

CURRICULUM

Curriculum Intent

All children have a right to a broad, balanced and relevant education, which prepares them for the wider world.

At Langley Fitzurse C of E Primary school our curriculum aims to involve children in decision making, has clear educational purpose, is delivered with imagination and has measurable success and value. To 'amaze, excite and inspire' is at the heart of our teaching and learning. As a Church of England Primary School, we believe that God is central to all of our lives and that God values each and every one of us. Our curriculum reflects this and aims to provide opportunities for all children to learn and achieve, irrespective of social background, culture, race, gender, differences in ability.

We follow the National Curriculum throughout Key Stages 1 and 2. Details about the National Curriculum can be accessed [here](#).

At Langley Fitzurse we encourage children to:

- Try new things, so that they develop lively and enquiring minds;
- Work their hardest, to develop their true potential and take pride in that achievement;
- Express their feelings and beliefs, together with a willingness to ask questions and to discuss rationally;
- Understand others, to respect their values and consider thoughtfully their own attitudes;
- Explore the wonders of God's world together, to think creatively and with imagination; knowing that Christian values are at the heart of our school.
- Never give up, so that they may be adaptable, reliable and resilient.

As staff and governors we:

- Plan with the principle of matching the challenge of the National and Skills curricula to the needs of every child.
- Monitor carefully the effectiveness of policies and practices.
- Understand that many learners need focused help at some point in their education and all pupils need to feel valued for their achievements, at whatever level.

Curriculum Implementation

Our carefully crafted curriculum balances the national expectations and a range of experiences, allowing our children to flourish. Clear strategic planning allows the curriculum to be dynamic and adapt to the context of the school and children's needs. Age-related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child. The curriculum has high expectations of the children to combine transferable skills, demonstrate a breadth of vocabulary and develop understanding of curricular links. Inviting classroom environments stimulate and engage quality thinking and reasoning. Explicit daily, weekly and medium-term planning is responsive to children's needs; incorporating holistic approaches to teaching and learning. High expectations of progress apply equally to children working above, at, or below age-related expectations, including those who have been identified as having special educational needs. There is an expectation of participation, fulfilment and success; and teaching and learning is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep pupils on trajectory and assessment to check and maintain pupil progress. There are clear plans to support those who are struggling to maintain progress. The teachers' priority is to support

children so that they can keep up with the pace of learning and make good rates of progress. The school enables all staff to further develop curriculum pedagogy. Our marking policy is implemented consistently across the school. Opportunities for children to reflect on their learning and think deeply and carefully about their feedback is expected and facilitated regularly.

Curriculum Impact

We use triangulated monitoring throughout the year to gauge the impact of the curriculum design and quality of teaching. Senior leadership and core subject leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development. Our whole school team strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps. Learning is measured through careful analysis of the children's application of skills across the curriculum; they are judged on their quality of thinking and how they demonstrate their understanding in a number of ways. Senior leaders, subject leads and teachers conduct performance analysis linked to this triangulated monitoring, measuring performance against individual and school targets which are reviewed regularly. At Langley Fitzurse, we believe our children possess unique talents, skills and qualities. As such, they have the right to succeed, the right to recognise their own greatness and the right to develop who they are in a respectful and nurturing environment.