

# Lady Bay Primary School Curriculum Policy



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**Date reviewed: March 2025**

**Approved by: Steve Border**

**Date of next review: March 2026**

## **Contents:**

<b>1. Curriculum Aims and Intent</b>	<b>p.3-4</b>
<b>2. School Values and Ethos</b>	<b>p.4-6</b>
<b>3. Curriculum Implementation</b>	<b>p.7-9</b>
<b>4. Curriculum Evaluation</b>	<b>p.10</b>
<b>5. Legal Frameworks</b>	<b>p.10-11</b>
<b>6. Equal Opportunities</b>	<b>p.11</b>
<b>7. Roles and Responsibilities</b>	<b>p.12-13</b>
<b>8. Monitoring and Review of this Policy</b>	<b>p.14</b>

**Appendix A - Curriculum Design and Research**

**Appendix B - Curriculum Coverage**

# **1. Curriculum Aims and Intent**

***"Growing together: caring for ourselves, each other and the environment."***

**The Lady Bay Curriculum is a holistic curriculum which encourages children to care for themselves, other people and the environment.**

**At Lady Bay Primary School, we are committed to creating a safe and inclusive environment, where pupils' social and emotional needs are seen as integral to their personal development. We are unwavering in our belief that every child can be successful and can make a positive contribution to our society, regardless of their ability or background. Through our curriculum, we believe that our children can become the best version of themselves they can be. We aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental 'British values'. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school.**

**This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.**

**Our curriculum has been carefully designed, shaped and sequenced through consultation with numerous stakeholders. We aim to give our children the greatest learning opportunities and experiences possible. The school follows the Early Years Statutory Framework and the National Curriculum.**

**Our school motto 'Growing together: caring for ourselves, each other and the environment' reflects our commitment to individual development and wellbeing; collaboration and respect for others and our responsibility to care for the environment.**

**Through working with the wider community and all of our stakeholders, we intend to prepare our children for the challenges of tomorrow. We know that collaboration drives continuous improvement at all levels.**

**The educator and philosopher, John Dewey stated,**

**"If we teach today's students as we taught yesterday's, we rob them of tomorrow."**

**At the heart of learning, children develop an understanding of our school values - respect, enjoyment, curiosity, resilience, collaboration and determination.**

**We aim for all of our children to:**

- **Leave Lady Bay Primary School with the necessary skills to make their next steps in learning and flourish in their education.**
- **Understand their place in their community, country and world, and how to be effective and respectable citizens.**
- **Be independent learners who are curious and creative, asking questions and challenging each other's thinking.**
- **Feel valued and included through learning about and celebrating diversity.**
- **Demonstrate kindness and respect.**
- **Leave as resilient individuals who understand how they learn best and how to keep healthy, including physically and mentally.**
- **See the power of working collaboratively in and out of the classroom.**

**\*See Appendix A – Curriculum Design and Research**

## **2. School values and ethos**

**Lady Bay School Values.**

**At the heart of our school are a set of core values. Together with a broad and balanced curriculum, these aim to ensure our pupils leave Lady Bay Primary School as happy, secure, caring and responsible citizens.**

**Our school values are:**

- **Be Safe**
- **Be Kind**
- **Be Ready**

**The visual icons together with hand symbols support are children in being able to follow and understand our school values during the school day.**



## **Be Safe**

**We care about our pupils' well-being and ensure we nurture them in their personal growth. We encourage our pupils to develop self-awareness including with their own mental health and what can have an impact on this. We want our children not to just accept what they see or hear, but to ask questions and be driven to find their own answers. Through our curriculum and assemblies children understand how to keep themselves safe and healthy and how to recognise and manage risks. We have an extensive programme of sporting activities which every child can be part of. We support children in developing healthy habits and educate them about sex and relationships. They are aware of the importance of online safety including grooming and are given the strategies to deal with conflict and bullying.**

## **Be Kind**

**We choose to treat ourselves and each other with kindness, warmth and respect, believing that everybody matters. We want every child to respect the world in which they live and become proactive citizens in the stewardship of the environment. We believe we can achieve our best through collaboration. We work together as a team, where every person feels valued and included. We believe that diversity is a strength, which should be celebrated by all those who learn, teach and visit here. We are fortunate to be at the heart of a thriving and creative community and through working in partnership with all of our stakeholders, we**

