and respect for the beliefs of others.

Our vision is translated into explicit teaching and learning both in RE, Collective Worship and across the broad balanced curriculum to show our children the value of Jesus' vision to see 'life in all its fullness'.

At Kirk Langley C of E Primary our practice embraces the spiritual, physical, intellectual, emotional, moral and social development of all our children. Our values are dedicated to the four basic elements which permeate education:

- Wisdom
- Hope
- Community
- Dignity

Our vision, 'A school where every child can shine' , is for the common good of the whole community and its environment. It celebrates diversity; respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings.

Curriculum Policy

Aim

The curriculum, in its fullest sense, firmly underpins the vision of Kirk Langley Church of England (VC) Primary School, from which a culture and ethos is generated that supports the spiritual development of all involved in the community.

This school is committed to ensuring that the curriculum is broad and balanced, in order that the needs of all children are provided for, whatever their strengths and talents. We aim to make provision for academic achievement and spiritual, social, moral, cultural, physical and creative development of our children.

In the daily living out of our Christian values alongside British values, we aim to ensure that religious education and spiritual development will permeate every aspect of the curriculum, so that it is explicit and implicit within the 'living' curriculum.

We believe our curriculum should also prepare our children for a lifetime of learning into the future. Our pupils will need to develop the skills required to learn continuously throughout their lifetime. We strive to enable all of our children to develop a love of learning and a thirst for knowledge.

Inclusion

Setting suitable challenges

- We will set high expectations for every pupil.
- We will plan to ensure basic skills and knowledge are used to a mastery level and that all pupils should welcome being challenged, as some will reach depth within the expected outcomes each year, as they progress through our Primary school and their Reception year will continue to provide the unique learning opportunities that build foundations for Year 1 and beyond.
- We will plan sequences that enable access to all learning styles and we will continually monitor our disadvantaged and vulnerable pupils across each ½ term.
- We will use appropriate assessment to set attainment targets which are deliberately ambitious but realistic.

Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils.

- We will take account of our duties under equal opportunities legislation that covers race, disability, sex and relationships, religion or belief, sexual orientation and transgender.
- Lessons will be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean pupils will be able to study the full national curriculum. A minority of pupils will need access to specialist equipment and different approaches.

- With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. We will plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work and will be addressed through meetings with the SENDCo.
- We will also take account of the needs of pupils whose first language is not English.
- Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

The Children

We want our children to be enthusiastic about school and eager to learn. We will recognise this by:

- Children being fascinated by what they have seen, heard, smelled, tasted and felt.
- Children being keen to show us what they have done and who are proud of their achievements through regular Golden Book assemblies.
- Children learning independently and who show excellent learning attitudes.
- Our children ask their own questions - taking their learning down a personal pathway.
- Children talking about their learning; sharing ideas and forming their own opinions and theories.

We believe that our children should be resilient, well-behaved, confident and independent learners. The key skills and personal attributes that they require come under six headings:

1. Confident Readers
2. Numeracy - fluency
3. Effective Communicators
4. Creativity – solve problems in different ways
5. Social Skills
6. Thinking Skills
7. Positive attitudes to mental health and well-being

• **Confident Readers**

- Phonics – has to be taught in Reception, Y1, Y2, Y3 everyday – 20 mins as a separate session from Literacy until all children have mastery. Once children in Y1 have completed all phase 5 they will progress through Phase 6 in Year 2 and be taught No Nonsense Spelling Programme.

All Grammar, Spelling and Punctuation will be cross-linked to Reading and Writing to prevent a bolt on approach. TRAWL (teaching reading and writing links) principles will be used to ensure we teach explicitly reading and writing links.

- Foster a love of reading through being challenged within the age-appropriate Book Bands and an expectation there is a reading response to each texts increasing to across a text when pupils experience longer, sustained texts.
- Opportunities to choose their own books using the school library and change them when they have been read. Reading areas will be available in Reception. Silent Sustained Reading will be in place every day and any child who would need to change

their book (after adult intervention) will do so across Break and Lunch times to ensure that during the planned SSR time no child spends that time 'changing' a book.

- Engage in shared/whole class reading every day. Take One Book is a whole school focus each 1/2/Term to ensure the GPS and depth responses are guided by the expertise of Staff.
- Guided Reading will focus on the varying responses to comprehension and sessions are planned within a sequence of learning. Shared Reading has been evaluated and monitored and has shown pupils make greater progress as a class and on an individual basis. For this reason, we will continue this system across the academic years.
- Use a working wall and displays to promote and demonstrate a range of literary devices (tools in the toolkit).

