



North Somercotes CE Primary School

Curriculum Policy

School Context

North Somercotes CE Primary School is a below average sized primary school in a largely rural area. The nearest town is Louth which is c10 miles away. The larger towns of Grimsby and Cleethorpes are c15 miles away.

- Children attend the school from a wide range of local villages, up to and including the towns of Louth and Mablethorpe.
- The school is situated in the Council district of East Lindsey. In 2020 a report from the Lincolnshire Research Observatory ranked East Lindsey as the most deprived area of Lincolnshire with up to 34% of people living in deprived areas.
- Increased Rural and Coastal deprivation is clearly evident and the impact of the Covid-19 pandemic has exacerbated this. The particular challenges coastal communities are experiencing is addressed in the Chief Medical Officer's Annual Report 2021.
- Approximately 40% of children in school are currently eligible for Pupil Premium Funding.
- Many children and their families have limited cultural enrichment or experiences beyond North Somercotes and therefore fewer opportunities to understand the wider world.
- Employment within the area can be variable due to the significant number of seasonal workers.

Intention

For each of our 'termly' curriculum themes each class "Shines a Light" on a person who can inspire; a person they can aspire to be. Throughout teaching our curriculum we "Shine a Light" on this person to show how the knowledge and skills and concepts contained within our curriculum would have supported them on their journey to where they are. Each person will embody many of our whole school values and this thread will weave continuously through our curriculum. Over the course of an academic year and by completing our whole curriculum our children will have been inspired by a wide breadth of people – lived embodiments of how our curriculum and values can enable our children to let their own light shine, whatever they aspire to be.

Our curriculum aims to:

- Provide a broad and balanced education for all pupils.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Ensure that every single day our children are given the opportunity to "Let their light shine"
- Promote our Core Christian Values alongside fundamental British Values.
- Support pupils' spiritual, moral, social and cultural development.

- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.
- Raise aspiration for children so they are motivated to gain employment in adulthood.
- Support pupils to understand and celebrate their own and other local, national and global communities, and know how to be responsible citizens within them.
- Provide a range of cultural enrichment and experiences to broaden their horizons.
- Support pupils to develop communication skills that enable them to interact with a range of audiences.
- To question and challenge learning and be innovators of the future.
- To respect and value difference, and be open-minded to new thinking.

Legislation and Guidance

This policy reflects the [National Curriculum programmes of study](#) which the school has chosen to follow. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Implementation

Roles and responsibilities

The Governing Body will ensure that:

- The school is teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the curriculum effectively.

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with special educational needs

Teaching/Non-Teaching Staff

- All staff will ensure that the school curriculum is implemented in accordance with this policy
- Subject Leaders ensure progression documents, planning, subject knowledge and training is in place
- Subject Leaders regularly monitor and review curriculum provision, including ensuring subjects are suitably resourced

Organisation and Planning

Subject Leaders have created their individual curriculum policies to consistently provide the direction and ambition for their subject. Within this, the implementation and impact is clear.

The curriculum approach is planned around themes. Themes are framed within the context of an inspirational quote so the whole school follows a similar theme. Each class “Shines a Light” on a person who can inspire; a person they can aspire to be. Throughout teaching our curriculum we “Shine a Light” on this person to show how the knowledge and skills and concepts contained within our curriculum would have supported them on their journey to where they are. Each person will embody many of our whole school values and this thread will weave continuously through our curriculum.

To help children explore and experience subjects in depth, the weeks are blocked and are consistent across the whole school. This allows children to develop the skills and knowledge over the week(s) and gain depth and breadth to their learning. Retrieval practice is used through regular flashbacks to support the children in knowing more and remembering more during weeks after the subject has been taught. This supports improved learning when the subject is revisited.

Our themes begins by inspiring the children to *“Be yourself, everybody else is taken”* as they explore and celebrate their own self-worth and celebrate our local community. We feel that the children need a sense of belonging and pride in where they live, before they learn and appreciate the wider world. Educational visits and enrichment provide children with much needed wider experiences of the world in which they live. All themes follow a similar pattern within the context of the theme.

