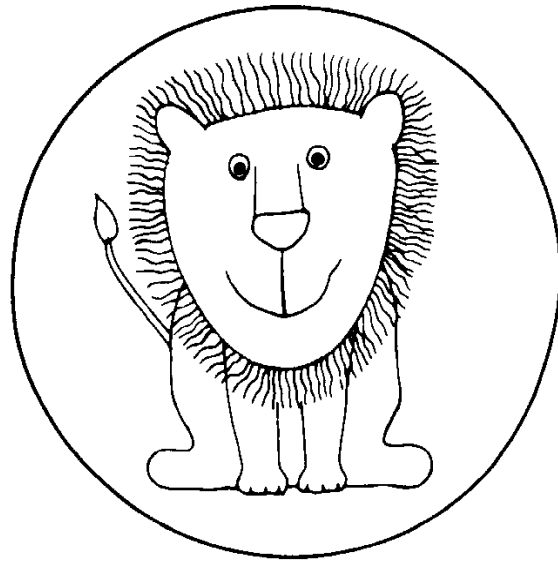




Linslade Lower School

Curriculum Policy

Governor Approval:	June 2026
Review Cycle:	Triennial

Policy review chronology:

April 2017	Minor changes made to section 12 to reflect new communication with parents (weekly curriculum newsletter)	Approved
June 2020	Changes made to reflect completed curriculum review	Approved
June 2023	Changed NQT to ECT	Approved
June 2026	Minor amendments	Approved

Linslade Lower School Curriculum Policy

1.0 Introduction

The curriculum is a framework for learning. It should be broad and balanced and enable all learners to progress and achieve the very best they can. A well-designed curriculum should provide for academic and personal development.

At Linslade Lower School, we believe that the curriculum should inspire, motivate and engage learners. We recognise that the curriculum we offer needs to prepare children for the opportunities and challenges of the 21st century.

Note: This policy covers 'what' we teach. The teaching and learning policy should be read to find out 'how' we teach.

2.1 Aims

At Linslade Lower School, learning is the focus of our school aims.

We:

- encourage everyone to achieve the very best they can.
- foster a love of learning and the skills needed to be a learner for life.
- develop the whole child.
- provide a well-resourced and stimulating learning environment .
- use a creative, engaging curriculum as a means to develop enquiring minds.
- keep up-to-date and continually develop our skills as professionals.

These aims are reflected in the curriculum we have designed.

3.1 Related Policies and Documents

The documents and policies that have particular relevance to this policy are:

- The National Curriculum in England – Key stage 1 and 2 (September 2013)
- Statutory Framework for the Early Years Foundation Stage (September 2025)
- Linslade Lower School Policy for Teaching and Learning

4.1 Policy Organisation

The policy is organised into the following sections:

- Statutory requirements
- Curriculum principles
- Curriculum design

- Curriculum planning
- Curriculum enrichment
- Timetabling
- Curriculum leadership
- Communication and partnership with parents
- Professional development
- Resource requirements
- Policy dissemination
- Monitoring and evaluation
- Policy review

5.0 Statutory Requirements

As a maintained community school, we are required to teach the Early Years Foundation Stage Curriculum to nursery and reception pupils and the 2013 National Curriculum for key stages 1 and 2 to pupils in year groups one to four.

In addition, schools must ensure that provision is made for Personal, Social, Health and Economic Education (PSHE), Religious Education (RE), Spiritual, Moral, Social and Cultural Education (SMSC) and a daily act of collective worship.

The National Curriculum states:

‘The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.’

6.0 Curriculum Principles (in no particular order)

At Linslade Lower School the curriculum should:

- be relevant to the age and stage of the pupils
- inspire and motivate
- be rigorously planned to allow continuity and progression
- provide hands-on experience wherever possible
- enable active learning
- be enriched with visits and visitors
- develop personal and social as well as academic skills
- promote thinking skills and enquiry
- promote positive dispositions and attitudes towards learning
- promote awareness of the local and global community
- develop skills and knowledge

7.0 Curriculum Design

In addition to the requirements of the Early Years Foundation Stage Curriculum and National Curriculum, we have personalised the curriculum for this school and have adopted four curriculum drivers: communication, environment, citizenship and wellbeing (appendix 1). Curriculum drivers underpin our subject planning.

