

LONSDALE



## PRIMARY CURRICULUM STATEMENT

### Introduction

Lonsdale's Primary department aims to provide a broad and balanced curriculum to enable our pupils to grow and develop academically, socially, intellectually, emotionally, culturally, morally and spiritually. We feel that from a very young age our pupils should be independent, and we strive to encourage this independence at all times, whether this is with academic skills or those that they need in their everyday life.

### Early Years Foundation Stage at Lonsdale

The Early Years Department at Lonsdale follows the EYFS framework, with a heavy emphasis on early communication. Pupils explore the seven areas of learning through adult-led activities, child-initiated learning, sensory play, and a range of AAC tools and devices. They are supported by Early Years practitioners throughout all learning. Evidence of learning is gathered and stored in online learning journals through 'Tapestry', and in paper based learning folders which provide a clear record of the pupil's time in EYFS at Lonsdale.

### The Primary Curriculum Key Stages 1 and 2

Lonsdale's Primary Department follows highly differentiated curriculum maps for each subject, which break skills and knowledge from The National Curriculum into three learning pathways. We are proud to offer a modified curriculum enriched with cross-curricular opportunities to help bring learning to life.

The National Curriculum provides the school with the outline of knowledge, skills and understanding that we are required to cover in school. Where appropriate, our Primary pupils engage in 'Project Based Learning' activities which promote purposeful learning and require pupils to apply their knowledge in practical scenarios, whilst enriching cross-curricular experiences. Lonsdale's Primary Department aims to teach the curriculum in an engaging, interesting and stimulating way, primarily through a thematic approach. Our approach to the curriculum is skills-based.

The school's curriculum encompasses all the planned activities we organise across the Primary Department in order to promote learning, personal growth and development. This includes not only the formal requirements of the National Curriculum, but also the range of activities, such as visits, clubs, House events etc. which the school organises in order to enrich the experience of the pupils. It also includes learning about expectations, values and behaviour.

### The Aims of our School's Curriculum are:

- To show pupils respect as learners and individuals
- To enable all pupils to learn and develop skills to the best of their ability
- To promote a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning
- To build upon pupil's natural curiosity for learning
- To provide pupils the basic skills of literacy, numeracy and science
- To provide pupils with the basic skills of information communication technology (ICT)/computing and an understanding of how it will affect their lives
- To enable pupils to be creative and to develop their own thinking
- To enable pupils to recognise and utilise their own learning styles
- To build resilience in learners
- To enable pupils to reflect upon their own learning and what they need to do to improve
- To teach pupils about their developing world, including how their environment and society have changed over time
- To help pupils understand Britain's cultural heritage
- To enable pupils to be positive citizens in their community and wider society
- To reflect upon and understand their own religious beliefs and those of others
- To help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To provide all pupils with the opportunity to celebrate their successes
- To enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- To develop a life-long love of reading
- To develop skills in metacognition, advocacy and life-long independent learning

**At Lonsdale School in the Primary Department, we do this by:**

- Providing a safe, stimulating and challenging learning environment
- Providing accurate and helpful feedback on how well they are doing and what they need to do to improve
- Providing Project-Based Learning that crosses the bridge between the Early Years and National Curriculum

- Providing a real life context and opportunities to draw learning together through cross-curricular and Project-Based Learning
- Reflecting our high expectations through encouraging independent learning and self-discipline
- Establishing a mutually supportive partnership in which parents, carers and other professionals work together for the best possible outcomes for the child
- Promoting an awareness of and respect for a diversity of cultures, values, beliefs and abilities
- Working together to create a caring community of learners where every child feels safe and valued
- Ensuring that all pupils have appropriate and equal access to the curriculum
- Providing opportunities for pupils to participate in a range of activities which will therefore enrich the curriculum for example visits performances, sports and arts
- Providing opportunities for pupils to explore the outside environment through Outdoor Learning.

