

Lavendon School Curriculum Policy



At Lavendon we have high standards of achievement, behaviour and respect. We have built a broad and balanced curriculum that encourages our pupils to be independent learners. Our teachers that deliver our curriculum strive to create independent, articulate thinkers and learners who have the confidence to realise their ambitions. We ensure that our curriculum is highly relevant and forward thinking so that our pupils are prepared for their learning ahead. Our pupils are happy, highly engaged and thrive from a rich and vibrant curriculum. This drives us in our pursuit for achieving excellence everyday. We have tailored our curriculum to fuel creativity and make sure learning is purposeful, engagement and enriches their personal development.

Our Curriculum

The Dimensions curriculum is written outside the constraints of the National Curriculum, and yet with full foundation subject coverage, it is meticulously planned and fully resourced to develop pupils' resilience, communication and life skills within real-life contexts. With this in mind it is a relevant curriculum that promotes independence, creativity and curiosity to help pupils become collaborators, innovators and leaders in their own learning.

Our curriculum is knowledge-rich and skills-based, providing the perfect blend of learning for pupils. It includes not only the formal requirements of the National Curriculum, but also the additional enrichment opportunities that the school organises in order to enhance the experience of the children. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Our curriculum is designed as a thematic approach to teaching and learning is designed to support children's natural curiosity, stimulate their creativity and promote an appetite for, and love of, learning. It offers children the chance to engage in deep learning giving them the time they need to reflect, consolidate and transfer their learning. After topics are finished children have a deeper understanding of the theme which they apply to their "Umbrella Question". Elements such as our Catalyst Questions, Pupil-Led Activities and Essential Learning Experiences also ensure a greater depth of learning.

National Curriculum

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The National Curriculum is just one element in the education of every child. Our Dimensions curriculum ensures complete coverage of the National Curriculum but also provides opportunities to learn about the local, wider and global community and supports and enables pupils to lead fulfilling lives.

The 4 C's

At the forefront of 'Learning Means the World' curriculum are world issues centred around the four Cs of Communication, Conflict, Conservation and Culture.



As a school, each of our theme units centres around one of the 4 C's. These world issues are taught simultaneously across the school. They are also discussed during assemblies so that children recognise and are exposed to current events.

Our Aims

We want to achieve:

Enthusiastic, inquisitive, confident learners

Responsible citizens who have a deep understanding of the world

successful learners who have a range of skills and knowledge across the curriculum

How we will get there:

provide purposeful, immersive and memorable learning environments

provide a cohesive curriculum, where learning is built on systematically, improving and emphasising consistency and progression throughout the school

allow pupils to display their understanding in multiple ways

prioritise personal development and wellbeing

ensure essential vocabulary, knowledge and skills are taught sequentially to a high standard

Across

Maths

English

Computing

RE

Geography and History

Science

PE

Performing Arts

French

Music

Art and DT

RSE

Promoting memorable learning experiences and opportunities within our curriculum

Memorable Learning	Experiences and opportunities
Practical	Outdoor learning
enquiry based	Trips
investigation	Residential
using digital technology	events
real-life experience	Visitors to school

Enthusiastic, inquisitive, confident learners

Responsible citizens who have a deep understanding of the world

Confident Individuals

Who are prepared for the next stage of learning and are equipped with the skills to contribute to an ever-changing world

- Have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing
- Relate well to others and maintain good relationships
- Are decisive and becoming increasingly independent and are able to take their own initiative
- Make healthy lifestyle choices
- Take managed risks and stay safe
- Are willing to try new things and make the most of opportunities
- Have a sense of optimism about their lives and the future

