**Longroyde Primary School**

**Curriculum Statement 2017 to 2018**

**Rationale**

This document gives guidance on the aims of the curriculum at Longroyde Primary School.

Since the introduction of the new National Curriculum 2014 and the enlargement of Longroyde Junior School to Longroyde Primary School, there have been many changes put in place, from timetabling to the way in which topics are taught and assessed.

**Aims of the Longroyde School Curriculum**

* To offer a broad and balanced education
* To engage with other people and their environment, developing generic skills of communication and cooperation
* To create and think critically
* To encourage children to question and challenge
* To develop confidence and self esteem
* To ensure academic achievement and progress in basic skills
* To instil curiosity, resilience, perseverance and pride in achievement
* To involve parents and carers to maximize learning opportunities
* To prepare children to make valuable and effective contributions to society, whilst being aware of their individual rights and responsibilities.
* To cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties

**National Curriculum Guidance**

The National Curriculum 2014 is a Statutory Primary National Curriculum, consisting of Programmes of Study and Attainment Targets for all subjects at Key Stage 1 and 2, except languages (only studied at Key Stage 2).

The National Curriculum secures for all pupils, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to a number of areas of learning and to develop knowledge, understanding, skills and attitudes, necessary for their self-fulfilment and development as active and responsible citizens.

**To promote continuity and coherence**

The National Curriculum contributes to a coherent national framework that promotes curriculum continuity and is sufficiently flexible to ensure progression in pupils' learning. It facilitates the transition of pupils between schools and phases of education and provides a foundation for lifelong learning.

**The Early Years Foundation Stage**

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with both our own and the variety of nurseries and other pre-school providers in the area. During the children’s first term in the Reception class, their teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

The early years curriculum is a statutory framework for children aged between 0 and 5 years. It is organised into 7 areas of learning
For each area of learning there is a set of developmental stages and early learning outcomes w at each stage.
The staff plan the curriculum to ensure the children make good progress towards the early learning goals, which children are expected to reach by the end of the Reception class in their primary school. At Longroyde Primary we expect all children to make the best possible progress and we support all children to reach the expected outcomes for nursery by the time they leave us.

The 7 areas of learning:

3 Prime areas of learning:

Communication and Language
Physical Development
Personal, Social and Emotional development

4 Specific areas of learning:

Literacy
Mathematics
Understanding the World
Expressive Art and Design

**How young children learn**

The children will experience a range of activities indoors and outdoors, (whatever the weather) to develop skills, knowledge and independence. They learn actively within a strong routine.

**National Curriculum Content Key Stage 1 and 2**

**Organisation**

The Longroyde Curriculum is organised around the key skill of enquiry.  At the start of every topic children ask questions about what they might like to find out and throughout the topic, the children’s interests, enquiries, investigative skills and independent learning opportunities are encouraged.  At the end of the topic children explore what they have learned and review their learning, not just of knowledge but of skills and attitudes.

In Key Stage 1, every half term has a different theme and main focus. English lessons and foundation lessons are incorporated into the theme, with the exception of Music, PSHE, PE and ICT.

In Key Stage 2, foundation subjects are taught in blocks of 2-3 weeks, with the exception of Music, PSHE, PE and ICT. This allows the children to start and progress through a topic within a short space of time, to maintain their interest and, in some cases, complete a final product or piece of work.

**Display**

Celebration of children’s achievement is central to learning.  Work from the curriculum should be creatively and attractively displayed, celebrating high standards.  Children should be encouraged to aspire to their very best in order so that they take great pride in their own achievements, and display of their work.

**Parents and Home Learning**

Parents are informed about the themes/curriculum topics at the start of the year, through a news letter. Each term, pupils will usually complete a homework project about a chosen topic.  This will be a longer piece of study, which will ensure that they have the opportunity to take greater responsibility for their own learning, talk with parents and carers about their work and take pride in completing a longer, more comprehensive task.

**Assessment and Evaluation**

Children will be assessed against objectives, as stated in the Curriculum Document, in a variety of ways. The old Curriculum Levels are now obsolete, and in line with Government Guidance, Longroyde has established new guidelines, to show attainment and progression within a child’s year group.