



# CURRICULUM POLICY



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# Curriculum Policy

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## 1 Introduction

This policy outlines the broad principles that outline our curriculum provision. The curriculum is at the heart of learning provision. Underpinning the curriculum is our Curriculum Vision and pedagogical approach. Within the Lighthouse Federation, each school has developed a broad and balanced curriculum for each key stage, rooted in the following key documents:

- Primary National Curriculum 2013
- EYFS Statutory Framework 2021

## 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 Aims and Vision

At the Lighthouse Federation our aim is that our children will enjoy their time at school, whilst being prepared for adulthood by having a practical, positive mind-set. We aim to work in partnership with families to unlock the potential of every individual.

**We do not put a lid on success. Our achievement is limitless!**

At The Lighthouse Federation our vision is that everyone will; LOVE, LEARN & THRIVE.

### LOVE

We love and nurture each individual.

### LEARN

We are passionate about inspiring learning.

### THRIVE

We value the uniqueness of each individual's achievements.



**Our vision translates directly into our curriculum in that;**

### **LOVE**

Our curriculum promotes a love and appreciation of life and learning in all its fullness, enabling children to realise a passion for the possible.

### **LEARN**

Our curriculum enables children to learn and retain a body of knowledge to which they can develop and apply key critical thinking and communication skills becoming creative, confident and enquiring learners.

### **THRIVE**

Building on their strengths, interest and experiences our curriculum enables children to grow and flourish both academically, socially and emotionally experiencing success in a range of situations and contexts.

## **4 Curriculum Rationale and Principles**

Every child has an entitlement to benefit from teaching of the highest quality delivered via a rich, balanced and well planned curriculum that facilitates natural progression.

**Therefore, the following principles are expected to be met through the curriculum:**

- a. **Challenges and enrichment for all.** Is the curriculum sufficiently challenging and appropriate for each child? Does it develop resilience and independence? Is mastery understood and defined? Are there expectations for all? Is there equity so all pupils can access learning? Does the task design enrich? Do pupils experience the whole curriculum consistently across year groups?
- b. **Shallow to deeper learning.** Do teachers understand the planning process? Are there coherent links within topics that increasingly challenge? Does the school have a taxonomy as a framework? Is there secure progression through key stages? Are children given the opportunities for discussion and open debates?
- c. **Curriculum content is responsive and relevant.** Are curriculum topics related to the local context and are the rich resources within the local community/environment being maximised? Are pupils able to connect local, national and global contexts for learning? Are tasks adapted to reflect current affairs and technological and environmental changes? Is assessment for learning responsive and effective? Do teachers respond to educational research?



- d. **Learning is sequenced.** Has the knowledge, concepts and skills been carefully planned by subject leaders for key stages year groups and units of work and do teachers have a secure understanding of them? Is the sequence of learning underpinned by the national curriculum programmes of study? Are pupils given opportunities to plan and evaluate their learning within the rich learning journeys? Are children given the opportunities to record their work using different ways?
- e. **High quality outcomes.** Are teaching expectations high enough? Are there clear assessment criteria? Has the learning journey led to a purposeful outcome or product? Are pupils challenged to think and evaluate their own learning? Are there relevant contexts for high quality outcomes for literacy, numeracy and IT?
- f. **Personal identity and their relationship with the world.** Does the curriculum engage pupils to be increasingly confident and successful? Are opportunities for rights respecting education maximised? Do individual school values translate into the learning and promote character education? Do pupils engage with local community, national and global issues?
- g. **Memorable connections.** Does the learning make links with prior and current learning within the subject and across the curriculum? Is the learning relevant to the lives and aspirations of children? Does the learning excite to create memorable moments?
- h. **Enquiry based learning fuels curiosity.** Is there a balance between teacher and child generated questions? Does the task or topic promote deeper thinking? What choices do the pupils have at different points in the learning process? Do pupils reflect on their learning and generate new thinking?
- i. **Coherent broad and balanced.** Is each national curriculum subject given integrity and taught well through the key stages? Are pupils curious to make personal sense of spiritual, moral, social and cultural education? Are pupils able to relate their values and experiences to British Values? How cohesive is the entire planned curriculum across the school? (Lessons, events, outdoor learning, routines, extra-curricular etc). Does the curriculum facilitate unlimited possibilities for rehearsing and honing literacy, numeracy and IT skills?



