



Autumn 2019 review- Full policy amended in light of new Ofsted Handbook 2019	
Autumn 2020 review – no amendments made	
Summer 2021 review – no amendments made	
Summer 2022 review – CLIC removed from mathematics	
Policy agreed / reviewed 12/7/2022	Next review due Summer 2023
Signed on behalf of the Governing Body	Signed by headteacher

Our Curriculum Statement

Our School Curriculum Aims

Develop intellectual curiosity
Make informed decisions
Lead as well as be part of a team
Appreciate cultural diversity
Enjoy learning, be happy and safe

Values central to life in our school and community:

Fairness and honesty
Respect and tolerance
Compassion and forgiveness
Resilience and reflectiveness

Curriculum Statement

The school promotes a curriculum that promotes British values and the spiritual, moral, social and cultural development of our pupils. Children have a chance to develop culturally, emotionally, intellectually, socially and spiritually through reading, which also enables pupils to both acquire knowledge and to build on what they already know. Learning is our core purpose and we believe all our children are capable of achieving highly and that we must provide the right learning experiences for this to happen. We aim to develop independent, confident and reflective learners.

We have mapped key concepts, powerful knowledge, transferable vocabulary and skills in our curriculum to build and deepen understanding. Through cognitive science approaches such as retrieval and metacognition, we bring together the delivery of knowledge. We see knowledge defined in four parts:

Knowledge provides a driving, underpinning philosophy

Acquiring knowledge is powerful and we want our pupils to be empowered through knowing things and this cannot be left to chance. We also see skills as a form of knowledge and that skills are linked across the curriculum and will be taught through specific detailed subject content.

Knowledge content is detailed

Whilst our units of work have generic headings they are underpinned by statements that detail the knowledge to be learnt. We want them to get specific knowledge as well as a broad overview. These are held together by concepts that are carefully mapped by subject discipline and then across a curriculum. Our curriculum is sequenced to provide a cohesive structure so that all learning has a meaningful context and builds conceptual awareness and understanding.

Knowledge is taught to be remembered not merely encountered.

Our teachers will be combining cognitive science methodology with knowledge content –this is beyond rote learning and learning facts for no purpose, it is about ensuring students have a secure knowledge platform, allowing them to reach the next level. Our curriculum is designed to be remembered, understood in detail, stored in long term memory so that it can be later built on. Our approach to curriculum implementation is through spaced retrieval practice, assessments that are constructed to evidence and test enduring knowledge and plenty of repeat practice for automaticity and fluency. These will include quizzes, questionnaires, debates, self and peer assessments, presentations, speaking and listening activities, multiple choice and closed answers and vocabulary activities.

Knowledge is sequenced and mapped deliberately and coherently

Our knowledge-based curriculum is planned progressively, giving thought to knowledge sequences for building secure schemas. In building our curriculum we sought to structure it so that key concepts and vocabulary were revisited and reinforced making them unforgettable. Our knowledge-based curriculum is packed with experiences and driven by a strong set of values about what matters.

Longton Lane Primary School Curriculum Intent, Guidance and Implementation

Each subject is taught as a separate discipline and therefore it is important for all staff to understand the intent, implementation and impact for all subjects, these have been agreed by all staff and are attached as an appendix.

English

Oracy underpins all learning within the school and so must be our highest priority. It is given due regard in all subjects, which means teachers both plan for and grasp incidental opportunities to promote and develop oracy and Standard English. Class teachers must use a range of pedagogies, including talk partners, frameworks for talk and engage in daily debate. Children must have regular opportunities to work in groups of different sizes –in pairs, small groups, large groups and whole class, to understand how to take turns and when and how to participate constructively in conversations and debates.

Reading:

Reading for Pleasure: The class teacher will read to the children regularly, from a range of quality texts, including poetry each term. Children must be able to talk about a growing repertoire of authors, which includes knowledge of a range of their works. Class teachers need to maintain their reading areas, to showcase current authors, previous authors and favourite authors in order to develop and extend children's knowledge of authors and promote a love of reading. Children must be able to discuss authors and show some knowledge of their works and discuss characters, events and give their viewpoint. Children are encouraged to use their reading passport each week and take home a book of their choice.

Phonics: The school follows the Read, Write Inc. programme to deliver phonics and there is commitment to this programme, to ensure the systematic teaching of synthetic phonics throughout Reception, KSI and KS2. During KSI & KS2 (as needed) children will take part in daily phonics sessions. Children's progress will be regularly tracked and reported each half term. This will include an assessment of progress toward achieving the phonic check. In Reception and KSI learning opportunities are maximised by ensuring that in the learning areas there are opportunities for children to practise and apply phonic learning through play and practice.

Common exception words: All year groups track children's ability to read and spell common exception words, through the agreed class list, until they are secure with the current year group words and any previous ones.