## **Organisation and Planning**

Within Lonsdale's Primary Department, each class follows the 'lower primary' or 'upper primary' curriculum maps, in which the curriculum content for each subject is broken into a 3 year rolling cycle. The information gathered from each subjects content for that academic year is then used to plan the 'annual overview' for each class. Each subject tends to have a focus area for each half term, and the class teacher will use these focus areas to tie together a theme and/or 'project' for that half term. An overview of learning for each half term is created for each individual class and is adapted as pupil's individual learning needs and interests become apparent. A topic is often used to develop an underlying theme for learning. Each of the four Primary Classes and EYFS adapt the general topic to meet the educational needs of the class, based on previous assessment. This enables staff to ensure all individual needs are met. We review our long-term planning on an annual basis. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Staff plan on a weekly basis for all timetabled subjects and lessons, systematically building on identified next steps. All curriculum maps are evaluated as skills are taught.

In Phonics, we adapt the 'Little Wandle Letters and Sounds Revised for SEN' program. All Primary pupils are assessed termly and streamed by phonics phase for daily 30minute lessons. Further phonics teaching is embedded throughout the wider curriculum.

The Primary curriculum is designed to provide access and opportunity for all pupils who attend Lonsdale Primary Department.

## Timetables

All Primary classes include the following lesson allocations:

- 2 x English
- 1 x Communication
- 1 x Maths SSM (streamed)
- 2 x Number (streamed)
- 2 x Science
- 1 x K+U (humanities)
- 1 x Swimming (rota)
- 1 x Creative
- 1 x PE
- 1 x PSHE (including the teaching of RSE and Citizenship)
- 1 x RE/computing (alternating)
- 1 x ACE afternoon & achievements (*Friday afternoon*)
- 2 x FREE (Planned for the needs of the individual class)
- 5 x Daily Phonics (Little Wandle) [Streamed – 11am]
- 5 x Daily 10min Maths [In form groups]

An example timetable:

Brazil Class Timetable 23-24					
	Monday	Tuesday	Wednesday	Thursday	Friday
8.45	Hand Gym	Hand Writing	Fine Motor	Hand Writing	Hand Gym
9.00	Reading	Reading	Reading	Reading	Reading
9.15	Communication Mrs Jones	PSHE Miss Gregor	Science Mrs Jones	abc English Mrs Jones	PE Lisa B
10.15	Break	Break	Break	Break	Break
11.00	abc Phonics	abc Phonics	abc Phonics	abc Phonics	abc Phonics
11.30	Maths Mrs Jones	abc English Mrs Jones	Maths Mrs Jones	Creative Mrs Andrews	Maths Mrs Jones
12.30	Lunch	Lunch	Lunch	Lunch	Lunch
13.50	Maths Meeting	Maths Meeting	Maths Meeting	Maths Meeting	Maths Meeting
14.00	K&U Mrs Jones	Outdoor Learning Mrs Jones	RE/ Computing Mrs Jones	Science Mrs Jones	ACE Time Mrs Jones
15.00	Story time	Story time	Story time	Story time	Home
15.30	Home	Home	Home	Home	Home

## **Assemblies:**

Pupils in all four Primary classes meet twice per week for planned educational and cultural assemblies. Smaller groups meet on Friday afternoons for achievement assembly. Pupils are encouraged to be calm, quiet and reflective at these times of day. Each assembly follows a topic or theme relevant to current affairs; PSHCE, religious / cultural events, citizenship and news or celebrations are covered regularly.

## **Promoting British Values:**

The Primary Department at Lonsdale School aims to develop the attitudes and values in our pupils, which will enable them to play an active and positive role in their communities. We promote British values in the following ways:

### **Democracy**

- We have an active school council of pupils from each class who are voted in by their peers so that all classes in the school are represented. The school council is consulted throughout the year on new developments, and they play an active role in the decision-making process of the school.
- In the Primary Department staff plan opportunities within lessons or in enrichment activities to make sure that pupils are given opportunities to make choices in a variety of ways, e.g. voting on which story we would like to hear, choosing from a range of rewards. Activities are planned which take account of pupils' own interests, this can be something small like choosing the character you would like on a sticker chart, choosing a personally motivating reward to work for or being involved in making a decision about where to go on a school trip.
- Decision-making is distributed throughout the Primary Team and class team meetings.

### **The Rule of Law**

- Our PSHCE curriculum encourages pupils to understand that the role of Law and Law Enforcement is to enable people to live safely and harmoniously together. Initially, we encourage pupils to recognise simple structures like 'now and next' and to learn that school rules are there to keep us happy and safe. We encourage visits from other services, e.g. the local PCSO, to support this learning.
- Assemblies are used to explore the positive reasons for rules, and to reinforce positive behaviour for learning.
- We promote positive behaviour which ensures that there is support for all pupils to learn the skills that they need in order to have an increasing understanding of the needs and wants of others, how their behaviour impacts on others and helpful strategies to cope with challenge. We encourage pupils to say 'sorry', 'make/put things right' and to recognise the consequences of their actions.