## 5 Planning

This policy recognises the principle that planning is a process rather than a product. This is summed up well in the following:

*'Planning is best viewed as a process rather than a product. As a stack of habits of thought that you bring into play to prepare yourself for teaching. It is not a fixed set of procedures that you have to follow, nor as beautifully filled in form. Sometimes we confuse the plan with the planning, as if they were the same thing. This can lead to situations where planning becomes an exercise in form filling rather than hard thinking.'*

Peps Mccrea - Lean Lesson Planning

Planning for effective curriculum delivery must provide curricular balance, breadth, coherence, progression and continuity. Outcomes and assessment strategies are stated clearly and effective use of assessment information is used by staff to identify next steps in children's learning. Curriculum planning plays a critical role in achieving high quality learning, shaping our children's understanding and progression. The only way to make sure this happens is to have and implement a clear, consistent and robust approach to planning.

*Planning will follow the EYFS Curriculum and the National Curriculum.*

The Federation is committed to providing the best possible learning experience for pupils. In doing so, it recognises that effective planning for teaching and learning is essential to ensure that pupils make the best possible progress in the context of a rich and balanced curriculum which promotes creativity, excellence and enjoyment.

This policy identifies that effective curriculum planning will focus on:

- The knowledge and skills the children will be taught
- The vocabulary the children will be taught
- The prior learning the children have
- *How/What the children will be taught to ensure they achieve the learning objective/ learning intention/ learning purpose*

There will be no set planning format to follow, this is to the discretion of each individual school in order to fulfil the curriculum policy and meet the children's needs within the school.

For all subjects, all schools are expected to have:

- Progression documents
- Long Term Plans (LTP's)
- Medium Term Plans (MTP's)

It is at each school's discretion as to whether staff are required to complete Short Term Plans (STP's).



## 6 Inclusion

The aim of the Lighthouse Federation schools is to enable all children to reach their potential. We are committed to giving ALL our children every opportunity to achieve the highest standards.

This policy helps to ensure that this happens for all the children in our Federated Schools - regardless of their age, gender, ethnicity, attainment or background.

Our schools aim to be inclusive schools. This means that equality of opportunity must be a reality for all our children.

We make this a reality through the attention we pay to the different groups of children within our schools:

- girls and boys
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs
- gifted and talented children
- any children who are at risk of disaffection or exclusion
- Children in care

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.

## 7 Equality and Diversity

The Lighthouse Federation welcomes its duties under the Equality Act (2010) to ensure that the curriculum is diverse and children are taught to respect others.

We value every child as an individual who has an important part to play in our community. We encourage all children to develop the skills, qualities and aspirations to become independent learners, confident individuals and responsible citizens. Our curriculum and all its associated plans will fully take into account our commitment to meeting our duties in relation to the Equality act as well as maximising opportunities to promote equality and diversity at every meaningful opportunity.





## 8 Assessment

Children's work throughout the curriculum will be assessed through each school's individual marking policy. Staff will be confident making informal judgments as the children's learning is observed and assessed during lessons. Teachers will deliver 'First Quality Teaching' and 'adaptive teaching' where lessons and work will be adapted by ability, and through live marking children will be provided with feedback which allows them to focus on the next steps in their learning. Children will be challenged and given the opportunity for mastery.

## 9 Collaboration

Pupils, parents, staff and governors will be supported in developing and nurturing new skills that enable individuals to grow. Collaboration will empower us to offer the very best experiences that allow all those within the Lighthouse federation to thrive and fulfil aspirations. Through strong partnerships, we will embrace new ideas together, finding innovative ways to create an environment that endorses the very best learning so all pupils can reach their full potential.

*Termly meetings between subject leaders will allow them to discuss and share good practice in order to:*

- ✓ Reduce workload and free teachers to teach
- ✓ Share planning and resources Via email and the Google drive.
- ✓ Plan events to celebrate individual subject successes
- ✓ Build links between children and their communities
- ✓ Build relationships with each other to provide the children will the best possible learning opportunities
- ✓ Share expertise as subject leaders have different experiences, qualifications and years of teaching/leadership
- ✓ Provide the children with new experiences through competitions and quizzes.
- ✓ Freedom and flexibility to visit each school
- ✓ Opportunities to learn from others





## **10 Curriculum Monitoring**

We continually monitor and review the curriculum and make adjustments to ensure it meets the needs of our pupils in an ever-changing world. Senior leaders monitor curriculum provision and each School Committee has regular reviews which are shared with the Federation Governing body termly.

## **11 Review**

This policy will be reviewed every two years by the Lighthouse Federation staff and Federation Governing body.