**aim to help every pupil to flourish and succeed. We help them to develop their understanding of the fundamental British Values and appreciation of diversity; celebrating what we have in common and promoting respect for others.**

## **Be Ready**

**We aim for our children to push the limits on their learning. We don't settle for less than excellent and we won't allow our children to either. We aim to overcome any self-imposed limits and encourage every child to be aspirational in their goals. We aim for children to leave as confident learners, ready for the next step in their learning journey. Our pupils do not to give up and demonstrate 'stickability'! They persevere with tasks and understand that deeper learning takes place when they are faced with a challenge. We have an ambitious, creative and challenging curriculum; enriched with exciting learning experiences. We aim for every child to have fun in their learning and develop their unique skills and talents. We believe that if we succeed in giving the love of learning, the learning itself will always follow. We support them in their search for discovering what's possible and aim to create 'Eureka' moments. We help our pupils to be inquisitive about the world around them and help them to become curious and creative learners.**

**Through our curriculum and values, pupils will:**

- **Learn how to lead safe, healthy and fulfilling lives.**
- **Understand that failure is part of the road to success.**
- **Be recognised for success.**
- **Be supported with their next stages in education and feeling prepared for life after school.**
- **Become responsible individuals who contribute to community living and the environment.**
- **Achieve to the best of their ability.**
- **Acquire a wealth of knowledge and experience.**
- **Become critical thinkers.**
- **Find a sense of belonging to the school and its community.**
- **Learn how to cooperate with others and respect one another inside and outside the classroom.**

### **3. Curriculum Implementation**

**The Curriculum is taught for 190 days of the year. Subjects have been allocated set amounts of time across the school year to ensure a broad and balanced curriculum and to allow children to secure the necessary key skills and knowledge in subjects\*\*. Integrated within the curriculum are enrichment and collaborative events to help promote an enjoyment of learning e.g. residential visits, productions, cultural days, music festivals, subject days etc. In addition, the school offers '20 wonderful things to do before you leave Lady Bay Primary' through our wider curriculum. These help children to further develop their 'cultural capital' across a range of additional experiences.**

**All subjects of the curriculum are taught in all classes and are differentiated where necessary. Each class has a different theme each half- term and cross-curricular links are made between subjects based on this theme where appropriate. A thematic topic approach to our curriculum ignites children's curiosity and creativity. Exciting learning experiences have been carefully designed and sequenced to match the needs of our learners and their interests. Learning is purposeful and rooted in real-life contexts. Opportunities to explore quality texts within each topic also allow children to gain essential reading skills required for life-long learning. We have a 'patron of reading' who also supports us in promoting a love of reading. The development of both knowledge and skills are promoted across the core and foundation subjects and we have high academic aspirations for all of our pupils.**

**Supporting children in their journey in becoming responsible global citizens is also an element of our curriculum. Whilst studying different topics, children delve deeper into their understanding of the world and their social and environmental responsibilities.**

**An extensive range of resources are used to support the curriculum. Homework is set weekly to link the curriculum with learning at home.**

**High quality planning ensures children can build on prior skills and knowledge as they move through the school. We also aim to cater for children's individual needs through personalised learning and interventions. Some of the curriculum is taught as continuous work, whilst other aspects are taught as blocked units of work.**

**Teachers under the direction of the Headteacher and Deputy Headteacher will:**

- plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils.**
- plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.**
- have due consideration for pupils who require additional help within their planning and organisation of lessons and when necessary liaise with the SENCo.**
- liaise with Pupil Premium tutors to ensure 'disadvantaged pupils' receive**

**extra support – this will include access to resources and equipment where required.**

- **deploy TAs within lessons strategically so that they can assist with pupils who require additional help.**
- **identify any possible difficulties for children within the curriculum and will break down barriers to learning.**
- **provide a rich and varied learning environment, including resources which celebrate diversity, to enable all children to develop their skills and abilities.**
- **organise classrooms so that pupils have full access to resources and equipment.**
- **be committed to their own CPD in order to review and improve teaching and learning in their classrooms.**