Subjects in the curriculum may be taught discretely or grouped thematically.

Mathematics and English are taught discretely.

Most other subjects will be taught via a theme that embraces and unites subjects. This means aspects from different subjects will be drawn together to enable children to make links and explore something in more depth. This is a 'thematic' or 'topic' approach. When planning the curriculum in this way, care must be taken to avoid tenuous links. Some objectives from a subject lend themselves to being studied more frequently, e.g. weather. When planning the curriculum, we have identified these objectives and visit them regularly throughout the school year.

Some subjects do not lend themselves to be taught thematically, e.g. physical education and others lend themselves to some themes but not others. When this is the case, the subject(s) will be taught independently of the theme (standalone).

Themes are planned half-termly in Early Years and termly in Key Stages 1 and 2.

8.0 Curriculum Planning

Planning is done at three levels:

- Long-term plans provide an overview of curriculum coverage across the year groups.
- Medium-term plans cover the curriculum for a half-term or a term. They are written and adapted by key stage teams.
- Medium-term plans should clearly indicate those subjects that are linked in a theme and those that are standalone. They should also make the cross-curricular aspects of learning clear, i.e. SMSC, PSHE, etc.
- Short-term plans are detailed and cover a session or unit of work for a week. They should be written for literacy and numeracy. It should not be necessary to write detailed short term plans for thematic learning as this would duplicate the medium term planning.

Whole school evaluation, together with monitoring by subject leaders, ensures that planning provides for continuity and progression.

Teachers are entitled to planning, preparation and assessment time (PPA); this is normally given on a weekly basis and contributes to the time required for planning.

9.0 Curriculum Enrichment

A wide range of opportunities for visits and visitors are planned throughout the curriculum. They enrich learning, widen horizons, inspire and motivate. Visitors may include members of the community with expertise or specialist providers. Visits are made locally and further afield.

10.0 Timetabling

With the exception of R.E there is no statutory allocation of time for teaching a subject. Schools must ensure that enough time is made

available for the programs of study in each key stage to be taught in full.

In this school, Mathematics and English are taught daily. The length of the session varies depending on the age of the child.

Physical Education, computing and French (KS2) are taught weekly.

Other subjects may be taught weekly or in a block. Decisions are made based on the subject content and planned activities.

11.0 Curriculum Leadership

Curriculum responsibility is a requirement of the school teachers' pay and conditions document for all teachers other than Newly Qualified Teachers (ECT).

As teacher numbers are low, we manage their workload by having a team approach to curriculum leadership. Subjects have been put into two groups and there are two curriculum teams with a teacher from each key stage on each team

Curriculum leadership responsibilities are detailed in the subject leader role profile (Appendix 1). To fulfil these responsibilities, time for carrying out tasks is allocated on training days and through non-contact time during the year.

Subject leaders are provided with training to develop their subject knowledge, knowledge of curriculum requirements and leadership skills.

12.0 Curriculum Impact

A range of monitoring activities take place throughout the year to quality-assure the curriculum.

Assessment information is collected by teachers throughout the year. At the end of the year outcomes are collated and analysed by the curriculum teams and a report is provided for the Headteacher.

Children's progress and attainment are reported to parents in the annual report for their child.

13.0 Communication & Partnership With Parents

Information about the school curriculum is included on the school website.

A curriculum overview for the term will be provided on the key stage pages of the website and displayed in school so that parents know which aspects of the curriculum their child is covering.

A curriculum leaflet is sent home each week detailing what has been learnt in English and Maths that week. Home learning activities are also included on the leaflet.

Parents have the opportunity to attend curriculum information sessions and to see 'learning in action' in the classrooms. Sessions are usually held once per term, the focus of the session changes.

