



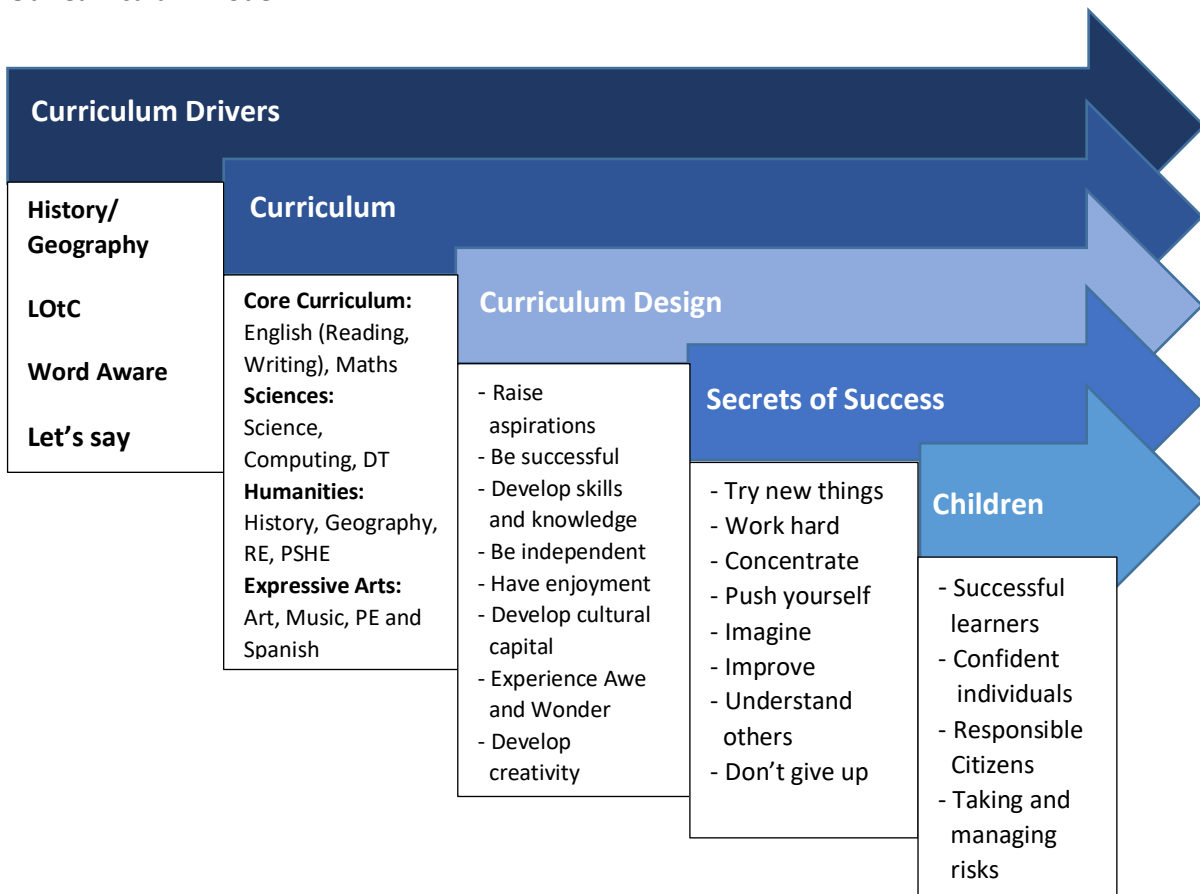
**Lyng Primary School**  
**Curriculum Policy/Statement**  
**September 2022**

Through our well-designed engaging curriculum, we aim to create curious, passionate, life-long learners with future aspirations. By ensuring pupils enjoy enriching and creative opportunities, we equip our children with a range of knowledge and skills that will enable them to have deep subject expertise and go on to achieve later in life. An emphasis on ensuring that children at Lyng understand the relevance and purpose of their learning means they achieve their full potential and develop an aspirational mind-set.

Our curriculum that is as deep and challenging as it is wide, delivered wherever possible outside of the classroom, 'Classrooms without Walls' enhances pupils experiences and when delivered with secure subject knowledge, combines to ensure that learners have the opportunity to make links between prior and current learning.

It is our aim that the pupils at Lyng develop learning behaviours that not only equip them for the curriculum, but also provide them with lifelong skills.

### Our Curriculum Model



### Intent



Our broad and balanced curriculum is seen in its widest sense as the entire planned learning experience. This includes formal lessons as well as events, routines, and learning that takes place outside of the classroom.