Responsible Citizens

Who make a positive contribution to the life of school and to society

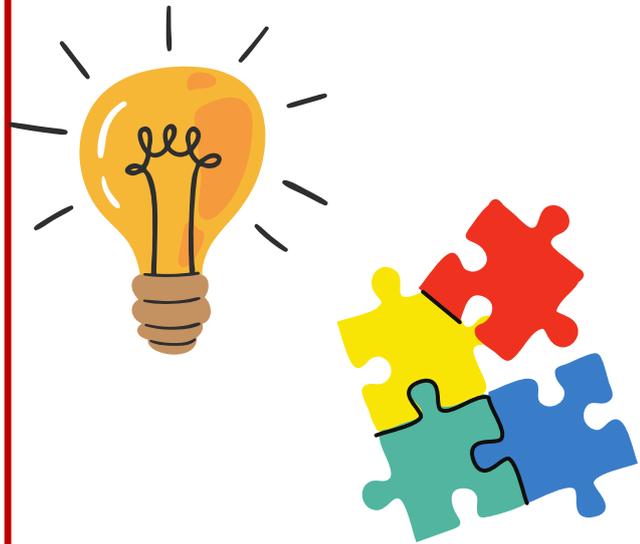
- Are prepared for their role as a member of their own family and as a class member of our family
- Are prepared for their role in the wider community i.e. through charitable fundraising
- Have secure values and beliefs and have principles to distinguish right from wrong, readily applying this understanding to their own lives and in doing so, respect the civil and criminal laws of Britain
- Understand their own and others' cultures and traditions with British Heritage, and have a strong sense of their own place in the world
- Recognise the central role of the democratic parliamentary system within Britain and the beliefs and values that underpin this
- Cooperate with others when taking the role as a leader as well as when working collaboratively within a team
- Respect others and act with integrity
- Appreciate and celebrate diversity, by understanding, accepting and respecting different religious, cultural and community groups
- Sustain and improve the environment; locally and globally.

successful learners who have a range of skills and knowledge across the curriculum

Successful Learners

who enjoy learning, make rapid progression and achieve highly

- Have essential skills of English, maths, communication and technology
- Enjoy and are motivated and determined to achieve high standards of progress and achieve – to be successful beyond any boundaries they may face, now and in the future
- Challenged through work and enjoy challenging activities
- Be open to new thinking and ideas
- Able to learn independently and collaboratively, as part of a team
- Communicate effectively in a variety of ways
- Enquiring minds and think for themselves to process information, reason, question and evaluate
- Creative, innovative and resourceful, able to identify and solve problems in ways that draw upon a range of learning areas
- Know about big ideas and events that shape our world.



Our Values

Underpinning our curriculum is our school values which skills are necessary for success in all aspects of life, including school, relationships and work. At Lavendon, pupils learn these values of successful individuals and these help them to develop through their journey with us. By the time they leave us in Year Six, pupils are equipped with the essential learning skills they need to be prepared for their next stage of learning and contribute to society.

INDEPENDENCE

RESILIENCE

RESPONSIBILITY

CARING

HONESTY

HAPPINESS

SMSC



Lavendon school curriculum aims to promote pupils' spiritual, moral, social and cultural development and prepares all pupils for the opportunities, responsibilities and experiences of life.

Our school curriculum promotes pupils' spiritual, moral, social and cultural development and, in particular, develops principles for distinguishing between right and wrong. It develops their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies. Our school curriculum reflects British values, develops pupils' integrity and autonomy and helps them to be responsible and caring British citizens capable of contributing to the development of a just society. It promotes equal opportunities and enables pupils to challenge discrimination and stereotyping. It develops their awareness and understanding of, and respect for, the environments in which they live, and secures their commitment to sustainable development at a personal, local, national and global level. It also equips pupils to make informed judgments and independent decisions and to understand their responsibilities and rights.

Our school curriculum promotes pupils' self-esteem and emotional well-being and helps them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. It develops their ability to relate to others and to work for the common good. It enables pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity. It prepares pupils for the next steps in their education, training and employment and equips them to make informed choices at school and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside school, including leisure, community engagement and employment.

We promote appreciation of and respect for people of all faiths (or those of no faith), cultures and lifestyles, through the effective spiritual, moral, social and cultural development of pupils, including extra-curricular activity and volunteering within the school community, to prepare pupils for life in modern Britain. The curriculum prepares pupils for the opportunities, responsibilities and experiences of later life through a variety of subjects.

Our programme of assemblies helps promote pupils' spiritual, moral, social and cultural development, providing clear guidance on what is right and wrong. Each aspect of spiritual, moral, social and cultural development is defined by indicators that include reference to fundamental British values.



Personal development and wellbeing

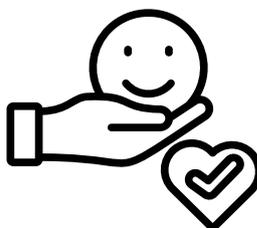
We believe that in order for pupils to become confident individuals, successful learners and responsible citizens, they need the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-empowerment.

Our curriculum enables pupils to become confident individuals, by developing the capacity to make decisions when facing risks and challenges. We pride ourselves on nurturing pupils to develop better resilience, to know how and when to ask for help, and to know where to access support. Our school values are central when celebrating success in our school in our weekly assemblies. In our bi-weekly sharing assemblies we also celebrate personal achievements.