Parents are invited to come and look at their child's topic work with their child each term.

14.0 Professional Development

Curriculum training is provided as a part of the regular professional development meetings for teachers that are held each week.

In addition, the curriculum is the focus of some of the five professional development days (training days) in each academic year; all staff attend them. Where there is an identified need, staff are also able to attend curriculum training and development courses from other providers.

From time to time, we engage the services of a consultant to lead development in a specific area of the curriculum.

15.0 Resource Requirements

Subject leaders are responsible for auditing the resources for their subject and ensuring that high-quality, plentiful and up-to-date resources are available. Each year, the subject leaders are asked to specify the resource requirements for their subject, and from this, priorities for the budget are established. In addition, the resource requirements for new initiatives are specified in the Improvement Plan so that the budget can be agreed.

School staff are responsible for ensuring resources are used correctly and carefully. Pupils are taught to respect resources.

16.0 Policy Dissemination

This policy will be provided to staff as part of their induction when they start work at school. At the beginning of each school year, staff will be reminded of the content of the policy.

The policy will be available on the school website.

17.0 Monitoring and Evaluation

Monitoring activities are undertaken by subject leaders and senior leaders in accordance with the annual monitoring timetable. Monitoring activities include: lesson observations, work scrutiny, learning walks and pupil interviews.

Monitoring and evaluating outcomes are reported to the Governing Body and are included in the school self-evaluation report for Ofsted.

18.0 Policy Review

This policy will be reviewed triennially.

Appendix 1

Curriculum Drivers



Linslade Lower School



Citizenship: Enables us to nurture a sense of belonging, self-confidence, pride in personal achievements and those of others. It provides opportunities to exercise responsibilities and the ability to express opinions whilst respecting those of others.

We will focus on the local area and beyond so that children can begin to understand the wonder and diversity of the world in which



Communication: We aim for all of the children to be confident and articulate communicators with a rich vocabulary. We provide opportunities for children to practise and develop their skills in a variety of contexts.

Curriculum Drivers

To meet the needs of our children and fulfil our statutory obligations we have identified four curriculum drivers that personalise the curriculum offer at this school. They help to ensure we inspire, motivate and engage the children.

The drivers underpin our curriculum planning and are in addition to our focus on the acquisition of reading, writing and mathematics skills.

Wellbeing: Nurturing and developing the physical, emotional, social and spiritual health of children helps us to ensure the children in our care become well developed, well-rounded individuals who are able to meet the challenges of everyday life now and in the future.



Environment: We aim to enhance the children's understanding of the local and global environment so that they can develop an attitude of care and respect for the world in which they live and understand how actions and decisions have an impact upon the world.

APPENDIX 2

Linslade Lower School Subject Teams Role Description

All teaching staff other than those who are in their ECT year are required to lead an aspect, theme or subject area.

Subject teams:

- are accountable for leading, managing and developing whole school policy and practice in their assigned subject and should keep its profile high.
- are accountable for developing, monitoring and evaluating schemes of work, assessment and teaching strategies that support the aims and objectives of the school and subject requirements.
- inform whole school planning ensuring that it provides suitable coverage, continuity and progression whilst promoting high levels of achievement that meets the needs of all pupils.
- monitor the teaching and learning of others as specified in the monitoring timetable.
- contribute to the school self - evaluation process, identifying areas for development in their subject, informing the Leadership Team of the necessary improvement requirements and incorporating them in an action plan.
- lead, develop and enhance the teaching practice of others; disseminating developments across the school.
- ensure the sufficiency and effective deployment of resources within the area of responsibility and inform the budget setting process by preparing a budget requirements list each year (Spring Term).
- ensure personal professional development, being up-to-date in national and local developments, contributing to school networks and clusters and keeping others informed.
- must work collaboratively and co-operatively with colleagues, consulting with them when necessary.
- are responsible for keeping their subject leader file organised and up to date in line with school practice. Files should be available for the purposes of monitoring.