**\*\*See Appendix B Curriculum Coverage**

## **Subjects Covered**

**The school follows the national curriculum for children in Years 1-6 and the 'Statutory framework for the early years foundation stage' for children in the Foundation.**

**Some subject area policies are currently being updated and will be available on the school website soon. Each subject area policy outlines how the subject is planned for, implemented and monitored across the school as well as outlining what we 'intend' the children to achieve.**

**The school will ensure every pupil in Years 1-6 studies the following subjects:**

- **English**
- **Maths**
- **Science**
- **RE**
- **Relationships and health education**
- **Art and design**
- **Computing**
- **Design and technology**
- **PE**
- **Geography**
- **History**
- **Music**
- **KS2 MFL (Spanish)**

**In the Early Years Foundation Stage, every child, through taught and continuous provision, will have access to the following areas of learning:**

- communication and language.
- physical development.
- personal, social and emotional development.
- literacy.
- mathematics.
- understanding the world.
- expressive arts and design.

### **Assessment**

**Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting. Results of informal assessments will be recorded and reported back to the headteacher, pupils and pupils' parents.**

**Pupils in the eligible year groups will also complete Standard Assessment Tests (SATs) in the Summer Term. The results of these assessments will be reported back to the headteacher and to pupils' parents. Where appropriate these assessments will also be shared with each pupil (e.g. Year 6 SATs)**

**Adaptations to assessments will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance. All reporting and assessments will be conducted in line with the school's Assessment Policy.**

### **Reporting on Attainment**

**A written school report is made available to parents annually in the Summer Term. Parents are invited to Parent/Teacher Consultation meetings in the Autumn and Spring terms. The Governing Body receives regular reports on the children's progress and attainment compared to schools nationally and locally.**

## **4. Curriculum Enrichment**

**As part of our curriculum offering we aim to provide children with extraordinary experiences that are beyond the national curriculum. As well as trips and residential, we offer children a 'Bright Time' in every year group, where they can try new and varied activities that develop character and helping them in becoming the 'Best they can be'. In 'Bright Time' children are taught life skills which benefit them beyond the classroom, and help them to develop an appreciation for cultural and community issues, teamwork and social responsibility. They also teach**

**children how to respond to setbacks, work with others, demonstrate empathy, manage emotions cope with difficult situations.**

**Our current 'Bright Time' opportunities are as following:**

**EYFS – Mini First Aiders**

**Year 1 – Learning to be an author and illustrator**

**Year 2 – Learning an instrument.**

**Year 3 – Arts Award and Exhibition**

**Year 4 – Emergency First Aiders**

**Year 5 – Rockstars – (Performing in a band)**

**Year 6 – Cycling Proficiency and Safety Zone**

## **5. Curriculum Evaluation**

**We continually shape, review and develop our curriculum to meet the needs of our learners. We proactively look 'outwards' and work with all of our stakeholders, so that our curriculum is rooted in best practice and research. The SLT have a termly timetable in place for monitoring Teaching and Learning and Curriculum Implementation. Evaluative reports are shared with all staff and Governors.**

## **6. Legal frameworks**

**This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:**

- **The Education Act 2002**
- **The Children Act 2004**
- **The Equality Act 2010**
- **DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'**
- **DfE (2014) 'The national curriculum in England'**
- **DfE (2020) 'Statutory framework for the early years foundation stage'**
- **DfE (2019) 'School attendance'**

**This policy operates in conjunction with the following school policies:**

- **Safeguarding Policy**
- **Homework Policy**

- **Assessment Policy**
- **Equal Opportunities Policy**
- **RHE Policy**
- **Relationships and Health Education Policy**
- **SEND Policy**
- **Pupil Premium Policy**
- **Marking and Feedback Policy**
- **E-Safety Policy**

## **6. Equal opportunities**

**There are nine protected characteristics outlined within the Equality Act 2010, these are:**

- **Age**
- **Disability**
- **Gender reassignment**
- **Marriage and civil partnership**
- **Pregnancy and maternity**
- **Race**
- **Religion or belief**
- **Sex**
- **Sexual orientation**