Our curriculum is designed to allow children to become:

**Successful learners**, who enjoy learning, make good (rapid and sustained) progress and achieve their very best in all they do.

**Confident individuals**, who are able to live safe, healthy and fulfilling lives.

**Responsible citizens**, who can make a positive contribution to society.

**Sensible risk takers**, who can stay safe whilst pushing themselves to overcome challenges

Our curriculum is designed to allow each child to develop:

**Try new things**      **Work hard**  
**Concentrate**      **Push yourself**  
**Imagine**  
**Understand others**      **Improve**  
**Don't give up**

These are our **Secrets of Success** and our curriculum is underpinned by these values that we hold dear at our heart.

Perseverance – Never giving up ...

Friendship – Teamwork and understanding others ...

Resilience – Concentrate and the power of yet ...

Determination – Working hard

Self-belief – Push yourself and improve

Respect ... to all ...

Honesty ... is the best policy ...

Appreciation – Being thankful for all that we have ...

**Our broad and balanced curriculum is designed to:**



So that all pupils:

- achieve the best possible academic qualifications and standards, whatever their starting points or ability.
- have high levels of engagement, enjoyment and personal development.
- access a broad and balanced education, and allows pupils to develop specialisms.
- Develop existing and new interests and achieve their personal best in all that they do.
- Are supported in their daily lives and inspired in their later life choices.

At Lyng Primary School we strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well-rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

### Implementation



Lyng Primary School is committed to meeting the requirements of the Primary National Curriculum and the Early Years Foundation Stage statutory framework (EYFS).

The curriculum is all the planned learning opportunities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Our curriculum promotes British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

Through carefully mapped out schemes of work i.e. History/Geography knowledge organisers we deliberately choose to teach what we believe is 'powerful knowledge'. We then use retrieval practice (low-stakes quizzing/high challenge) to quiz children so that they are able to recall what they have learnt with greater ease from their long-term memory. Our foundation subjects not only involve recapping on prior learning, including previous years, but also involve drip-feeding knowledge that children will learn in the following year. For example, in history/geography in Year 2, children are introduced to continents when studying World War I and Australia. Within those topics, they will also locate Egypt and Italy, in preparation for subsequent KS 2 topics: Ancient Egypt and The Romans.

We also promote language rich environments which overtime develop our children's cultural capital throughout their learning journey at Lyng.

Following the Chris Quigley curriculum enables teachers to establish the essential characteristics of each subject that our learners need to fully engage with in order to cultivate future aspirations. By capturing these characteristics in child friendly words, pupils understand and develop the key behaviours to ensure success in every subject. Presenting these characteristics via the Lyng Learning Animals ensures that all children can access the key ideas in a non-threatening, fun and unique way which links with our "Classroom without walls" approach.

Overtime, we have also adapted our curriculum to incorporate enrichment sessions (LOtC) such as Edible Playgrounds, Forest School and Cross-Curricular Orienteering, which we view as an effective vehicle for delivering curriculum content in an engaging and purposeful manner. Alongside this, we also explore creative ways to learn in our local community in small groups through spontaneous Learning Outside the Classroom activities, such as walking to the local canal system and being immersed in nature to experiencing real life learning in local cafes, shops and public transport. We are lucky to be situated in the heart of the Black Country; the birthplace of the industrial revolution. By stepping out of our school gates and exploring our local area our pupils understand their place within the world and our region's place within world history.



## **EYFS**

Our Early Years curriculum is designed to be relevant and meaningful to each child and to ensure that children's individual skills, knowledge and understanding develops progressively right from their entry to Lyng Primary School. Through text led planning and engaging book talk, our curriculum opens children's eyes to the world around them, and provides first hand experiences; creating memorable moments and knowledge that become life-long building blocks for all pupils regardless of educational needs and background. We believe in a language rich curriculum and a 'talk valued' environment so that our pupils learn a breadth of vocabulary to communicate for a range of reasons within a variety of purposeful contexts. Stories, rhymes and music are key tools for our curriculum delivery as well as discrete phonic sessions that helps our pupils learn to read swiftly and successfully as soon as they start reception class.

Our Early Years environment both indoors and out (LOtC), is thoughtfully planned to provide rich access to all areas of learning. The characteristics of effective learning are at the heart of our day and pupils, from an early age, are encouraged to 'have a go', ask questions, make links, solve problems and be individual in their thoughts and ideas. Early Years Practitioners plan a balance between adult directed and child-initiated learning using children's individual needs and interests as starting points.

Through positive staff relationships and care, we help our young children to learn about themselves personally and encourage each child to be resilient and reach their potential. We teach our children how to be healthy and safe and how to be a good friend.