Guided reading: Guided reading must be planned to target phonics, common exception word recognition and to develop text and language comprehension, as appropriate. Clear session objectives must be identified and shared with the children and records kept, including next steps. The school GR planning booklet records books read to ensure a range of text types, including fiction, non-fiction and poetry and a range of authors are planned for throughout the year.

Reception and KSI- Children read every day during phonic sessions. Every child must have a daily guided reading session and those below ARE (age related expectation) will have additional intervention reading sessions in the form of GR or individual reading.

KS2- Every child below ARE must have additional reading sessions per week. All other children must have daily guided reading sessions each week.

Home reading:

Reception and KSI- children's books are changed weekly, they take home two reading books at their book band and a reading for pleasure book. Parents are encouraged to reread the books and check for understanding.

KS2- Books are changed weekly, those children reading book bands will take 1 or 2 books a week depending on the length of the book and a reading for pleasure book. More fluent readers can choose their own books to take home which must be recorded in their planners. Class teachers will regularly (at least once per half term) monitor their choices to ensure there is a variety of age/ ability text types and authors.

Writing: This is taught using a high-quality text. A range of genres will be covered to include an appropriate mix of fiction, non-fiction and poetry over the year. Writing is a process and each unit of work should produce a complete outcome which usually provides children with the opportunity to write at length. During the unit children must undertake at least two incidental writing opportunities each week. Over the year we will expect to see a range of genre and increasing production of work. Children will be taught to edit and improve their own writing. Teachers must insist on basic skills in all subjects, these will be enhanced through direct teaching across the year.

Spelling: This will be taught in FS2 and Year 1 through our phonics programme and at Year 2 to year 6 in line with the No Nonsense programme in a systematic way. Both programmes are delivered daily. All pupils are tracked across each half term.

Handwriting: This takes place daily in KSI and up to Year 5, beyond Yr 5 handwriting is taught in line with need, until the children are consistently writing using the agreed school style with the correct formation and orientation.

Mathematics:

Maths is taught daily and across the week children will also participate in maths meetings, times tables sessions and speed challenges to ensure instant recall of facts. FS2 use the Mathematics Mastery programme supplemented by other appropriate resources. The Mathematics Mastery programme is used up to Year 3 and supplemented as appropriate with resources sourced by the Maths subject lead. Currently from Year 4 to Year 6 White Rose Hub is used both as a long-term planning tool and a resources base. Fluency in mathematics is further supported by 5 a-day, maths meetings and speed challenges

All other Subjects

Programmes used and details of all other subjects can be found in the appendix for each subject under implementation.

Planning: Key Questions, Planning and Assessment:

Teachers are expected to plan the delivery of a non-negotiable (linked to age appropriate expectations) by starting with a question. From this question they are expected to research an arsenal of understanding of the key concept being taught, by planning a range of possible answers they are then able to identify if a child has sufficient deep and sustained understanding, that will ensure children will be able to take the concept or skill and use it in new and varied contexts and achieve successful outcomes.

Long term planning: For those relevant subjects a two-year rolling programme (Year A and B) is in place for KSI. For other subjects, the non-negotiables for the year are mapped across the terms. Long term planning is published on the website.

Medium term planning: This is where class teachers detail each half term to indicate the learning intentions, vocabulary and linked activities that build knowledge and skills for the theme. Staff produce medium term plans for each subject each half term and these are stored on the school server. Medium term plans must identify the knowledge and skills that will be taught each week.

Short term planning: This is in the form of a daily planner to indicate as relevant any differentiated groups or AfL that will take place. There is an expectation that class teachers are not required to write detailed lesson plans or plan for a week in detail but to plan for the first two or so days and then reassess learning, to ensure that the class teacher's planning is responsive to pupil needs and pace of learning. Teachers feedback and marking booklets support this process of immediate responsive teaching.

Text Books: The children have separate text books for each subject but work is closely monitored for the same expected standard across the curriculum both in terms of knowledge and skills taught and consistency of presentation and basic skills.

Assessment: Questioning is our central assessment driver within lessons, teachers will ask probing questions of pupils, to help them gain an understanding of how far a child has progressed in understanding essential ideas, building core knowledge and key abilities. The assessment process is critical for our pupils learning so there will be a high emphasis on production as pupils will need to produce things i.e write things down, make statements which will give our teachers insight into how children's thinking is building. Assessment is also supported through formative assessment each term from year one upwards, this is recorded in an electronic tracking system that support targeting of support, whole school self-evaluation and staff performance management.

Differentiation: Our curriculum is for all children. Children can readily grasp material and can stay on the same key elements, rather than rapidly moving on, expanding and consolidating their understanding. Challenge does not always come from being moved on, but by being presented with new application of core ideas. Undue pace creates learners with fragile learning with increasing separation from the other pupils.