**The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.**

**The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.**

### **Supporting pupils with SEND**

**Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.**

**The progress of pupils with SEND will be monitored by teachers and reported to the SENCO.**

**The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.**

## **Extra-curricular activities**

**The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.**

**Extra-curricular trips and activities occur outside school hours and can include overnight stays in the UK.**

**All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted or financed so that the pupil can take part.**

**All extra-curricular activities and trips will be planned and executed in accordance with the Local Authority Policies.**

## **7. Roles and responsibilities**

**The Governors are responsible for:**

- **Approving and monitoring the content of this policy.**
- **Liaising with the Headteacher with regards to pupil progress and attainment.**
- **Liaising with the Curriculum Leader (Deputy Headteacher) who assists the school with the creation and implementation of the curriculum.**
- **Ensuring the curriculum is inclusive and accessible to all.**

**The Curriculum Leader and the Headteacher are responsible for:**

- **Ensuring long- and medium-term plans for the curriculum are in place.**
- **Communicating the agreed curriculum to the governing board on an annual basis.**
- **Ensuring the curriculum is inclusive and accessible to all.**
- **Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.**
- **Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.**
- **Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.**
- **Making any necessary adjustments to the curriculum where required.**
- **Keeping up-to-date with any relevant statutory updates and taking action where required.**
- **Creating and maintaining an up-to-date curriculum intent statement.**
- **Ensuring the curriculum is created in accordance with this policy.**
- **Updating and maintaining this policy.**

## **Teachers are responsible for:**

- **Implementing this policy consistently throughout their practices.**
- **Ensuring lesson plans are reflective of the school's curriculum.**
- **Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.**
- **Creating short-term plans for the curriculum with their appropriate colleagues and reporting these plans to the headteacher.**
- **Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.**
- **Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.**
- **Working closely with the SENCO, Pupil Premium Leader and TAs to ensure those in need receive additional support in lessons.**
- **Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.**
- **Celebrating all pupils' academic achievements.**
- **Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.**
- **Monitoring the progress of all pupils and reporting on this to the headteacher.**
- **Working to close the attainment gap between academically more and less able pupils.**

## **Subject leaders are responsible for:**

- **Providing strategic leadership and direction to their team.**
- **Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.**
- **Monitoring pupil progress within the department and reporting on this to the headteacher.**
- **Providing efficient resource management for their department.**
- **Ensuring the curriculum is inclusive and accessible to all.**
- **Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.**
- **The SENCO is responsible for:**
- **Collaborating with the headteacher and other staff to ensure the curriculum is accessible to all.**
- **Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.**
- **Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.**
- **Liaising with external agencies where necessary to ensure pupils who require additional support receive it.**

## **8. Monitoring and review of this policy**

**This policy is reviewed annually by the Curriculum Leader, Head teacher and the Governors.**

**Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.**

**This policy will be communicated to parents and other stakeholders via the school website.**

## Appendix A - Curriculum Research and Design

Designing the Curriculum	Evidence, Research and Impact
<p>Consulting stakeholders.</p> <p>After providing an overview of our school aims with various stakeholders, the curriculum was reviewed and designed in collaboration with staff, the Local Authority, pupils, parents, the Governors and other external partners.</p>	<p>At Lady Bay School we want our stakeholders to know that their views are welcomed, valued and that they can participate in decision making. When people feel that they can contribute to a school’s overall aims and vision, they are more likely to be actively involved in supporting and helping to deliver those aims.</p> <p>According to the organisation Engagement in Education,</p> <p>“Stakeholder engagement touches every aspect of school life and its presence, either through conscious application or as a happy consequence of good management, is a vital factor in ensuring that your school is capable of helping every individual pupil achieve their potential”.</p> <p>We interviewed and surveyed pupils about the ‘curriculum’, we held Parent Focus Group meetings, met with Governors (including the Curriculum Governor), liaised with School Improvement Partners and worked in collaboration with colleagues from other schools and with members of the Local Authority Education Team.</p>
<p>Creating a curriculum that helps children learn effectively and prepares them for their next stages of education.</p>	<p>The Curriculum Leader (Deputy Head) and the Head teacher attended a number of CPD events and conferences, which covered the most up to date research on curriculum design and children’s learning. Extensive research from current educational literature was also considered, and this contributed to how ‘curriculum design’ with stakeholders was approached.</p> <p>When reviewing and evaluating our previous curriculum, we gave due regard to Ofsted’s findings in the ‘Education Inspection Framework- Overview of Research’ document. Our approach to developing a new curriculum was mainly based on William’s ‘Curriculum Design - Key Principles’ (2013). This allowed a curriculum to be developed that was; <b>balanced, rigorous, coherent, vertically integrated, appropriate, focussed and relevant.</b></p> <p>Other respected and notable influences on our ‘curriculum design’ included Hattie and Yates (2013), Lear (2019), and Sherrington’s (2019) work based the ‘Rosenshine Principles’. Due to the individual nature of our school, we decided not to buy into a curriculum ‘scheme’. Instead we designed a curriculum that we felt would best meet the needs of our</p>

