LAINDON PARK PRIMARY SCHOOL & NURSERY

Curriculum Statement

The curriculum at Laindon Park Primary School is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as happy, confident, resilient and successful learners, with high aspirations for themselves and others

Our context rich curriculum, which has high expectations for all, is mapped to include full coverage of the National and EYFS curriculum. It provides a range of learning experiences for our children, which broaden their understanding of the Local, British and Global Community. Our curriculum offer is designed and adapted, in order to challenge, engage and motivate our learners to take responsibility for themselves and others. Our ultimate goal being that they progress academically and become honest, successful and confident individuals, who make positive contributions to the community and society - both now and in the future. We have developed our curriculum so that it is designed to support children with retention of subject knowledge and to develop long-term memory skills.

For all year groups, we have overviews that map out the knowledge and skills progression of the curriculum offer; these include all the subjects in the National Curriculum so that our children access a broad and balanced curriculum offer. The curriculum offer is implemented in a consistent manner by ensuring that excellence in teaching and enjoyment in learning go hand in hand and lay the foundations for success in later life.

Using our curriculum overviews as a starting point, we develop our medium-term and short-term planning to ensure coherent coverage of key knowledge, skills and concepts and clear progression routes over a sequence of lessons. This allows for prior learning to be systematically built upon and key knowledge to be revisited. Planning is supported by subject progression documents so that lessons give children the opportunity to use and apply the skills they are developing so that they know more and understand more.

This is monitored by subject leaders and links to the Teaching, Learning and Assessment Policy. Curriculum planning is supported by identified quality texts, which are selected to stimulate children's interests, to give a context for the learning and to make meaningful cross-curricular links to ensure transferable knowledge. Our curriculum has a strong emphasis on vocabulary.

Across the curriculum, children are given regular opportunities to explore, question, investigate, evaluate, and reflect on their learning. These crucial experiences strengthen children's subject knowledge and embed life-long skills for our children.

Enrichment activities are linked to each theme – these are organised by teachers, in order to offer a range of experiences that help to broaden understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning. These activities are supported by the governors, who use some of the Pupil Premium Grant to match any short falls in parent voluntary contributions to ensure that all planned events go ahead.

Most lessons make use of carefully formulated assessments of prior knowledge as a starting point for all future planning and teaching. We plan carefully tailored lessons which enable all groups of pupils to make good progress and catch up quickly, if needed. Staff also make use of the detailed whole school progression documents to assist with making accurate periodic judgements of pupil attainment and progress for all taught subjects. Our progression documents assist with making judgements. To support our assessment of English and Mathematics we use 'NFER' AND White Rose tests alongside teacher assessment. We capture data at 3 points across the academic year – at the end of the Autumn, Spring and Summer Term to ensure that all children are making at least expected progress.

The role of the subject leader is pivotal in the successful implementation of our curriculum. We aim for all subject leaders to have the knowledge, expertise and practical skill to be able to lead their area effectively. Each curriculum subject has a dedicated subject leader with clear roles and responsibilities. They are responsible for the curriculum design, delivery and impact in their own curriculum area. Subject leaders and leaders at all levels, including Governors, regularly review and quality assure the subject areas to ensure that they are being implemented as intended and that coverage, curriculum, breadth and balance is adequate.

The findings of pupil voice/discussion are used to support decision making at Laindon Park Primary School & Nursery. To ensure we implement our curriculum intent well, we ensure that our children are invested in their learning and making a positive contribution to the planning and design of our curriculum. We regularly encourage pupils to articulate their learning journey and understanding of the curriculum. This ensures that our children are actively involved in their learning, enabling them to deepen their understanding and develop retrieval strategies.

Outcomes for pupils in Reading, Writing and Mathematics are better than national expectation by the end of KS2. We also ensure that our pupils make good progress in computing and the foundation curriculum subjects by logically sequencing the curriculum to help them embed and remember their learning over time. Our formal and informal assessments, pupil voice discussions and self-review activity confirm that the curriculum is successfully implemented to ensure pupils successfully 'learn the curriculum'.

Pupils leave Laindon Park Primary School and Nursery with a secure understanding of the academic curriculum content and have high aspirations for their future. They have a strong understanding of how to be socially, morally, spiritually and culturally responsible and aware. Our children know how to make decisions for the right reasons and in the best interests of their community and they endeavour to be the best that they can be.