



PRIMARY CURRICULUM STATEMENT

Introduction

Lonsdale's Primary department aims to provide a broad and balanced curriculum to enable our children to grow and develop socially, intellectually, emotionally, culturally, morally and spiritually. We feel that from a very young age our children 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.

These developmental statements are used to assess the children's starting points when they first take up their placements and subsequently to chart their progress across the 7 areas of learning. Areas not worked within in the children's learning are used to plan individual and group programmes of learning, and children have access to adult-led activities and child-initiated learning. They are supported by Early Years practitioners throughout all learning.

Evidence of learning is gathered and stored in learning journals, which provide a clear record of the children's time in EYFS at Lonsdale.

The Primary Curriculum Key Stages 1 and 2

Lonsdale's Primary Department follows the requirements of the National Curriculum, and we are proud to offer a differentiated and modified curriculum enriched with multiple learning opportunities to broaden and enrich the provision for our children.

The National Curriculum provides the school with the outline of knowledge, skills and understanding that we are required to cover in school. We choose to teach much of this through creative, cross-curricular themes, where our children will learn different strands of the curriculum from a range of subjects, all within one common theme for a half term. 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.

Core and Foundation Subjects

These subjects are taught wherever possible within our topics. We follow National Curriculum guidelines with our curriculum being highly differentiated to meet the needs of our pupils in both, key stages 1 and 2; full details can be found at the following links:

<https://www.gov.uk/government/collections/national-curriculum>

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 children. It also includes learning about expectations, values and behaviour.

The Aims of our School's Curriculum are:

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

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 in Bumblebee Class
- Providing a cross-curricular themed, topic-based approach in Owl and Koala Classes

- 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 children 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 children to explore the outside environment through Forest Schools and Outdoor Learning.

Organisation and Planning

Lonsdale Primary Department plan and deliver a thematic-based programme. We agree the theme and curriculum frameworks (long-term plan) for children working in EYFS, Key Stages 1 and 2. An overview of learning for each half term is created for EYFS and is adapted as children's individual learning needs and interests become apparent. A topic is used to develop and underlining theme for learning. Each of the three 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. Each subject area has a curriculum map of the skills and knowledge to be covered in a particular area relating to the National Curriculum. Staff plan on a weekly basis for Mathematics, English and Topic. All curriculum maps are evaluated as skills are taught. In Phonics we adapt the 'Letters and Sounds' Scheme and use other approaches alongside to meet the diverse needs of our learners.

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

Timetables

Number of allocated lesson times (1 session = 90 minutes)

Dolphins (EYFS)	Bumble Bees
3 x Movement (fine motor /sensory	2 x Literacy
5 X Literacy/Numeracy	2 x Numeracy
1 x Phonics	5 x Topic (incl. Science)
1 x Story time	1 x Creative
2 x Art	1 x Music
1 x Food	1 x Food
1 x PE	1 x PSHE
1 x Music	1 x PE
	1 x Swim

Owls	Koalas
4 x Literacy (+spellings, letter, sounds)	2 x Literacy
2 x Numeracy	2 x Numeracy
3 x Topic (incl. Science)	3 x Topic (incl. Science)
1 x Creative	1 x Creative
1 x Music	1 x Music
1 x Food	1 x Food
1 x PE	1 x PE
1 x Swim	1 x Swim
1 x PSHE	1 x PSHE
	1 x Life Skills
	1 x Forest School

Assemblies:

The children participate in regular assemblies throughout the week. The Early Years, Key Stages 1 and 2 meet together for special occasions. Children are encouraged to be calm, quiet and reflective at these times of day. Each assembly follows a theme: singing, PSHCE, religious / cultural, Citizenship through the news or celebration of achievements.

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 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 8.45 am and ends at 9.30am. Registration/ Moving & Handling/checking the children'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. We feel quite strongly that our pupils should be exposed to a wide range of literature and that having a story being read to them is quite useful in them appreciating culture, language and enjoy both, developing storyline and characterisation.

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 children the opportunity to come together as a whole school, thereby giving them the opportunity to cooperate and interact with each other in a familiar and informal setting.

Transition:

We carefully build upon the EYFS and support the transition between both, 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 transition process enables us as a team to work with specific pupils by tailoring the transition process to their specific academic and social needs.

Assessment:

Marking of the children's work is used to identify next steps in learning and where there are arrears in children's learning in order to aid progression. This information is then used to inform future planning. Photographs are also used as evidence as well as the paper based work the children produce. Blue Sky and Yellow Horizon assessment forms are completed at the beginning and end of a theme of work to identify progress made and next steps. The children are fully involved in this process, and their views and opinions are recorded. Progress is tracked on a half-termly basis using the EYFS and B Squared small-steps assessment tool. Few pupils are assessed using the Engagement Model. 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, children in Year 6 will sit the Year 6 SATs, and children 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 children, 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 Therapist, Physiotherapist, Visual Impairment Teacher, Speech and Language Therapists, Communication Support and Nursing Team to ensure all of the pupils' needs are met. The children also have access to a Counsellor, Play Therapist and Music Therapist, who support the children as needs are identified through an on-going referral system.