	<p>children at Lady Bay and would help us in achieving our school aims and curriculum intent.</p> <p>Curriculum actions were recorded and evaluated with the SLT, at each stage of development.</p>
<p>Creating a curriculum that promotes key skills and knowledge, supports children’s learning and allows them to become critical thinkers.</p>	<p>Amanda Spielman, Ofsted Chief Inspector spoke about the importance of both skills and knowledge at the 2019 Curriculum Conference.</p> <p>“Opposition between knowledge and skills is unnecessary. Yes, we want to see pupils being taught powerful knowledge, but it is also clearly essential for pupils to develop skills. We consider a skill to be the capacity to perform, whether cognitively or physically...skills are largely domain-specific – evaluation of evidence in science is not the same as evaluation of evidence in history; being creative in dance is not the same as being creative in mathematics. And we would expect schools’ approaches to curriculum design to reflect this”.</p> <p>The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum. (The National Curriculum, 2014, paragraph 3.2).</p> <p>Pupils should be allowed to form a coherent understanding of subjects, rather than pockets of information in single lessons. Through sequencing lessons effectively, we allow children to build on prior knowledge and facilitate them in being able to think critically. Clear and sequential skill and knowledge ladders have been created for every subject using the National Curriculum, so that skills are being embedded and enhanced throughout the key stages. Furthermore, research demonstrates that children are motivated by their curiosity to learn even more about a topic when they already have some prior understanding about it. (Hattie and Yates, 2014).</p> <p>By having a thematic approach to the curriculum, children can commit knowledge to memory easier because they have a context for learning.</p> <p>According to Willingham, (2017)          “It will help to ensure children not only have the trees, but a view of the forest.”</p> <p>Skills and knowledge in curriculum are contextualised within a theme, whilst also maintaining the integrity of the subject itself. Teachers have excellent subject knowledge and they are proactive in their own CPD. They have been encouraged to think strategically about the knowledge which is mapped out alongside skills being developed, and subsequently</p>

	<p>the connections made throughout the theme.</p> <p>Long Term Plans provide an overview of the objectives covered within each subject for each theme in every year group. Medium Term Plans provide the precise sequence that each subject will be taught in. English and Maths are also planned in more detail through weekly plans, this ensures that children are taught all the essential skills and knowledge required across the Key Stages in reading, writing and maths. As part of the English Curriculum, progression in phonics has also been mapped out. Individual lessons have been greatly shaped by the research and findings of the Education Endowment Foundation (EEF) and their teaching toolkits.</p> <p>To develop our lesson design further, we are currently trialling the ‘Rosenshine Principles’ in maths. This complements our ‘Mastery’ approach. If evaluation show improvement to teaching and learning, we will roll out this approach to other subjects.</p>
<p>Creating a curriculum that engages children and promotes physical, mental and emotional well-being.</p>	<p>Research shows that high levels of mental and physical health are associated with increased learning, creativity, productivity and positive social relationships (MIND, DfE, Novak Djokovic Foundation). Children’s physical and mental well-being have always been a priority at Lady Bay. Despite limited outdoor space, we have attained the Gold Award for PE. Integrated into our curriculum and enrichment, is the opportunity for every child to be physically and mentally healthy. A PE coach supports staff in delivery of physical education through weekly CPD and all children receive at least two hours of PE a week with additional opportunities for ‘physical’ activity in lessons and through structured breaks. We have a diverse range of after-school clubs and are also in partnership with local sports providers, which offer children further opportunities.</p> <p>We have recently introduced the ‘Jigsaw’ programme for PSHE which allows a whole-school approach for ensuring children’s emotional and social well-being, as well as equipping them with skills essential for developing healthy relationships with others.</p>
<p>Creating curriculum that promotes opportunities for creativity.</p>	<p>In a world that is rapidly changing, we wanted to prepare our children with the skills to think innovatively and deal with the complexities of uncertainty. Ownership and control of learning, as well as innovation, have all been identified as key factors in creative learning (Jeffrey and Woods, 2009).</p> <p>Our curriculum not only seeks to give children the opportunities to express creativity, but also equips children with the skills to find new ways of learning and to be innovative.</p> <p>“Responsible creative professionals are not necessarily flamboyant</p>

