



# Newlaithes Junior School

## Curriculum Policy

Agreed: September 2024  
Next Review: September 2027

*“Inspirational Learning, Aspirational Children”*

**Our curriculum underpins our values, vision and ethos:**

**“At Newlaithes Junior School we will respect one another, show kindness and be resilient whilst working together in a responsible, confident manner.”**

**We work hard to ensure our children are “school ready”, “work ready” and “life ready” and have designed a curriculum which captures the children’s imagination, stimulates natural curiosity and creates a love for learning that is lifelong.**

**Our Aims**

- To provide a broad and balanced education for all children that is carefully planned and sequenced to support the acquisition of knowledge and key skills throughout Key Stage 2 and builds on the foundations covered in Key Stage 1. This will lead to successful future learning and employment.
- To provide learning challenges which are planned to encourage the curiosity, energy and enthusiasm of all children. We ensure their learning is meaningful so that they are able to use what they have learnt, and apply it in new situations.
- To equip pupils with the knowledge and Cultural Capital they need to succeed in life.

- To support the physical development of all children by encouraging them to stay active and take responsibility for their own health.
- To ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support to meet their individual needs.

### **CURRICULUM INTENT**

Curriculum is designed so that our teaching models successful learning. The consistent use of high quality contextually based, inspiring texts, linked to our driver topics/challenges, ensures the curriculum is mapped and timetabled appropriately to facilitate the acquisition of key knowledge and the transference of knowledge to long term memory.

Our subject leaders are knowledgeable about the curriculum they lead and their expertise has been used to plan appropriate sequences of learning that match the outcomes of the National Curriculum and beyond. Therefore, curriculum plans are succinct in outlining the component knowledge and composite skills which must be taught. In many cases, this has been adapted to break down learning on a lesson-by-lesson basis, making clear the outcomes and vocabulary to be taught. This good subject knowledge also supports the professional development of colleagues in each year group, who can rely on subject leaders to support them in delivering high quality teaching and learning.

Frequency of lessons is an important factor in ensuring that children are given adequate opportunities to return to previous knowledge and develop links and connections. While we recognise the importance of providing themed days, where children can be fully immersed in learning experiences, our core learning of knowledge and skills are developed through the carefully planned sequences that run regularly throughout each term.

The transfer of knowledge to long term memory depends upon rich processes. In order to develop understanding, our children need to connect new knowledge with existing knowledge and then develop fluency and unconsciously apply their knowledge and skills. We want our children to learn more, remember more and do more. Each lesson uses retrieval practices, where children are given the opportunity to recall knowledge previously learnt, which will then connect to their new learning. Children have opportunities to recap on learning from the previous lesson, term and year. As a result of implementing this learning model, our curriculum has been planned and sequenced so that new knowledge and skills will build upon what has been taught before.

### **VALUES**

We believe:

- Every child is entitled to receive inspirational learning experiences
- Every child should aspire to achieve the best they can be

- Every child should enjoy learning
- The curriculum recognises and meets all our children's individual needs
- The curriculum provides the opportunity to improve personal and social skills including self-esteem and respect for others
- The curriculum is best delivered in a practical, experiential manner – suiting the predominant preferred learning style of our children
- An effective partnership between parents, staff, Governors and the wider community is essential to the success of our children.

### **AIMS AND OBJECTIVES**

- To develop a wide range of skills, knowledge and understanding to the best of their ability.
- To instill in the children an understanding of right and wrong, truth and fairness and to develop self-respect and high self-esteem.
- To develop a love of learning.
- All our children's learning, to be supported by their parents/carers.
- To offer all the requirements, and beyond of the National Curriculum.
- To apply English and mathematics skills throughout the rest of the curriculum.
- To maintain a fully inclusive institution.
- To provide opportunities for pupils to explore their own culture and have a clear understanding and appreciation of a wide range of cultural influences; encouraging British values all our children such as the need to be tolerant and respectful to those of different faiths and beliefs.
- To deliver Relationship and Sex Education as part of the PSHE curriculum after consultation with parents.
- To consult with children and parents as to the quality, breadth and relevance of the curriculum through such means as questionnaires and School Council.
- To promote healthy lifestyle choices.

### **ORGANISATION AND PLANNING**

Curriculum planning and design is undertaken collaboratively, on a whole school basis, with leadership from each subject leader. The curriculum is reviewed and improved upon regularly with priorities identified in the school development plan.

Our curriculum is:

- Based on the National Curriculum
- Organised to give opportunity for taught English and mathematics skills to be applied throughout the curriculum
- Planned to offer breadth and balance throughout the key stage
- Structured through long term, medium term and short term plans ensuring coverage and progression within and across subject areas
- Coverage is ensured in long term planning to allow for flexibility; for example, whilst English and mathematics are taught daily, other subjects/topics such as

history and geography may not be taught every week or even every term but may be blocked within particular half-terms

- May be taught by specialist teachers for example, Music, French and Computing to enhance the quality of provision.

The RE curriculum is based upon the Diocesan Syllabus.

Newlathes Junior School is unique and as a result the curriculum and opportunities offered reflect this. The curriculum is further *enriched and extended* by:

- Setting aside curriculum days/weeks
- Enhancing the curriculum offer to all children beyond the Nationals Curriculum for example, Archery lessons for all, All children learning a musical instrument for at least 12 months
- Providing a wide range of extra-curricular experiences
- Providing each child with an opportunity to take part in at least one live drama production each year
- Providing the opportunity for each child to experience a wide range of out of school visits, including residential, to broaden their experience and horizons and to enliven and enhance the curriculum further
- Organising a variety of artistic, dramatic and musical experiences provided by for example visiting theatres, inviting groups and individuals into school and by involvement in projects
- Providing additional opportunity for disadvantaged children and the more able in order to best meet their learning needs
- Providing all children with the opportunity to represent their school for example, inter-school council, sporting competitions and festivals, school choir and an array of performing musical ensembles, inter school activities.
- Providing wide ranging experience and development of computing skills for example, computing club.
- Provide access to rich and varied literature: The county librarian who visits each year considers our library to have the most comprehensive stock in any primary school she has visited.
- Providing links with children in schools in other parts of the world.

The school values its links with the community and will continue to plan to use and develop these.

### **INCLUSION**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

Pupils with low prior attainment

Pupils from disadvantaged backgrounds

Pupils with SEN

Pupils with English as an additional language (EAL)

Pupils with gaps in their previous learning.

More able pupils

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving their very best.

Teachers will also take into account the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality and in our SEN policy and information report.

### **CURRICULUM POLICY REVIEW**

This policy will be reviewed in September 2027 or in response to national initiative or statute.