



*Learning together, valuing all,
enjoying and achieving*

CURRICULUM POLICY & CURRICULUM STATEMENT

Approved by Governors, Revised and Updated: March 2023

Signed by Chair of Curriculum and Impact Committee:

North Lakes School Curriculum Policy & Statement

North Lakes School and its community share in a positive School Vision which states that
we are:

A caring school community, where everyone can grow, learn and adapt for the future
to achieve personal success.

Our School Mission is to be:

An inspirational and motivated team who are dedicated to:

- Valuing and developing the personal character of all learners
- Ensuring high quality teaching of a deep and rich curriculum
- Broadening horizons and widening opportunities for all

...through building strong relationships, and engaging all members of the community in a
warm, diverse and inclusive environment.

This Curriculum Policy & Statement is a vital element in realising the school's vision and providing the best possible opportunities to our students to learn, to gain skills and deepen their knowledge, and to grow in their understanding of the world around them.

CURRICULUM STATEMENT

The school curriculum can be defined as:

- A body of knowledge to be learned
- A set of skills to be acquired
- A series of outcomes to be achieved...

... or a combination of all of these, gained through a process of learning that is lived out through the positive interactions of pupils, staff and all members of the school community. At North Lakes School we are implementing our curriculum, fully updated in 2022, to reflect this combined approach.

INTENT

Our aim has been to develop our teaching and learning by creating a deep, rich and more coherent curriculum which provides a joined-up progression of knowledge to be gained over a Four Year Plan. Deep means there are a range of opportunities to explore, think, understand and apply learning; rich means there is a quality and value to the curriculum through a wealth of real experiences.

Children are learning to be active readers, creative writers and artists, resourceful mathematicians, curious scientists, confident athletes, musicians and performers, inquisitive historians and geographers, and more. They do this through acquiring and practising key skills, so that they are ready for the next stage of their learning in Key Stage 3.

When children are engaged through purposeful activities in meaningful contexts, motivation follows - and this creates the flow which enhances learning. The primary phase, taught well, will change lives for the better, and this is our shared goal.

North Lakes pupils will continue to build on their current reputation as learners who are curious, resilient, caring, reflective, collaborative and resourceful, with the attitudes to succeed and adapt in a changing world.

IMPLEMENTATION

We are implementing our revised curriculum as a team of staff. We have identified Key Performance Indicators, as the essential knowledge and skills and basis for assessment within each subject. The subject content of the National Curriculum has been tracked and distributed over a four year curriculum plan to ensure necessary coverage that builds towards the KPI outcomes.

In some subject areas, North Lakes School staff have designed and planned their own bespoke curriculum. These include:

- o English
- o Science
- o Geography
- o History
- o Art
- o DT

In these areas Subject Leaders have built their own Knowledge Progression Maps (KPMs), and then expanded on the content, skills and subject specific activities for each unit of work in Knowledge

Organisers written for teachers. Subject Leaders promote reasoning and problem solving in the KOs through recommended activities that promote subject specific skills. Importantly, the Knowledge Organisers highlight key concepts that link with other topics within each subject and across other curriculum areas.

In other subject areas, the school has chosen to purchase thorough and high-quality schemes of work to provide the backbone of our curriculum. These are:

- Maths (Maths No Problem)
- Computing (Switched On Computing)
- PE (Get Set 4 PE)
- Music (Charanga)
- Religious Education (Cumbria Agreed Syllabus)
- MFL – French (iLanguages)
- PSHCE (Kapow)

Whether using our own KPMs and Knowledge Organisers, or a published scheme, we are delivering a curriculum that is designed so that new knowledge & skills build on what has been taught before, and to allow pupils to build on the knowledge in their long-term memory. The plans ensure a focus on the key facts and vocabulary to be learned, seeking to manage the cognitive load and to assist learning.

While managing content and monitoring and evaluating progress across the curriculum, we promote the “5Rs of Learning”, and the “Secrets of Success”, building our learning power, with activities and challenges underpinned by a growth mindset. We also encourage children to be curious, reflective thinkers using the building blocks of Philosophy for Children.

IMPACT

The impact of our work on the curriculum is being measured through the individual progress of the children. “Frog Progress” tracks attainment across the curriculum, while a system of Assertive Mentoring provides detailed assessment, feedback for children, parents and carers, with next steps for learning in Reading, Writing and Maths.

Children only get one chance and we aim for our pupils to exceed national expectations of progress – and to love to learn. As a school we are working to support all pupils in achieving the best that they can and over time to increase the proportion of children working at greater depth in each area.

Subject Leaders are working to gain a better understanding of attainment, progress, teaching and learning across the school in their own subject areas. This is a priority in 2022-23, and while curriculum plans are in place, Subject Leaders are working to develop effective methods for regular monitoring, evaluation and feedback to colleagues and children.

CURRICULUM POLICY

Curriculum Aims

The school's Curriculum Aims, are as follows:

North Lakes School is committed to the following aims ...

By support, praise and encouragement, and in partnership with the school community, to demand the highest standards from every child in all aspects of learning and school life.

We will develop within children an awareness of self and regard for others, so that they can acquire moral values, make and hold moral judgements, develop habits of self-discipline, self control and appropriate behaviour, whilst developing the ability to make their own decisions.

We will provide contexts for learning that are relevant, linked with real life, and culturally meaningful. We will promote the belief that thinking skills are what make us human, sensitive to others, and that they can be developed.