Homework: Is an integral part of our children's learning. Our homework tasks ensure that learning is continued at home with parents and is relevant to the children's current learning that half term. Parents are encouraged to support their child at home with the completion of this work and its timely return.



Longton Lane Intent, Implementation and Impact

Curriculum Intent

At Longton Lane we believe that children should experience excellent teaching and develop a deep love of learning to enable them to move on confidently to their next stage of learning. Our curriculum is bespoke to the needs of Longton Lane children and uses the National Curriculum as a starting point. In delivering our curriculum we aim to remove any barriers to learning so that all children can make progress across the whole school curriculum. Through our school values we aim for our children to be respectful, tolerant, confident, resilient and articulate individuals.

We aim to ensure that all children have a secure understanding of Fundamental British Values, gain an understanding of equal opportunity, are able to celebrate the richness and diversity of the society in which they live and are fully prepared for life as a global citizen. Through the curriculum, we want the children to be able to make positive choices in terms of their social interactions, health and personal wellbeing and we also have a high focus on ensuring the children will be 'tech savvy' and highly computer literate. A key approach to achieving our curriculum intent is for our curriculum to be filled with rich-first hand experiences.

Curriculum Implementation

Longton Lane has a clear strategic overview for curriculum implementation that is underpinned by ensuring the teachers have sound subject knowledge, our CPD programme supports this through high quality training. All policies relating to the curriculum and teaching and learning support the ethos of the school and ensure that all learning, including homework, is effective and well planned. Precise and focussed action plans within the School Improvement and Development Plan drive the continual refinement of the curriculum to ensure it remains 'fit for purpose' and continues to meet the needs of the pupils at Longton Lane.

Reading with fluency and understanding is at the centre of all work so pupils can access all subject areas. We want all children to be able to remember the content taught and then integrate new knowledge into larger concepts and be able to transfer skills across areas. Knowledge, skills and concepts are taught across individual subjects to ensure the curriculum is not narrowed. English and Mathematical skills are effectively promoted across all subjects, alongside a focus on widening vocabulary.

The progress of all children, including those with SEND and those in receipt of pupil premium funding, is closely monitored and the curriculum is designed to ensure that any identified gaps are closed. Our curriculum includes the wider area of cultural and social aspects and is effective in breaking down any barriers to learning by offering additional opportunities for experiential and practical learning.

Curriculum Impact

Impact that our curriculum is having on our children as learners is constantly and rigorously evaluated to ensure all children are receiving their entitlement of a broad and balanced curriculum. Through the triangulation of evidence, by senior leaders, subject leaders and class teachers, the progress of ALL children is carefully tracked and the impact of the curriculum for all groups of children in school is closely monitored. Longton Lane teachers and leaders have produced bespoke pupil progress tracking systems and documents that go beyond monitoring coverage to monitor the individual pupil accumulation of knowledge and skills that are progressive and build on the children's previous learning. We aim that our pupils 'Believe and Achieve' and are happy, healthy and always ready to continue their learning journey.



Maths Curriculum Intent, Implementation and Impact

Curriculum Intent

We follow a practical approach to teaching maths, which is aimed at developing problem-solving skills and resilience from an early age. Our teaching of maths engages children to reason mathematically and engage a keen sense of curiosity about the subject; encouraging children to seek out answers, question their understanding, search for efficient strategies and develop their independence through the development of their own recordings.

From foundation stage through to year 6, children communicate their mathematical understanding through concrete, pictorial and abstract recordings, developing their critical thinking and organisation over the years. Each year builds on the next, with the development of skills and models supporting new learning and new thinking. Key mathematical vocabulary and language is an essential part of this, with all children being encouraged to speak mathematically and share their ideas with technical language from an early age.

Curriculum Implementation

School currently following the Mathematics Mastery programme which ensures learning is developed throughout the lesson. This includes looking at vocabulary, completing a talk task and working independently. Teachers across school also use a range of agreed resources to support the programme and give additional context to the pupils. Talk tasks give our children the opportunity to discuss their thinking with another child and also work independently. Teachers plan a sequence of lessons to ensure progression can be seen and fluency, problem solving and reasoning are included at an equal level. Children are taught and seated in mixed ability groups unless children need to be grouped to support their learning. Staff have daily feedback books for identifying those children who may require a catch up lesson to embed fully what they have been taught. All children are given time to develop and improve their fluency skills through a range of tasks including 5 a day, maths meetings and speed challenges. Staff plan cross curricular activities where possible by incorporating graphs and tables in Science and Geography, and number games in PE warm ups. Throughout the year, class displays and working walls are regularly changed to fit with current topics and vocabulary is displayed and referred to throughout the unit of work. At Longton Lane we hold a maths week each year to allow children to practise their skills and work collaboratively with children from Reception to Year 6 on a range of tasks. A maths challenge is also set for children to complete at home which enhances parental support. Times Table Rockstars is used to support children in their learning of times tables both at school and at home. Here at Longton Lane we strive to develop maths skills that will support and enhance our children as they move forward into high school and later into adulthood.