	<p>performers, but teachers who use a range of approaches to create the conditions in which the creativity of others can flourish” (Cremin and Barnes, 2015)</p> <p>Creativity is facilitated in our curriculum, from the Early Years when children first start their education with us, all the way through to Year 6 when they leave.</p> <p>We are incredibly fortunate to be located within a creative community. Annually we work with local artists and showcase pupils’ work at the ‘Lady Bay Arts Trail’. This is a weekend event which has been running for over 25 years and attracts thousands of visitors.</p> <p>We are currently waiting for accreditation for the ‘Platinum Arts Mark Award’ in recognition of our wide curriculum offering in the ‘Arts’. As well as ensuring a creativity throughout our curriculum, our children continue to participate in a number of creative events including dance festivals, Take One Picture, innovation competitions, Young Voices, Science week, talent shows, writing and singing competitions, author workshops, multimodal projects, class shows and Christmas performances.</p>
<p>Creating a curriculum that supports children in developing ‘cultural capital’</p>	<p>Cultural capital is having assets to aspire and achieve whatever a person’s starting point. It is the accumulation of knowledge, behaviours, and skills that children can draw upon and demonstrate their cultural awareness, knowledge and competence. In giving children these assets through our curriculum, we aim for children to achieve highly beyond leaving Lady Bay Primary School.</p> <p>The Education Inspection Framework (2019) outlines that ‘Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education’.</p> <p>Our Curriculum, enrichment activities, school values and ‘20 wonderful things to do before you leave Lady Bay School’ give children many rich and sustained opportunities to develop their ‘cultural capital’.</p> <p>All pupils have access to these opportunities. Where finances may be a barrier for families accessing some enrichment opportunities, the school covers these using Pupil Premium Funding. Furthermore, children eligible for Pupil Premium Funding are encouraged to pursue their interests and are supported in gaining places at extra-curricular clubs and events.</p>
<p>Creating a curriculum that allows children to be effective global citizens.</p>	<p>A global citizen is someone who is aware of and understands the wider world - and their place in it. They take an active role in their community, and work with others to make our planet more equal, fair and sustainable.</p> <p>Global citizenship is all about encouraging young people to develop the knowledge, skills and values they need to engage with the world. And it's about the belief that we can all make a difference (Oxfam Education).</p>

	<p>Global citizenship runs like a thread throughout our curriculum and is linked to each termly theme. Using the Oxfam Framework for Global Citizenship children learn about: Identity and Diversity, Social Justice and Equity, Human Rights, Peace and Conflict, Sustainable Development and Power and Governance.</p> <p>Children start in their understanding of Global Citizenship by making a positive contribution to their class, school and local community. We also encourage our children to make a difference both nationally and internationally. We are in partnership with three charities. These are the Guide Dog Charity, Footprints Conductive Education Centre and Esperanza – ‘The School of Hope’ in Guatemala.</p>
<p>Creating an inclusive curriculum.</p>	<p>A high-quality education, built around a rich curriculum, is a matter of social justice for all pupils (Spielman, 2019). We offer all children access to a broad and balanced curriculum regardless of socio-economic background or disability.</p> <p>Spielman (2019) claims that the consequences of narrowing the curriculum for disadvantaged pupils is that they ‘lose out on building that body of knowledge that should be every child’s entitlement. For that reason, if we really want to reduce economic and social inequality, the place to start is what is taught in the classroom’.</p> <p>Furthermore,</p> <p>“A child with severe or complex needs may well take longer to acquire and build knowledge than other children. But that doesn’t mean we should assume it is irrelevant for them, or limit our efforts to help them achieve it”</p> <p>We are unwavering in this belief too and our curriculum reflects this.</p> <p>Where necessary the Pupil Premium Leader and the Special Educational Needs Coordinator deploy resources, to ensure individual pupils who are considered ‘disadvantaged’ and/or have additional needs, have access to a wide curriculum and can make progress alongside their peers. Further information can be found within the school SEN Policy and the Pupil Premium Policy.</p>