## **SEN**

In order to meet the learning needs of all pupils, including those with Special Educational Needs, staff plan work carefully and give the children appropriate support in order to make good progress. At Lyng Primary we understand that every child learns differently and we adapt teaching styles to ensure that all children have a broad and balanced curriculum that meets their needs. Sometimes, outside agencies such as Inclusion Support or Speech and Language will support us in designing provision for children with SEN. The advice given by different agencies is then shared with school staff to ensure curriculum access for all.

## **Hive**

At Lyng we have a purpose built space, The Hive, that our children with individual support can access during the morning session. During this time, children have access to specialist equipment to meet their needs and have time to focus on important life skills, problem solving and communication, as well as English and Maths skills. All children will have regular access to our spontaneous Learning Outside the Classroom, learning in real life situations to better understand how the world works. The Hive gives staff scope to develop a curriculum that is based around the 7 principles of the Rochford Review (2016). The curriculum has deep roots in discovery, responsiveness, curiosity, anticipation, persistence, initiation and investigation. The children's individual EHCP's will also guide the provision where individual target work will take place to ensure that the children are achieving their full potential. The children in The Hive, then access the foundation subjects in the class in the afternoon with their peers to ensure inclusivity.



## **KS1**

Through secure subject knowledge, the curriculum is driven by a mixture of history and geography skills, which is delivered via a number of exciting themes. Each theme begins with a Wow Starter, including an associated educational trip or visitor and ends with a celebration assembly, including a team knowledge quiz. Children are regularly given the opportunity to buy their own drinks in a café, find their way around the bus station, or visit one of the museums, parks or library on our doorstep. Our children are taught about risks and how to manage them safely, so that by the time they start Year 3 they can cross the road safely, count the correct change in a shop, swim, grow their own food or even call an ambulance. We give our children the tools to go from model pupils to model citizens in a fun, secure and creative environment.

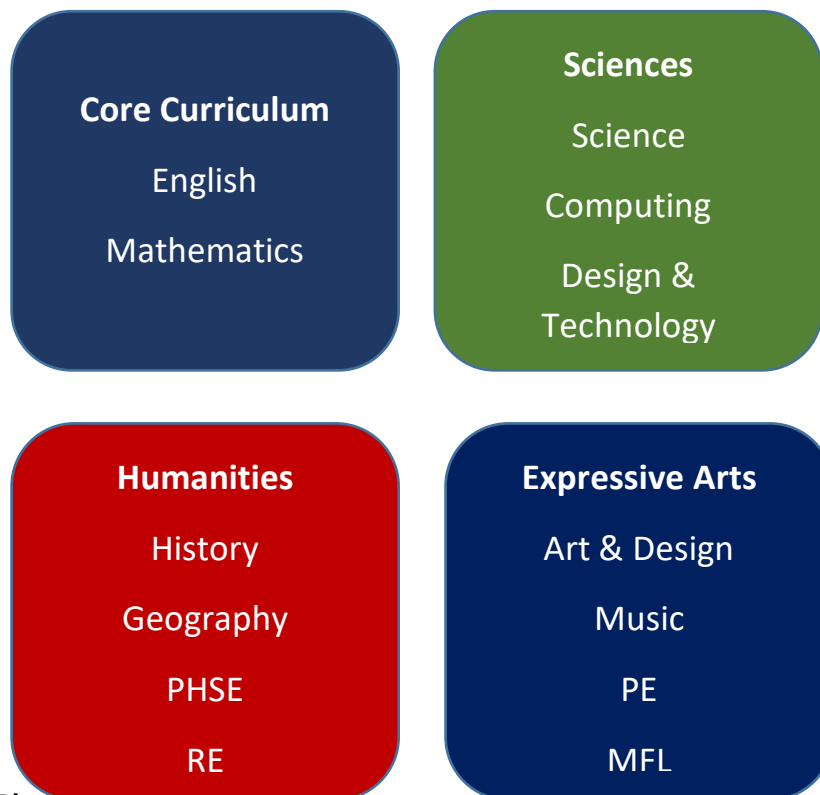
## **KS2**

As in KS1, History remains the predominant vehicle through which the curriculum is driven. Pupils follow the same historical eras in chronological order through years 3 and 4 (LKS 2), then repeat in years 5 and 6 (UKS 2); however, each phase will carry out their learning through a different context in order to deepen the understanding of that time period. Years 3 and 4 will study the time periods through the context of, 'Battles, Beliefs and Buildings' and Years 5 and 6 will learn through the context of, 'Civilisations, Communication and Inventions'.