Curriculum Impact

All 3 aims of the National Curriculum will be seen in books across school. Fluency, reasoning and problem solving will be of equal importance to allow children's understanding of the maths curriculum. Children are encouraged to discuss, record and explain their own mathematical thinking from an early age, and this will be seen through children having the resilience to complete a wide range of tasks. Our focus on vocabulary will provide children with the confidence to speak more mathematically when reasoning and problem solving.



English Curriculum Intent, Implementation and Impact

Intent

All the skills of language are essential to participate fully as a member of society and children should be encouraged to be confident, enthusiastic, independent readers, spellers and writers. Children need to speak, read and write fluently and confidently. Pupils should be taught to speak clearly and convey ideas confidently, they should learn to justify ideas with reasons, ask questions to check understanding develop vocabulary and build knowledge, listen to and build on the ideas of others and communicate effectively.

Reading is a habit that needs to be grounded in everything we do in school. Pupils should demonstrate an effective application of phonics knowledge and reading strategies to decode and support inference and deduction for comprehension, they should be able to read and write across a range of genre with understanding of vocabulary, structure and organisation. In their writing pupils should be able to apply a range of transcription skills including spelling and handwriting and show an awareness of purpose, audience, vocabulary and form. We aim to develop independent and accurate spellers who are confident to use adventurous vocabulary. Children should develop a flexible and legible handwriting style that empowers them to write with speed, confidence and pride.

Implementation

Through our text-led English curriculum, we foster pupils' interest in reading and writing. We value the importance of reading to supplement writing, providing a purpose and a context to writing and have a rigorous and well organised English curriculum that is derived around a sequence of high quality age-appropriate texts. We provide pupils with a reason for writing to demonstrate their flair and effective writing composition, leading to high quality outcomes. Children develop early reading through the use of the RWInc programme from Reception – Year 2. Each week, the children are taught to develop an understanding of the texts through whole class guided reading – exploring the key themes, events, and plot of the texts being studied alongside reading for pleasure activities.

Writing is an integral part of our curriculum, the writing process is clearly taught in order to establish children as an author in their own right. Pupils are taken on a writing journey which builds their knowledge of writing for context and purpose, allows the opportunities for the children to explore a variety of genres and includes planning, drafting and re-drafting their writing. All children are provided with many opportunities to develop and apply their writing skills across the curriculum.

Pupils are taught grammar in line with the National Curriculum, this is linked by teachers to genres as part of the writing process. Children are supported in how to apply genre specific features and grammatical content through high quality modelled writing. Spelling and handwriting are taught as discrete lessons, school uses the No Nonsense programme and Nelson Handwriting.

Impact

Our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering the expectations for each year group. Our English curriculum ensures pupils are academically prepared for their educational journey and life beyond primary school. Our text-led approach helps pupils foster a love for reading and an interest in reading for pleasure. At Longton Lane we have a community of enthusiastic speakers, readers and writers who enjoy showcasing their developing literacy knowledge and skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas.



Science Curriculum Intent, Implementation and Impact

Intent

A high-quality Science education provides the foundations for understanding the world through different scientific concepts in the disciplines of biology, chemistry and physics. All pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Pupils should build up a body of key knowledge and concepts whilst also recognising the power of rational explanation and develop a sense of excitement and curiosity about the natural phenomena. With these skills, pupils should become independent and reflective learners and by encouraging pupils to work scientifically, we hope to widen their interests and give them a foundation for further education or employment in the field of Science.

Implementation

Our Science curriculum is an annual programme and is taught as discrete units and lessons to ensure coverage. Throughout KS1 and KS2, Science is taught consistently, once a week for up to two hours. Science in EYFS is taught through topics as part of the 'Understanding of the World' strand.

National curriculum topics are taught (and where appropriate segmented) into specific half terms throughout each academic year; allowing progression of year groups and key stages to be monitored. Scientific enquiry skills are embedded into each topic the children study and these topics are revisited and developed throughout their time at Longton Lane. From Y2-Y6 there is additional time given during Science lessons in autumn term for teachers to revisit any misconceptions or gaps in previous year's learning. This model allows children to build upon their prior knowledge and increase their enthusiasm for the topics whilst embedding procedural knowledge in their long-term memory.