As well as promoting a healthy mind, we also excel in promoting a healthy lifestyle. As a minimum, all of our pupils receive two hours of physical education a week and multiple opportunities to be active throughout the day. We value this both in the classrooms and at breaktimes through our lunchtime well-being club. Our learning mentor has regular check-ins with key children to support well-being. Throughout our PSHE lessons we support children to equip themselves with a range of strategies to support their own wellbeing but also to recognise opportunities to make their own choices about food, what might influence their choices and the benefit of eating a balanced diet. This is also supported through our assembly schedule. Our zones of regulation provide regular check-in with our children and helps to support in educating them on recognising their emotional state and how to regulate this. This is a key skill going into their next step in education.

Being a responsible citizen encompasses many aspects, one of which is making good choices, learning to behave appropriately, and having respect for others and the environment in which we work and live together. As a school, we believe it is important to prepare pupils for the next stage of their life. There must be a total consistency of expectation that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy and respect for all others, and place a high value upon individual achievement and personal development. We have many pupil voice groups to ensure that the children feel valued.

We foster a positive environment where pupils exhibit a sense of commitment and pride in the school. Our key aim is to promote positive behaviours and help pupils to understand the impact that inappropriate behaviours can have on one and other and how to make better informed choices in the future.



The ZONES of Regulation			
Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad Bored Tired	Happy Focused Calm	Worried Frustrated Silly	Overjoyed/Elated Shocked Angry

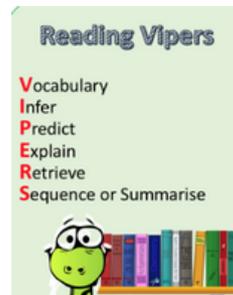
Curriculum Aims and Coverage

English

English is at the heart of our curriculum and is designed to be challenging, inspiring and most of all, engaging, for all our pupils. We fully follow the National Curriculum and ensure our personalised curriculum extends our pupils further than this. Within each year, pupils will have the opportunity to access a wide range of different texts, both fiction and non-fiction as well as a variety of poetry forms, which builds upon previous knowledge of texts and genres. Through careful selection the pupils learn historical and geographical facts, gain a breadth of past and current world issues as well as stories and ideas from different cultures and communities. We ensure this coverage from annual updates of our reading diet. These texts challenge the pupils' thinking as well as expanding their vocabulary, beyond what they would use in every day speech, and developing their questioning skills. A key driver to our English curriculum is to instil a lifelong love of reading for all of our pupils. We ensure this by dedicating time every day for DEAR (drop everything and read).

The English curriculum gives plentiful opportunities for all children to advance their speaking, listening and performing skills. Grammar and spelling teaching is threaded throughout the English Curriculum and uses modelled examples of sentence structures and grammar use from the different texts. Throughout the whole curriculum there are many different opportunities for writing, allowing the pupils to experience writing for a wide range of audiences. Each writing opportunity has a clear purpose and voice that prepares the pupils for their future. During English lessons, a variety of teaching and learning strategies are used in order to model and support the reading and writing process to ensure the pupils have the tools for a future in which they will thrive. All lessons are structured and tailored to meet the needs of all pupils so they can all reach their full potential.

Objectives and texts are sequentially planned throughout the school so pupils can continuously build on prior knowledge.



Maths

At Lavendon, we want our pupils to gain the skills and understanding to become confident mathematicians. We believe that the best way to achieve this is to start with a fully embedded and deep understanding of the fundamentals of mathematics, such as number bonds, times tables and other key facts. Once these basic building blocks are in place and committed to long-term memory, pupils can access all aspects of the maths curriculum with greater speed and agility, ensuring full coverage of the National Curriculum and more. The inclusion of weekly fluency lessons within the maths teaching ensures the children can make connections from previous learning to new learning. Throughout the curriculum, but particularly apparent within maths teaching and learning, the pupils are encouraged to make mistakes and apply metacognition skills to deepen their understanding of how they learn and how they can become more independent.

The maths teaching practice is based on a mastery where carefully structured schemes of work are followed that builds on previous knowledge and skills and includes the use of concrete materials and pictorial representations of problems to help all pupils to 'see' and 'feel' the maths. Children also engage in the NCETM mastering number at Lavendon in both KS1 and KS2. The mastery principles are threaded through the planning of all lessons from year 3 to year 6 meaning that all pupils, whatever their ability, are exposed to appropriate mathematical terminology and given the tools to tackle a challenging curriculum. We believe a high quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically and a sense of enjoyment and curiosity of the subject and wider.

