

Limehurst Primary School



Curriculum Policy

Approved by: Full Governing Body

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1. Curriculum aims

Our curriculum aims are to:

Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment

Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations

Support pupils' spiritual, moral, social, and cultural development

Support pupils' physical development and responsibility for their own health, and enable them to be active

Promote a positive attitude towards learning

Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support

Have a high academic ambition for all pupils

Equip pupils with the knowledge and cultural capital they need to succeed in life

Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

The Lime Curriculum

To achieve our curriculum aims we have strived to underpin the above with our own bespoke 'Lime Themes'. Our Lime themes are designed to promote and develop our aspirational 'Lime Outcomes'.

These curriculum aims are underpinned by our values:

Our school values effective teamwork, so our curriculum provides plenty of opportunities for collaborative working

Our school values the importance of diversity and respect, so our curriculum promotes cooperation and represents diverse voices

The key themes running through the LIME curriculum are:

Language rich

Inclusive

Motivational

Engaging

The LIME curriculum promotes our key outcomes for our pupils:

Leaders

Independent

Motivated for future learning & opportunities

Empathetic

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets

Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

The school implements the relevant statutory assessment arrangements

It participates actively in decision-making about the breadth and balance of the curriculum

It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 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 board

Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

They manage requests to withdraw children from curriculum subjects, where appropriate

The school's procedures for assessment meet all legal requirements

The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

The governing board 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 SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

4.1 At Limehurst we pride ourselves on having a diverse and engaging curriculum that we feel well equips our pupils for the twenty first century. Our core subjects are timetabled and taught on a daily basis and most of the foundation subjects are taught in blocks this enables our students to be fully immersed into that subject area for a period of weeks and the skills can be systematically developed.

4.2 We plan the curriculum carefully, so that there is coherent and full coverage of aspects of the National Curriculum and Early Learning Goals, and there is planned progression in all curriculum areas.

4.3 We agree a 2-year rolling programme for long-term planning for Key Stage 1 and Key Stage 2. This indicates what topics are to be taught in each term, and to which groups of children. This is overseen by subject leaders.

4.4 Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. We base our medium-term planning on the objectives in the guidance documents.

4.5 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

4.6 We recognise that children learn at different rates and sometimes have curriculum needs that come from an earlier or later curriculum stage. Some pupils in Year 1, for example, continue to follow a Foundation Stage curriculum for part of their Year 1.

4.7 See our EYFS policy for information on how our early years curriculum is delivered.

5. 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 SEN

Pupils with English as an additional language (EAL)

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.

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

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

Monitoring activities include school visits, meetings with the school council and an annual Curriculum meeting with their 'linked' subject lead.

Subject leaders, supported by SLT/Unit leads, monitor the way their subject is taught throughout the school. Monitoring activities include used in your school, include planning scrutiny, book scrutiny, lesson observations and learning walks.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed. This policy will be reviewed annually by the Headteacher or delegate. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

EYFS Policy

Assessment Policy

SEN Policy

Equality Information and Objectives

Pupil Premium Policy