### **Individual Liberty**

- Pupils are encouraged to make and communicate appropriate choices where possible during the school day, e.g. from the equipment and materials they use, the peers they work with, the rewards that they earn and the clubs and activities that they participate in at lunchtimes and after school.
- Our positive behaviour approach encourages pupils to learn to appreciate how their choices can affect others.
- Developing positive communication is a core area within the school curriculum, and pupils are encouraged to express and communicate their preferences, opinions and choices in a positive way during their time in school.
- Pupils are involved in decision-making at a whole-school level through the school council, the school's Eco Committee or House events.

- Pupils are involved as much as possible in identifying their own targets, monitoring their progress towards these targets and are encouraged to participate in decisions about their learning through the annual EHCP review process, e.g. attending meetings, achievement assemblies
- We foster respect and tolerance of those with different faiths and beliefs
- We follow the Hertfordshire Scheme of work for Religious Education, which encourages pupils to become aware of and to develop respect for a variety of different faiths and beliefs
- Assemblies are used to learn about at the festivals, customs and beliefs of people from a range of cultures and faiths
- Books, equipment, artefacts and displays are chosen to represent different religions and cultures in a positive way
- The school displays a strong commitment to equal opportunities through its policies and practice.

### **Tutorial**

Tutorial starts at 8.45am and ends at 9.00am. Registration/ Moving & Handling/checking the pupil's diaries /morning Work - related to their learning and developing fine motor skills are included in our daily Tutorial sessions. This also gives the pupils the opportunity to share news and participate in current events.

At the end of the school day, we have embedded Story Time from 3.00 – 3.30pm when pupils engage in 1:1 reading and whole class story time. We feel strongly that our pupils should be exposed to a wide range of literature, develop a love of reading and appreciation for literature.

### **Lunchtime:**

Lunchtime at Lonsdale is a time for pupils to socialise with each other and for them to learn and acquire a range of social skills and etiquette. It also gives the pupils the opportunity to come together as a whole department, thereby giving them the opportunity to cooperate and interact with each other in a familiar and informal setting. Pupils in the Secondary and Upper School departments can apply to be 'playground leaders' and support younger pupils on the Primary Playground. This builds positive relationships between pupils in the wider school community and promotes positive role models within school.

### **Transition:**

We carefully build upon the EYFS and support the transition between the Early Years and Key Stages 1 and 2, and entry into the Secondary Department. The process between each stage is an ongoing process with close liaison between the classes. The fluidity of the transition process enables us as a team to work with specific pupils by tailoring the transitions to their specific academic and social needs.

### **Assessment:**

Marking of the pupil's work is used to identify next steps and identify gaps in pupil's learning in order to aid progression. This information is then used to inform future planning. Photographs are used as evidence and are shared alongside observations through the online learning journey platform 'Tapestry', as well as the paper based work the pupils produce. Progress is tracked on a termly basis using the EYFS and B Squared small-steps assessment tools. Few pupils are assessed using the Engagement Model. Phonics progression is assessed using the 'Little Wandle' assessment tools, resources and trackers. This information is used to inform pupils reading progress and to allocate reading books at the correct stage. Progress data is analysed termly in Pupil Progress

Meetings in conjunction with a member of the Senior Leadership Team (SLT) to ensure that specific areas or developments are identified and addressed. Where applicable and appropriate, pupils in Year 6 will sit the Year 6 SATs, and pupils in Year 1 will also take part in the Phonic Screening Test after consultation with their class teachers and members of SLT.

The curriculum is reviewed on an on-going basis to ensure that it still meets the needs of the pupils, and is adapted accordingly.

The Primary Department works very closely with a wide range of multi-disciplinary professionals. We liaise very closely with the Occupational Therapists, Physiotherapists, Visual Impairment Teachers, Speech and Language Therapists, Communication Support and Nursing Team to ensure all of the pupils' needs are met. Pupils also have access to a range of therapists, who support the pupils as needs are identified through an on-going referral system.

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