All aspects of the maths curriculum, from skills and objectives to methods of calculations, are carefully sequenced and planned for all pupils to progress through. These documents give a more detailed understanding of the progression and structures across the math curriculum.



Science

Within our science curriculum, it is our intent to develop our pupils to have a natural curiosity in the world around us, revelling in its wonders and as such, inspiring our pupils to become the next generation of scientists. We follow a systematic, investigative approach to learning across the biological, chemical and physical aspects, following and embracing the National Curriculum and beyond. Pupils are introduced to, and will develop, skills that allow them to pose questions, experiment and draw conclusions based on their findings. We believe that developing enquiring minds is key to developing a love of science. As a result, each year group are taught the skills to investigate through a progression of working scientifically statements that build on previous years. These are embedded through continual practise in a wide variety of experiments that often create a sense of awe and wonder. Science knowledge and understanding is another key aspect of our curriculum and it is important that pupils gain an in depth understanding of each topic, using the correct high level scientific vocabulary as well as being able to apply their understanding to real world experiences and events. During science teaching and discussions, the pupils are introduced to history's greatest scientists and philosophers and are encouraged to grapple and question their thoughts and ideas.

In addition to our curriculum and to enrich the childrens science learning we engage in an annual science day. Children of all year groups participate in learning about different scientist/theories and experiments.



Foundation Curriculum

The foundation subjects of Art and Design, Design Technology, Geography, Music and RE are taught through thematic units which have been tailored, adapted and refined to maximise learning potential. Each subject is taught using a combination of specific subject knowledge, subject skills, enquiry and, where relevant, fieldwork. Learning takes place both inside and outside the classroom.

Our foundation curriculum offer is creative, vibrant and carefully planned thematic approaches to teaching and learning designed to support pupil's natural curiosity and stimulate their creativity. The thematic approach offers pupils the opportunity to work in depth, giving them the time, they need to reflect, consolidate and transfer their learning across the wider curriculum. Through rich cross-curricular, exciting learning experiences, our creative curriculum aims to deliver a twenty-first century education that will equip our pupils with the skills required to be independent and responsible citizens.

All our foundation subjects have been carefully planned and devised to ensure that each key objective is carefully sequenced, following our milestones, so that each pupil, year on year, will develop key knowledge and understanding to progress. Each skill is built upon year by year which allows the embedment of knowledge giving pupils a wider understanding of the world around them and the knowledge, skills and understanding that they need to progress and achieve higher standards and prepare them for the next stage of education in order to lead fulfilling lives.

Each curriculum area has a road map to ensure sequential and progressional skills across our themes of learning for each year group.

Enrichment

As well as providing the essential tools for learning, our curriculum provides the joy of discovery, problem solving and creative experiences for all pupils. Through a range of enrichment provision, our pupils develop self-confidence as learners, develop maturity both socially and emotionally. Our pupils are engaged by learning experiences that develop and stretch them, igniting their imagination through rich, varied and stimulating enrichment opportunities. Through careful planning within our curriculum, links have been made across subject areas to incorporate the following enrichment opportunities for our children:

- Local visitors for assemblies
- Key Stage Performances
- The Arts opportunities (performing music, singing concerts, musical performances)
- Cooking
- Outdoor learning in our local area.
- Residential and day trips
- Theatre trips
- Police/Fireman visits!
- Forest school
- Theme/Dress up days
- History off the page

We provide a full range of off-site learning opportunities and place a high importance on out-of-the classroom learning. We aim to offer at least one off-site learning visit or visitor for every year group, this will be linked to a curriculum area to enrich the learning experience for the pupils. We offer a residential visit for the pupils in Year 6 at the activity centre visit to Whitemoor Lakes. All our visits are reviewed and updated at the end of every academic year so we can ensure the best possible learning outcomes for our pupils.

All visits conform to very precise safety procedures, as detailed in the school's comprehensive Educational Visits and Off-site Learning Policy.

Evaluating the Impact

- Behaviour and attendance
- Personal reflection of responsible citizen diplomas
- Use a wide range of measures both qualitative and quantitative
- Use data to inform progress and identify areas for continuous improvement
- Merits and certificate of achievements
 - Informal and informal feedback
 - Healthy and positive lifestyle choices

- Wellbeing
- Moderations both internally and externally
- Education audits
- CPD to further develop teaching
- Assessment integral to teaching and learning
 - Leaders at all levels
 - Pastoral targets
 - Formal testing
- Ongoing monitoring and evaluation
 - Improvement planning
- Key stage 2 outcomes above National Average