Here are our 5 themes which we visit over the year:

<i>“Be yourself, everyone else is taken” – Oscar Wilde</i>
<i>“A journey of a thousand miles begins with a single step” – Lao Tzu</i>
<i>“Time has a wonderful way of showing us what really matters” – Margaret Peters</i>
<i>“You can give without loving, but you cannot love without giving” – Amy Carmichael</i>
<i>“Be the change you wish to see in the world” – Mahatma Gandhi</i>

A long term overview shows the level of subject provision. Our context has been deeply considered when planning this. The subject concepts, skills, knowledge, and vocabulary are mapped out in the Yearly Overview. Subject Leaders have formulated Planning and Progression grids which ensure consistent coverage. These are then used to form the unit plans with allocated activities.

The teaching of Maths is developed through the White Rose Maths Scheme. These research-based schemes of learning are designed to support a mastery approach to teaching and learning and are consistent with the aims and objectives of the National Curriculum. The White Rose Maths Schemes have number at their heart. A significant amount of time is spent reinforcing number in order to build competency and ensure children can confidently access the rest of the curriculum. White Rose Maths develops the three key areas of the National Curriculum; Fluency, Reasoning and Problem Solving, giving children the knowledge and skills they need to become confident mathematicians.

English is taught as a core curriculum subject with every child from Reception upwards receiving a daily lesson, plus discreet daily phonics sessions in EYFS and KS1 and regular Spelling/Grammar sessions in KS2. We recognise that in order to develop reading, writing and speaking & listening skills effectively, children must be given a wide range of contexts in which to practice and consolidate their skills and understanding, which is why we seek opportunities for pupils to apply their English skills across the curriculum. In EYFS and KS1 we use a systematic synthetic phonics programme called Monster Phonics. The Power of Reading Scheme is used to inspire writing in a range of different genres and styles with our reading and writing progression document used to aide age appropriate learning and structure differentiation. Alongside this the Grammar and Spelling Bug interactive program used to supplement teaching of SPAG skills. A fluent handwriting style is developed through the Letterjoin program.

Alongside our own bespoke curriculum the following subjects are taught by schemes to ensure effective coverage and progression

Computing	-	Purple Mash
Music	-	Music Express
PSHE	-	Jigsaw
Spanish	-	Language Angels

PE in school is delivered by JB Sports for 1 hour per week. They provide a bespoke Long Term Plan for our school which meets National Curriculum expectations. Within each PE Unit a curriculum progression roadmap is followed from Reception to Year 6. Every class also has additional delivery of further enrichment activities ranging from archery to laser tag to fencing.

For Religious Education we follow the Lincolnshire Locally Agreed Syllabus and the Understanding Christianity learning resources have been implemented with support from the Diocese of Lincoln.

Further details of this provision can be found in the individual subject policies.

We take very seriously our responsibility to prepare children for life in modern Britain. We ensure that the fundamental British Values, alongside our Core Christian Values are introduced, discussed and lived out through the ethos and work of the school. This is formally through our PHSE curriculum, but also reinforced and weaved into assemblies, events and daily life in the school.

See our EYFS policy for information on how our Early Years curriculum is delivered.

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:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Individual subject policies will inform how we support our lowest 20% of readers to ensure they can access all curriculum areas.

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. Teachers will also take account of 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.

Impact

The Governing Body monitor whether the school is teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Standards and Curriculum Committee monitoring; work/planning scrutiny, subject leader liaison or lesson observations
- Formal Governor meetings, via the Headteachers’ Report

Leaders monitor the way their subject is taught throughout the school by:

- Work/Planning scrutiny
- Learning walks
- Formal observations
- Pupil Progress Meetings
- Pupil Voice
- Data

The impact will be that our pupils have comprehensive knowledge and skills, and they achieve well. They will leave our school feeling inspired with many people to aspire to. By completing our whole curriculum our children will have been inspired by a wide breadth of people – lived embodiments of how our curriculum and values can enable our children to let their own light shine, whatever they aspire to be.

Policy Agreed: Autumn '23

Policy Review: Annual