- **Numeracy**

- Mental Maths and times tables– to be taught and strategies practised every day.
- Open –ended problem solving to be part of the daily lesson to develop investigative, reasoning and logical skills.
- Use a working wall to demonstrate strategies and show the more able the next step in their learning.
- Opportunities to use maths in the real world including the outdoor environment.
- All children should have access to equipment and this should be interactive. We will be working with experts from the the Mastery Maths Hub and from Year 1 to Year 6 the scheme of Maths No Problem will be a basis for our commitment to the Mastery approach which is a belief all children can master the necessary arithmetic skills crucial for reasoning and problem solving. We are committed to the approach for all of concrete-pictorial-abstract. Our Reception children will also be building this approach and using the White Rose materials.
- Children should be able to verbalise the methods and strategies that they are using.

- **Effective Communicators**

- YR-6 – Extended, assessed or cross curricular writing at least every ½ term..
- EYFS – Talk for writing to ensure focus is on the ability to craft oral sentences and develop descriptive language.
- Ongoing opportunities to proof-read edit pieces of writing with a partner or as an individual using our agreed working policy on Marking and Feedback.
- To write for different purposes and audiences in a range of formats.
- Handwriting linked to the four-letter groups and pre-cursive in YR-Y1 with Cursive script across term 6 in Year 1 into Term 1 Y2. We believe transcription is key to 'real' writing expectations.
- To access speaking and listening through role-play and drama techniques across all subject areas.
- To communicate in different situations and to understand the process of presentation. Each ½ term an Act of Collective Worship is undertaken in St Michael's Church for all

pupils, family, friends and the local community. Spoken English is another opportunity we give our pupils YR to Y6.

- **Excellence and Engagement:**

- Key skills to be taught to enable children to have the confidence to explore with different media and in a range of situations.
- Provide the correct stimulus to engage the children.
- Create a culture where everyone's ideas are accepted, respected and developed.
- Children to have the opportunity to regularly engage in outdoor learning.
- Open ended, challenging and practical tasks.

- **Social Skills**

- To respect the opinion and feelings of others.
- To work as a team and be able to share with and support each other.
- To understand different social situations and adapt.
- To help others.
- To always use their manners.
- Opportunity for all children to be able to share their work and celebrate their success.

- **Thinking Skills**

- To encourage and develop independent thinking
- To 'have a go' and not fear failure.
- To develop questioning and answering skills.
- To retain and build on previous knowledge.

The Teachers

The teachers and other adults who work with the children are pivotal in ensuring that the all children in their care succeed. If someone appears to be 'falling' behind expectations we work together not only to identify the reason but put in place swift intervention that is suited to the learner/s.

We will do this by:

- Learning alongside children, asking "Why do you think that happened? Let's find out!"
- Use of 'I can' statements that are streamlined according to the whole learning outcome (objective) and ensuring at the end or during the session we enable our children to reflect and measure their own success against the SMART success criteria. Plenaries are seen as a crucial part of learning.
- We encourage personal questions in themed teaching and planning to help encourage children to research/investigate.
- Instilling confidence by creating an ethos where mistakes are not just tolerated, but an encouraged as an important step in the learning process for retention and recall.
- Encouraging children to aim high and challenge themselves.

- Preparing differentiated learning experiences which meet the children where they are and lead them on to the next step in their learning journey. This is always in line with our Rising Stars Curriculum matched to NC2014 on Classroom Monitor.
- Being flexible to respond to the interests of the children, significant events or commemorations, and the curiosities and questions that the passing of the year brings.

The Classroom

The environment our children work in should support and inspire their learning. We will ensure this happens by:

- Each classroom having learning support displays e.g. number line / alphabet / word walls/ Tool Kits / maths strategies/ information etc. (Appropriate to the abilities of the children).
- Each classroom being 'text-rich'.
- Displays which are full of the children's own work so that they can be proud of their achievements and share their learning.
- Every child should be able to point proudly to a piece of high quality, well presented and proof read, work on the wall which is theirs. We recognise that work which has a public audience would be the **result of final drafting** even in Art and Design the process stages would be evident.
- Resources which are easily accessible so as to minimise disruption and ensure independent learners.

The Outdoors

We are surrounded by an incredibly rich outdoor environment. We will ensure that we make the most of it by:

- Each class having at least one outdoor learning experience within a learning sequence (over and above P.E.).
- We think of the outdoor space as a classroom and a source of enrichment where skills and knowledge move into use and application.
- Links being forged with people in the local area who can help the children to appreciate where they live and the Church community that is distinctive to Kirk Langley C of E (VC) Primary School.