To deepen pupil engagement we have adopted a storytelling approach to our curriculum, which incorporates selecting 'People, Place and Problem scenario', which may guide future learning. Initially we immerse children in their topic by studying the physical and human geography, either through a field trip or by relating it to our own local environment. By understanding the topography, pupils have a greater awareness of the problems people of that era contended with.

The teaching of each historical period is supported by a carefully chosen text, which engages the learner in deeper knowledge and helps them to appreciate context. As in KS1, learning in each historical period includes an engaging starter, a visitor or trip or an outdoor experience to capture their imaginations and ends with a celebration assembly and team knowledge quiz. Wherever possible cross-curricular links to English, Maths, Science and other foundation subjects are planned and taught in line with the History topic/context being taught.

### How is our curriculum organised?



### Curriculum Planning

As a school we plan our curriculum in three phases. We decide on a long-term plan for each key stage and this indicates the topics and units that are to be taught in each term. This long-term plan is reviewed on an annual basis.

The next part of our curriculum planning is our medium-term plans, which give detail about the milestones (skills) that are to be taught. Subject Leaders have devised their own schemes of work for the foundation subjects, taking into account our cross-curricular and learning outside approach to teaching, but also factoring in the interests and needs of our pupils.





To enhance our planning, knowledge organisers for each foundation subject have been devised to ensure that the knowledge being taught is carefully planned for and that the knowledge we are imparting in lessons and topics is progressive across school. These knowledge organisers are shared on the school website and it is this knowledge that the children will try to learn and embed as part of the quizzes that take place in class.

Our short-term plans are those that our teachers write on a weekly or daily basis. Working with our knowledge of the children, their interests and experiences, we make sure that our lessons put them and their needs at the centre. We use these to set out the learning objectives (WALTs) for each session, and to identify what resources, what activities and which location will best suit the learning. Our school boasts many different learning spaces, and our Local Learning Area has limitless opportunities to enhance the education we deliver. These plans also specify the success criteria for that lesson, which is a clear outline of skills which the children will be expected to demonstrate during a lesson to show progress.

Our Early Years Curriculum has been developed using the Statutory Framework for the Early Years Foundation Stage and the Practice Guidance for the Early Years Foundation Stage. Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured learning opportunities. Teaching in the nursery and reception builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area. Our curriculum content for Early Years (Nursery and Reception) is outlined in our Early Years Policy in detail)

### **Our Children's Curriculum Charter**

Our children are entitled to a world class, dynamic curriculum which enables them to:

- Feel successful in their learning and reach their full potential
- Enjoy learning and experience awe and wonder through the curriculum that is provided
- Have a voice, be heard and have the flexibility to decide what they are going to learn and how
- Have the chance to learn about Britain's cultural heritage and about the world in which they live
- To develop their risk management, creativity, critical thinking, to be independent and learn from one another
- Learn in different ways, both inside and outside the classroom and inside and outside of school
- Understand and value the importance of truth, fairness, right and wrong
- Be recognised for their achievements which support them in being the adults of tomorrow



## **IMPACT**

At Lyng Primary School, through our rich and broad curriculum we are enabling children to gain the knowledge, skills and understanding they need for their future. Each of our children is individual and unique and each has a potential that we need to unlock. Our school motto is 'Learning and Growing Together' and through our curriculum we enable this to happen.

We want to ensure that every child has the opportunity to experience the world beyond the classroom walls as an essential part of learning and development, whatever their age, ability or background. We believe that LOtC broadens horizons and raises aspiration. We want to foster a love of learning for the children at Lyng Primary School. By encouraging and supporting teachers to teach anywhere, children will understand that they can learn everywhere. Their learning will not be limited to desks and chairs in a classroom, but to the world around them. Upon leaving our school, children will be confident, happy and always ready to learn.

Our curriculum design will lead to accelerated progress for all pupils, regardless of their starting points, over time. Planned learning will progressively build on prior knowledge and understanding and support children in producing outcomes of the highest quality.

We will ensure that the curriculum is regularly monitored and reviewed. Senior leaders, middle leaders, subject leaders and our children will review individual subjects. The learning and outcomes will be monitored and feedback will be given around what is going well and what are the ways to grow.

Our assessment system of tracking milestone progression using the Depth of learning (DOL) tracker is used by staff to reflect on the progress that is being made over time. Senior Leaders will evaluate progress that has been made and the impact of the curriculum to ensure all pupils, including the most disadvantaged and pupils with SEND have been given the knowledge and cultural capital they need to succeed in life.

The quality of education will be evaluated to ensure that it enables children to achieve the highest standards and supports them in being confident, resilient, self-motivated independent learners with the skills to be a lifelong learner.