

GREEN LANES SCHOOL POLICY

Curriculum



*It is our vision and aim to create a learning experience in which **every** child will achieve and realise their full potential. At Green Lanes Primary school we create independent and resilient learners for life.*

Signed by	Signed by Green Lanes governing body
Signed by	Signed by Headteacher
Date Reviewed	Autumn 2025
Due for review	Autumn 2026

Aims of the policy

- To meet the statutory requirements of the national curriculum ensuring a **broad and rich curriculum of study**
- To ensure that the curriculum has a sequential teaching sequence which builds on previous learning and experiences.
- To ensure that core skills, knowledge and vocabulary are acquired by pupils
- To incorporate other aspects of the curriculum, including British Values, Cultural capital, relationships, health and sex education, personal and social education, equality, protective characteristics, inclusion and spiritual, moral, social and cultural.

Underlying Principles (same as teaching and learning policy)

The following principles form the basis of this document:

- The outcomes, attainment and progress of the learner are central in the planning, delivery and assessment of the curriculum.
- High quality teaching promotes rapid and sustained progress and achievement for all pupils, including those who have SEND, disadvantaged pupils and the most able.
- High quality schemes of work are used to ensure that the curriculum meets

Aims for the organisation of the curriculum

- The curriculum is organised into a sequential order of skills, knowledge and vocabulary, which allows pupils to build on prior learning. Cross curricular links are made in a meaningful way which develops understanding.

Curriculum leaders

English - Hannah Ellis & Claire Channing (Apri 26)

Phonics - Kath Platt

Maths – Claire Hoy

Science – Shanice Hare

PSHCE (Learning for Life) – Katie Johansen

IT strategic – Sarah Badger

IT curriculum- Merve Khaleli

History – Sam Claydon

Geography – Hannah Pitt

MFL- Amanda James

RE- Nat Crosby

Art- Chelsea Harvey

DT – Rachel Miner

Music –Michaela Ankers

PE Strategic - Amanda Looney

PE curriculum- Elle Ward

Subject leaders present every term an overview of the impact and outcomes of their subject within the curriculum. This is presented to staff and subject leaders discuss the impact of their monitoring with SLT termly. The model for assessing the curriculum is Pupil Book Study: An Evidence-Informed Guide to Help Quality Assure the Curriculum by Alex Bedford. Subject leaders meet with other CUSP subject leaders each term to share good practice.

Long term and medium term planning

These plans are in line with the Primary National Curriculum and statutory requirements. Schemes of work are followed to ensure curriculum design, intent, implementation and outcomes. Planning always seeks to build on teaching sequences and knowledge. The curriculum seeks to challenge and engage pupils. Activities seek to engage and motivate the learner and include contextualised and linked subjects to embed learning.

Curriculum Schemes

English

Reading- CUSP

Synthetic phonics - Little Wandle

Writing HfL scheme

Spelling Little Wandle R-Y2 CUSP Y3-Y6

Handwriting Twinkl R-Y6

Music CUSP Y1-Y6, Twinkl Rec

Geography CUSP

Art CUSP

Design Technology CUSP

Science CUSP

History CUSP

RE- Twinkl RE

PSHCE (Learning for Life) – Twinkl PSHCE

IT – Keychain computing

E-safety - Natterhub

PE - Complete PE

Maths - Herts Essentials

Literacy Gold- assisted technology support engaging eyes, reading and times tables tutor.

Times tables- 2,4,4 grids

Subject leaders develop these links and measure the impact and outcomes of the curriculum.

Formalised long and medium term plans and available in the school's shared drive and shared on the school website. Plans are shared with stakeholders and parent/carers are informed of the termly curriculum focus and how they can support their child.

Lessons –*lesson focuses are shared verbally at the beginning of a lesson*

These are shared succinctly with the children so that they are clear on what they are learning and how it builds on previous learning. Scaffolds where necessary are used to support children in achieving that skill or knowledge focus. It is not necessary for the child to copy this down. The learning skills/knowledge is reflected upon to check progress and adults through learning conversations and pupils through edit and challenge to assess how successful this is achieved.

Monitoring Arrangements for the curriculum

Subject leaders and teams monitor the impact and outcomes of the curriculum throughout the year, ensuring that core skills, knowledge and vocabulary are actively taught. Subject leaders have weekly or fortnightly release time to measure the impact and outcome of the curriculum and this time is directed by whole school focuses- these are outlined by the Assistant Headteacher, Amanda Looney (Curriculum lead) for the term.

This policy will be reviewed annually through consultation.