Children are taught how to develop and use a range of skills including observations, planning and investigations and become independent learners by exploring possible answers for their own scientific based questions. Throughout their time at Longton Lane, children are progressively taught how to record their investigations. Specialist vocabulary for each topic has been identified and is a focus in teachers' planning; the vocabulary is taught and built upon each year, and effective questioning to communicate ideas is encouraged. Scientific enquiry underpins each topic taught so that children learn how to use a variety of approaches to answer scientific questions.

Impact

Children will show enjoyment about science and the scientific knowledge they have acquired. They will become increasingly independent in science, selecting their own tools and materials and completing pupil led investigations. Children will have the understanding of scientific processes and the uses and implications of Science in the wider world. They will be able to apply their scientific knowledge to real life problems and use their investigation skills to independently complete experimental work as they continue their science journey into high school.



Geography Curriculum Intent, Implementation and Impact

Intent

Geography is by nature an investigative subject which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people to take forward with them in life. We intend to promote children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the earth's key physical and human processes, through investigative and enquiry-based learning opportunities. We aim for children to experience a curriculum which inspires, engages and provides opportunities for them to develop a fascination for Geographical issues.

Implementation

Geography is taught on a yearly basis in EYFS as is part of Understanding the World and learning is demonstrated and recorded in line with EYFS systems. Within KS1 and KS2 there is a two-year rolling programme to support mixed age classes in school. To support the children in developing a sense of location it is important that the class teacher has available a world, national and local map to refer to regularly.

Progression is planned for across KS1, Lower KS2 and Upper KS2. Geography focussed key questions and a geography vocabulary list are in place for each year group. At the end of each half term, geography knowledge is assessed in the form of 'sticky knowledge mats'. Staff use the geography long term planning documents to plan medium and short-term plans which indicate learning intentions, vocabulary and linked activities that build knowledge and skills for the planned geography theme. Short term planning allows for differentiation to be planned for in more detail or for any AfL that will take place. Teacher's geography feedback and marking booklets support the process of immediate responsive teaching. Children present their geography learning in exercise books that, through monitoring are expected to be of the same standard as other books such as English and Maths.

Impact

Outcomes in geography books and observed work in EYFS will show a broad and balanced geography curriculum, where children learn key skills and knowledge in a progressive manner linked to the schools long term planning documents. Children will review their successes in achieving geography objectives and being able to answer key geographical questions about the geographical theme they are learning. Geographical skills will be embedded alongside knowledge. Learning will be broad and deep and cover the four main aspects of geography identified in the school's non-negotiable statements (geographical enquiry, physical geography, human geography and geographical knowledge) which in turn cover the national curriculum statements for each key stage (locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. More able children will be provided with similar learning in different contexts to enable them to extend their geographical knowledge and skills without necessarily 'moving on'. Where children are identified as not being on track for geography ARE, teachers will support as needed.



History Curriculum Intent, Implementation and Impact

Intent

Our pupils experience a history curriculum which inspires, engages and provides opportunities for them to develop a thirst for historical knowledge and an understanding of how the past impacts on the present. History is by nature an investigative subject which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the past and its influence on our lives today, promoting a sense of chronology.

Implementation

History is taught on a yearly basis in EYFS and on a two-year rolling programme in KSI and KS2 to support mixed age classes in school. To support the children in developing a sense of chronology it is important that the class teacher has available a timeline to refer to regularly.

Progression is planned for across KSI, Lower KS2 and Upper KS2. History focussed key questions and a history vocabulary list are in place for each year group. At the end of each half term, history knowledge is assessed in the form of 'sticky knowledge mats'. Staff use the history long term planning documents to plan medium and short term, which indicate learning intentions, vocabulary and linked activities that build knowledge and skills for the planned history theme. Short term planning allows for differentiation to be planned for in more detail or for any AfL that will take place. Teacher's history feedback and marking booklets support the process of immediate responsive teaching. Children present their history learning in exercise books that, through monitoring are expected to be of the same standard as other books such as English and Maths.

Impact

Outcomes in history books and observed work in EYFS, will show a broad and balanced history curriculum, where children learn key skills and knowledge in a progressive manner and linked to the school's long-term planning documents. Children will review their successes in achieving history objectives and be able to answer key historical questions about the particular theme they are learning. History skills will be embedded alongside knowledge. Learning will be broad and deep and cover the three main aspects of history identified in the school's non-negotiable statements (chronological understanding, knowledge and interpretation and historical enquiry) which in turn cover the national curriculum statements for each key stage. More able children will be provided with similar learning in different contexts to enable them to extend their history knowledge and skills without necessarily 'moving on'. Where children are identified as not being on track for history ARE, teachers will support as needed.



Art and Design Curriculum Intent, Implementation and Impact

Intent

Through Art and Design, we engage, inspire and challenge pupils so that they can experiment, invent and create their own works of art, crafts and design. We intend to develop children's appreciation and appraisal of a wide range of artists through a variety of experiences which develop an understanding of how Art and Design shapes our history and contributes to the culture, creativity and wealth of our nation. We encourage children to share artistic experience and develop an understanding of how art supports British Values and the diverse cultures within our society.