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Education Endowment Foundation (EEF).

<https://educationendowmentfoundation.org.uk>

Engagement in Education

<http://www.engagementineducation.co.uk/stakeholder-engagement>

Oxfam Education

<https://www.oxfam.org.uk/>

## **Appendix B - Lady Bay Primary School Curriculum Coverage**

**As far as possible, we aim for the children to receive for the following amount of time for each subject.**

**Every child in key stage 2 will receive the following:**

152 hours English (4 lessons per week)

50 hours of Structured Reading sessions (4 x 20-minute sessions per week)

19 hours class read (teacher led) (2 x 15-minute sessions a week)

152 hours Maths (4 lessons a week)

38 hours 4-a-day (maths fluency 4 x a week)

57 hours Science (1 ½ hours per week)

76 hours PE (2 hours per week)

19 hours PA (physical activity) (2 x 15-minute sessions per week)

28 hours PSHE/ RSE/ global citizenship (1 x 40-minute session per week)

19 hours Music (1 hour per week for 3 half terms)

38 hours Spanish (1 hour per week)

19 hours RE (1 hour per week for 3 half terms)

38 hours Computing (1 hour per week)

152 hours topic (Art, History, Geography, D and T) (4 topic sessions per week)

**Every child in Year 1 will receive the following:**

76 hours Writing (3 lessons per week)

13 hours of Reading sessions (20 minutes per week)

50 hours phonics (1 hour 20 minutes per week)

This does not include any additional phonics intervention sessions

25 hours class read (teacher led)

152 hours Maths (4 lessons per week)

19 hours Science (1 hour per week for 3 half terms)

76 hours PE (2 hours per week)

19 hours music (1 hour per week for 3 half terms)

19 hours history (1 hour per week for 3 half terms)  
19 hours geography (1 hour per week for 3 half terms)  
19 hours RE (1 hour per week for 3 half terms)  
38 hours Computing (1 hour per week for 3 half terms)  
19 hours D and T (1 hour per week for 3 half terms)  
19 hours Art (1 hour per week for 3 half terms)  
57 hours PSHE (1 taught session for 3 half terms and 40 minutes per week during milk and fruit time)  
76 hours of developing learning through play

**Every child in Year 2 will receive the following:**

152 hours English (4 lessons per week)  
26 hours of Reading sessions (1 x 20-minute guided reading session per week and 1 x reading comp per week)  
19 hours class read (teacher led) (2 x 15-minute sessions a week)  
152 hours Maths (4 lessons a week)  
19 hours 4-a-day (maths fluency 3 x a week)  
57 hours Science (1 ½ hours per week)  
76 hours PE (2 hours per week)  
44 hours PA (physical activity) (5 x 15 afternoon break)  
28 hours PSHE/ RSE/ global citizenship (1 x 40-minute session per week)  
19 hours Music (1 hour per week for 3 half terms)  
19 hours RE (1 hour per week for 3 half terms)  
38 hours Computing (1 hour per week)  
38 hours of developing learning through play  
95 hours topic (Art, History, Geography, D and T) (3 topic sessions per week)

Assemblies – 38 hours Reinforcing school values, British values and exploring current issues/special days (links to increasing understanding of diversity) (3 assemblies per week)

13 hours of singing (1 singing assembly per week)

19 hours of celebrating achievements (1 assembly per week)