The Areas of Learning

Our curriculum is based on the National Curriculum 2014, and contains the following areas of learning:

Core subjects

English:

- Spoken Language,
- Reading (word reading & comprehension),
- Writing (transcription, handwriting, composition, vocabulary, grammar & punctuation)

Mathematics:

- Number (number & place value, addition & subtraction, multiplication & division, fractions, decimals &
- percentages),
- Ratio & Proportion
- Algebra
- Measurement
- Geometry (properties of shapes, position & direction)
- Statistics

Science:

- Working Scientifically
- Biology, Chemistry and Physics:
- Living things & their habitats, Seasonal Changes
- Plants & Animals (including humans)
- Properties & changes of materials & their uses, States of matter, Rocks
- Light, Sound
- Forces & Magnets, Electricity
- Earth & Space
- Evolution & Inheritance

RE:

- AT 1 and AT 2 – Learning about and learning from.
- Focus of the three disciplines of: Theology, Philosophy and Human/Social diversity.
- Derbyshire Agreed Syllabus for Religious Education as a core with Understanding Christianity and RE Today as further resources

Foundation subjects:

Art and design:

Master a range of materials & techniques and study artists, architects & designers.

Computing:

Information Technology, Digital Literacy, Computer Science

Design and technology

Design, Make, Evaluate, Technical Knowledge, Cooking & Nutrition

Foreign Languages:

Listen & Understand, Speak, Read, Write, Grammar

Geography:

Location Knowledge, Place Knowledge, Human & Physical Geography, Fieldwork

History:

Changes, significant events, significant individuals, Local History, British History

Music:

Sing, Play, Listen, Improvise & Compose, Musical Notation, History of Music

Physical education:

Master movement, team games, dance, competition, adventurous activity.

Personal, Social and Health Education

Healthy Heroes - Economic Wellbeing and Financial Capability, Emotional Health and Wellbeing, Keeping Safe, Being a Risk Taker, Drugs Alcohol and Tobacco Education, Being Healthy, Taking Part, It's OK to tell, Being different, Sex & Relationships Education will be in liaison with parents and carers and we will build our curriculum on Valuing All God's Children.

Curriculum Information:

- In Literacy and Numeracy the equivalent of teaching 60/50 mins respectively daily – 5 lessons minimum of Literacy and Numeracy are taught every week.
- RE – at least 1 hour a week this should be done as one block. RE should be given priority in the afternoon planning.
- Class Worship – Tuesday and Thursday – 20mins minimum with all elements of worship in it.
- PE – 2 hours per week for all classes.
- PSHE/SEAL timetabled for 30 mins per week
- ICT – discreet ICT lessons and also continuous links across all subjects
- Science – equivalent of 2 hours per week for all ages.
- DT – three blocks over the course of a year
- MFL – French is the chosen language for 2018-19 and our pupils in Y2-6 will engage in a focused short burst session of 30 minutes a week.
- Starting points for planning – National Curriculum objectives and attainment targets; skills and attributes alongside use of Classroom Monitor.

All children follow the statutory requirements of the Foundation Key Stage, the National Curriculum for Key Stage 1&2. The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this. Themed work and cross-curricular opportunities are used to enhance children's knowledge and understanding in order that retention and recall are strongly seen. Mastery is defined as being able to use and apply key skills and knowledge. We recognise that 'over learning' is essential to create this and 'light' touch learning affects the next stage of age-related outcomes. Parents as Partners and intervention have resulted in a dramatic rise in pupil progress across 2017-18.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs
- Visits
- Residential Visits
- Themed Curriculum Days
- Curriculum Enrichment Groups
- Links with other schools and feeder schools
- Links with the local community and its church – St Michael's

- Ashbourne Leisure Centre is used to deliver high quality PE
- Use of Sports Premium ensures all pupils are involved and expert coaches/Play Leaders are used for Teachers, TAs and Mid-day Supervisors to work alongside.
- Pupil Premium is planned against a child's specific needs and enhanced using support from Teaching Assistants.

Curriculum Leader and Subject Leaders

The management of each subject will be the responsibility of the subject leader/Team and with the Link Governor involved in monitoring and evaluation using the assessment tool of Classroom Monitor. This is to ensure each subject action plan is followed and each subject developed every year. This will be linked to staff appraisal to ensure the highest possible standard can be achieved.

The governors have agreed a policy for sex and relationship education and reference needs to be made to the following policies:

- Teaching and Learning Policy
- Single Equalities Policy
- Racial Equality Policy
- SEND Policy
- Sex and Relationship Education Policy
- Curriculum Subject Policies.