Implementation

The implementation of art and design is based on EYFS and the National Curriculum and linked to topics to ensure a well-structured approach to this creative subject. Within KS1 and KS2 six topics are covered over the 2 years and include building on skills such as collage, drawing, textile, sculpture and painting. Each Year group builds on previous knowledge and concepts and follows the process of exploration, creating, analysing and evaluating. Art and Design is taught across blocked weeks, detail of themes is in our long-term plan. Agreed non-negotiables and a vocabulary list are in place for each year group. The work of famous international, national and where possible local artists, including craft makers and designers, is explored to enhance learning.

In EYFS pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. Within KS1 pupils are taught to use a range of materials creatively to design and make products, to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination and to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Within KS2 pupils are taught to create sketch books to record their observations and use them to review and revisit ideas and to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].

Impact

Children will have clear enjoyment and confidence in Art and Design

Children will know more, remember more and understand more about Art and Design and be able to demonstrate this knowledge. They will develop skills and attributes they can use beyond school and into adulthood.

Children will make progress and attain in line with age related expectations



Design Technology Curriculum Intent, Implementation and Impact

Intent

Through creativity, imagination and innovation children will have a deep understanding of the knowledge and vocabulary of the processes involved in designing products that solve real and relevant problems. By providing children with a variety of experiences they will develop an understanding of DT and its impact on daily lives and the wider world, through exploring and evaluating past and present designs. DT draws upon other disciplines such as mathematics, science, computing and art, using transferable vocabulary and skills to ensure a deeper understanding.

Implementation

Whilst the EYFS and National Curriculum forms the foundation of our curriculum we ensure that children learn additional skills, knowledge and understanding to enhance our curriculum as and when relevant.

Six topics are covered over the 2 years each has a different focus including: mechanics, textiles, structures, control and food technology. Topics build on previous knowledge from prior year group learning and follow the process of designing, making and evaluating whilst incorporating technical knowledge and vocabulary. DT is taught across blocked weeks.

A range of skills will be taught ensuring that children are aware of health and safety issues related to tasks undertaken. Agreed non-negotiables and a vocabulary list are in place for each year group.

Independent learning – children may well be asked to solve problems and develop their learning independently to allow ownership over their curriculum.

Collaborative learning – children may well be asked to work as part of a team learning to support and help one another towards a challenging goal.

Impact

Children will have clear enjoyment and confidence in DT that they will then apply to other areas of the curriculum.

Children will know more, remember more and understand more about DT and be able to demonstrate this knowledge. They will develop skills and attributes they can use beyond school and into adulthood.

Children will make progress and attain in line with age related expectations



Longton Lane Curriculum Intent, Implementation and Impact statement – Computing

Curriculum Intent

Computing is an invisible footprint across all aspects of a child's life. A high-quality computing curriculum equips children to use computational thinking and creativity to understand and change the world. Computing has links with mathematics, science and design and technology with insights into both natural and artificial systems.

Computer Science is the core of computing where children are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. From here pupils are equipped to use information technology to create programs, systems and a range of content.

Computing also ensures that our children are digitally literate; able to use, express themselves and develop ideas through ICT as participants in the digital world and in the future workplace.

Curriculum Implementation

At Longton Lane Primary School, computing is taught using a blocked curriculum approach. This ensures children are able to develop depth in their knowledge and skills over the duration of each of their computing topics. Teachers use the 'Teach Computing Curriculum' scheme of work, published by NCCE (National Centre for Computing Education), as a starting point for the planning of their computing lessons, which are often richly linked to engaging contexts in other subjects and topics. We have laptops, iPads, mini tablets and interactive whiteboards to ensure that all year groups have the opportunity to use a range of devices and programs for many purposes across the wider curriculum, as well as in discrete computing lessons. Employing cross-curricular links motivates pupils and supports them to make connections and remember the steps they have been taught.

The implementation of the curriculum also ensures a balanced coverage of computer science, information technology and digital literacy. The children will have experiences of all three strands in each year group, but the subject knowledge imparted becomes increasingly specific and in depth, with more complex skills being taught, thus ensuring that learning is scaffolded and all National Curriculum requirements are covered. For example, children in Key Stage 1 learn what algorithms are, which leads them to the design stage of programming in Key Stage 2, where they design, write and debug programs, explaining the thinking behind their algorithms.

Internet safety is taken extremely seriously and is embedded within the Scheme of Work. We have an E-Safety Policy that provides guidance for teachers and children about how to use the internet safely. Every year group participates in lessons on e-safety through both computing and PHSE, children understand how to stay safe when using technology and Internet safety days are held annually to address current issues.

