



Limehurst Primary School Curriculum Implementation Statement

Last Updated: May 2023

Next Review: May 2024

Senior Leader Responsible for Policy: Mrs Hirst

In our successful curriculum the knowledge and skills are taught in a systematic, engaging and interesting way.

- The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.
- As a result of good and outstanding teaching, most pupils and groups of pupils in the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, make good progress and achieve well over time.
- Teachers have good knowledge of the subjects they teach.
- Almost all teaching in almost all subjects, including English and mathematics, is good, with examples of some outstanding teaching.
- Teachers and other adults set high expectations. They teach effectively and ensure that pupils are engaged in learning and generate high levels of commitment to learning across the school. They create a positive climate for learning in their lessons and pupils are interested and engaged.
- They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.
- Teachers use well-judged teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, matches pupils' needs accurately.
- In lessons teachers listen to, carefully observe and skilfully question pupils in order to reshape tasks and explanations to improve learning.
- They accurately assess pupils' learning and progress regularly and accurately at all key stages, including in the Early Years Foundation Stage.
- Teachers respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.
- Each topic has a clear endpoint, which is shared with the children. Curriculum maps are produced for each year group ensuring clarity of coverage with a strong emphasis on progression of skills and knowledge.
- Children are active participants in their own learning. They are encouraged to ask questions at the start of the topic to guide what needs to be taught, and thus develop an inquisitive mind.
- Teachers systematically and effectively check pupils' understanding throughout lessons, telling children how well they have done and what they need to do next to improve. This has a key impact on the quality of learning.
- Teachers present subject matter clearly, promoting **appropriate discussion** about the subject matter being taught.
- Being an enthusiastic, fluent and efficient reader is essential to all learning and because of this reading is given high status in our school. They are given the opportunity to experience a wide range of quality texts to develop a love of reading as well as exposure to quality vocabulary
- Synthetic phonics is taught by highly skilled and trained staff.
- At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge.
- Reading, writing, communication and mathematics are taught effectively and those skills are extended across the curriculum.

- Key vocabulary is highlighted in all areas of the curriculum. Vocabulary is discussed and explained in all subjects and children are expected to use efficient and accurate vocabulary in their work
- Teachers have high expectations of children's handwriting and presentation throughout the school.
- Teachers identify misconceptions accurately and provide clear, direct feedback.
- Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.
- Where possible, links between subjects are made so that children receive a rounded view of the topic being taught.
- Support staff make a good contribution to the quality of teaching and learning.
- Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons.
- Teachers and leaders use assessment well.
- Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or pupils.
- Our core beliefs and expectations of behaviour lie around our rights and responsibilities, both for ourselves and others. The children learn that we have a right to be safe, to be respected and to learn. They are also taught that it is our responsibility to keep others safe, show respect and allow others to learn.