Curriculum Impact

Our Computing curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes – O'Track and work scrutiny;
- Pupil discussions about their learning;
- Teacher feedback booklets to record misconceptions or exceptional learning for each lesson.

Pupils will leave Longton Lane with the following knowledge and skills:

- Children can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation;
- Children can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems;
- Children can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems;
- Children are responsible, competent, confident and creative users of information and communication technology.



MFL Curriculum Intent, Implementation and Impact

Intent

A high-quality languages education should foster children's curiosity and deepen their understanding of the world and of cultural similarities and differences. We are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop resilience in language learning skills that will open further opportunities later in life. The teaching of French in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

Implementation

Study of MFL (French) begins in Key Stage 2 and is taught once per week for 45 minutes across the Key Stage. Teaching follows the Janet Lloyd, Primary Languages Network scheme, which ensures coverage of the National Curriculum and provides support for all teaching staff, regardless of their level of confidence in the delivery of MFL. Planned coverage of vocabulary ensures that children are exposed to all key phonic sounds and are given the opportunity to manipulate language and build sentences (increasing in complexity) using a knowledge of grammar. The resources available for teaching also offer audio recordings so that children are exposed regularly to the voice of a native speaker. Lessons are designed to be progressive and build on prior learning, moving from word to sentence over the four years. In Year 6, the content allows for revisiting and consolidating prior knowledge. Children acquire language learning strategies for memorisation and retrieval and make use of bi-lingual dictionaries to decode unfamiliar language. In addition, they will make links between French and their own language and discover how language patterns differ in French. Teachers make use of songs, stories and rhymes to allow children to copy the sound of the language themselves.

Curriculum Impact

Children will be engaged and enjoy MFL lessons and evidence in work books will show that they complete tasks which covers all four areas (speaking, listening, reading and writing). Work books will travel through the Key Stage with children so that progress can be seen and allow children to use their previous work for reference. To enhance the impact on enjoyment and intercultural understanding, a French day is held at the end of each academic year to allow children to put what they have learned to use and to introduce the younger children in Key Stage 1 to language learning. Children will leave Longton Lane with a good foundation on which to build in Key Stage 3.



Music Curriculum Intent, Implementation and Impact

Intent

Our intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Pupils should develop a curiosity for music, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. Children should understand the value and importance of music in the wider community and across the diverse cultures within our society.

Implementation

Our music curriculum ensures children sing, listen, play, perform and evaluate, this is embedded in the classroom through the structured music programme, Charanga, as well as weekly singing assemblies, various performances, musical clubs and specialist music teacher groups. Within our curriculum children will cover different elements of music, learn important vocabulary and develop a good understanding on how music has changed throughout history.

The elements of music are taught in classroom lessons so that children can use some of the language of music to dissect it and understand how it is made, played, appreciated and analysed. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing or analysing music. Composing or performing using body percussion and vocal sounds develops the understanding of musical elements without the added complexity of an instrument. Within KS2 all children are given an opportunity to learn a musical instrument and give performances to their peers when possible, this enhances the habits of practice, determination and team work.

The Music Leader has a passion for music and can play musical instruments which has enabled her to have a good understanding of musical elements and the skills needed to perform. She encourages a love of music across the school through her teaching in class, key stage singing assemblies and through the choir that she directs for years 3 to 6

Impact

Children to understand the relevance of what they are learning within music and to enjoy their musical experiences within school. To evidence children's work throughout school and ensure they experience performances from others as well as performing themselves. Through music children will feel a sense of achievement, confidence, resilience and reflections. Children will be aware of the culture and history of music and will enjoy music in a variety of ways, as a listener, performer or composer. They understand how to further develop musical skills, should they ever develop an interest in their lives.



PE Curriculum Intent, Implementation and Impact

Intent

We recognise the value of Physical Education (PE) for children to understand a healthy lifestyle and to develop both physically and emotionally, as physical exercise promotes mental well-being. We ensure that all pupils develop competence to excel in a broad range of physical activities; are physically active for sustained periods of time; engage in competitive sports and activities and lead healthy, active lives.

Implementation

Longton Lane has a clear strategic overview for curriculum implementation, we follow a PE scheme of work which ensures progression is made throughout the lesson and across each key stage, ensuring prior knowledge and skills are built upon. Agreed non-negotiables and a vocabulary list are in place for each year group.

PE is taught by teachers and PE specialists who provide CPD to teachers to ensure they have good subject knowledge and understand how to deliver a lesson which caters for all needs. We ensure all abilities are catered for by providing differentiated activities throughout the PE lessons, ensuring the lower ability children are supported and higher ability children are challenged to achieve their full potential. Children are encouraged to do their own risk assessments at the beginning of each lesson to make them become more independent learners. Monitoring of PE planning, teaching and assessment is completed by our subject leader to ensure age related expectations are achieved and planning promotes progression.

We have sports councillors in each year group and hold regular meetings to ensure children feel included and have some ownership of their PE clubs and competitions, which we regularly attend. We promote active learning both in and out of school and regularly provide after school clubs, including those with specialist coaches, which engage children and help inspire a longer term healthy lifestyle.

Impact

Evidence of the impact the Longton Lane curriculum is having on the children as learners is rigorously evaluated and closely monitored by the subject leader. Our online assessments are used to ensure progression is made by all children throughout the academic year. We aim to have our competition participation increase so that we continue to achieve the sports award to demonstrate our commitment to PE. We aim to have children adapt a healthy lifestyle and increase their physical exercise, and adapt a positive attitude to an active healthy lifestyle to continue into their adulthood.



Religious Education (RE) Curriculum Intent, Implementation and Impact

Intent

At Longton Lane Primary school, we believe that it is vital for our pupils to learn from and about religion, so that they can understand the world around them. In line with the current Lancashire Agreed Syllabus for Religious Education, pupils acquire and develop their knowledge and understanding of religious and nonreligious beliefs and worldviews, cultural practices and ways of life in the local, national and wider global community. Religious Education is taught throughout the school in such a way as to reflect the overall aims and values of the school. It promotes mutual respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. We engage our pupils in an enquiry approach where they ask questions about the world and reflect on their own beliefs, values and experiences. Our aim is to ensure our pupils are equipped with the knowledge and understanding to engage in respectful dialogue so that they can participate positively in our society as global citizens.

Implementation

At Longton Lane Primary School, we follow the Lancashire RE syllabus and its long term and medium-term plans for each year group. The curriculum allows children to develop knowledge of the six main faiths, as well as the opportunity to express ideas on the spiritual, social, moral, and cultural impact RE has upon their own lives and the lives of others. Teachers have a secure understanding of the 4 strands of the Lancashire Field of Enquiry model enabling pupils to reflect on their learning and search for personal meaning. Pupils are engaged with their learning using key questions as 'hooks' for each unit accompanied by well-planned focus questions. Pupils gain a deeper understanding of the religions studied through high quality resources, handling artefacts and responding to images. Our Religious Education curriculum is enhanced further with trips to places of worship in our local area, meeting visitors from local religious communities and taking part in whole school events such as multi faith days. A cyclical format to RE enables pupils to revisit and build on their prior knowledge of the different beliefs and practices taught across the school. We are committed to providing our children with an exciting and positive learning environment, to develop their knowledge and understanding of religions while contributing to their spiritual, moral social and cultural development. Planning clearly identifies expectations and opportunities to assess pupils' progress.

Impact

Children at Longton Lane Primary School enjoy learning about other religions, they will have a desire to deepen their understanding through enquiry and reflection. Pupils are reflective learners, making their own connections and drawing conclusions through an effective enquiry model. Using a rich religious vocabulary, they can justify their arguments rather than simply express their personal feelings. Pupils progress in RE with regard to the exploration of shared human experience, beliefs and values, living religious traditions and the search for personal meaning. Ongoing formative assessment is made against the four strands of the Field of Enquiry, with clear outcomes for the end of each key stage. Through RE, the children can make links between their own lives and those of others in their community and in the wider world. They demonstrate tolerance and respectful behaviour to all and this is transferable outside of school in the wider community.



LONGTON LANE PRIMARY SCHOOL

'Believe and Achieve'

Personal, Health and Social Education PSHE Curriculum Intent, Implementation and Impact

Intent

We believe that personal, social and health education (PSHE) enables our children to become healthy, safe, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We are dedicated to ensuring that Longton Lane is a happy, stimulating and caring place and we expect high standards of behaviour and good manners throughout the school. Behaviour and attitude to learning is underpinned by values that are taught through PSHE lessons, making it integral to the success of the whole school. PSHE is at the heart of our school ethos.

Implementation

PSHE underpins the whole school curriculum.

It is taught as a discrete weekly lesson as well as cross-curricular when relevant links can be made.

In EYFS PSHE is an integral part of the topic work covered during the year.

Through PSHE pupils develop the knowledge, skills and attributes underpinning the key concepts of self, celebrating difference, goals, health, relationships and change. PSHE helps pupils develop as individuals and as members of social and economic communities. PSHE is taught under three headings – Health and well-being, relationships and Living in the wider world, including Global Learning.

Our nurture group provides additional support and helps to foster self-esteem, confidence, positive behaviour choices and to raise aspirations.

Impact

Children demonstrate our philosophy in their learning and in their behaviour in and around school.

Children learn to make the right choices for their safety and benefit the school and local community.

Children become responsible citizens who have the confidence and adaptability to meet the challenges of the changing world.