Through our curriculum, we will teach and facilitate the development of a range of essential skills for learning and life, (see Appendix 2)

Through following the National Curriculum Programmes of Study, we will share and impart key concepts and aspects of Knowledge and Understanding, (Appendix 2).

Through purposeful, relevant and challenging subject specific learning activities we will promote a range of positive attitudes and attributes, (Appendix 2).

Curriculum Drivers

"Don't limit a child to your own learning for he was born in another time" – Hebrew saying

In 2014, staff, parents and governors revised the list of curriculum drivers that need to feature regularly at the core of North Lakes School's curriculum. These still remain very relevant.

In order to prepare children effectively for life and work in Penrith, Cumbria, multi cultural Britain and the world of the 21st century. These cross curricular drivers were agreed as:

- Learning to Learn
- Enquiry
- Personal, Social and Emotional Wellbeing,
- Knowledge and Understanding of the World

These are priority areas within North Lakes School's curriculum for life and learning.

Teaching Organisation and Curriculum

All classes contain mixed ability groups and are taught by their class teacher following the National Curriculum. Teachers work closely together planning their learning and at times move between classes to share their skills. Copies of the National Curriculum documents are available in school.

The National Curriculum comprises:

- a) **Four Core Subjects: English, Mathematics, Science, Computing**
- b) **Seven Foundation Subjects: Art and Design, Design Technology, Geography, History, Modern Foreign Languages, Music, and Physical Education**

Religious Education is not part of the National Curriculum. Religious Education is given in accordance with local and national guidelines. We aim to develop imagination and respect for the views and beliefs of others, and to encourage understanding and a sense of wonder. Children learn about three main religions at North Lakes: Christianity, Islam and Hinduism. Children are encouraged to reflect on their learning and to apply ideas shared to their own life experience.

Collective Worship: In addition to teaching RE, all schools must have a daily act of Collective Worship. At North Lakes children take part in daily assemblies that are basically Christian in content but may contain stories from other religions. Parents have the right to withdraw children from these and from religious instruction. Alternative arrangements will be made for these children.

Teaching and Learning

Children learn when there is a change to their long term memory. Teachers must take account of cognitive load theory and manage the amount of content in a session so as not to overload the working memory. Children will learn effectively from direct experience, through reasoning, solving problems and meeting challenges, and when links are made with prior learning. (See the Learning and Teaching Policy for more details.)

The structured weekly timetable is designed to ensure a balance of time between subject areas. Staff are encouraged to move subject sessions as needed for logistical reasons, but to keep time allocations the same. Staff also “block” units in days of teaching for Art, DT and Philosophy/PSHE, to enhance progress and motivation, and to aid planning and organisation of resources. This is enabled through a Five Week Timetable which plans for blocked days once every five weeks (Appendix 1).

Timetabling/ Session times

Children are expected to be in school from 08:50 to 15:30 each day. This is 6h 40m per day, or 33h 20m per week. Within these hours, the daily timetable provides a total of 24h 15m teaching time per week, including Singing but excluding registration and assemblies. See an example timetable below:

Five Week Timetable - EXAMPLE

Year Class Teacher

Week 1, 3	MON	TUE	WED	THU	FRI
0900-0920	Reading	Reading	Reading	Reading	Reading
0920-1020	Writing	Writing	Writing	Writing	Writing
1020-1035	Break	Break	Break	Break	Break
1035-1050	Assembly	Singing	Assembly	Singing	Assembly
1050-1115	Maths Fluency	Maths Fluency	Maths Fluency	Maths Fluency	Maths Fluency
1115-1215	Maths	Maths	Maths	Maths	Maths
1215-1315	Lunch	Lunch	Lunch	Lunch	Lunch
1315-1415	Science	PE	Computing	Hwr/SPaG	Geog
1415-1430	Break	Break	Break	Break	Break
1430-1530	Science	PE	MFL	Music	Geog

Year

Class

Teacher

Week 2,4	MON	TUE	WED	THU	FRI
0900-0920	Reading	Reading	Reading	Reading	Reading
0920-1020	Writing	Writing	Writing	Writing	Writing
1020-1035	Break	Break	Break	Break	Break
1035-1050	Assembly	Singing	Assembly	Singing	Assembly
1050-1115	Maths Fluency	Maths Fluency	Maths Fluency	Maths Fluency	Maths Fluency
1115-1215	Maths	Maths	Maths	Maths	Maths
1215-1315	Lunch	Lunch	Lunch	Lunch	Lunch
1315-1415	Science	PE	Computing	Hwr/SPaG	History
1415-1430	Break	Break	Break	Break	Break
1430-1530	Science	PE	RE	Music	History

Year

Class

Teacher

Week 5	MON	TUE	WED	THU	FRI
0900-0920	Reading	Reading	Art	DT	Reading
0920-1020	Writing	Writing	Art	DT	Writing
1020-1035	Break	Break	Break	Break	Break
1035-1050	Assembly	Singing	Assembly	Singing	Assembly
1050-1115	Maths Fluency	Maths Fluency	Art	DT	Maths Fluency
1115-1215	Maths	Maths	Art	DT	Maths
1215-1315	Lunch	Lunch	Lunch	Lunch	Lunch
1315-1415	P4C	PE	Art	DT	PSHE
1415-1430	Break	Break	Break	Break	Break
1430-1530	P4C	PE	Art	DT	PSHE

Appendix 2: Essential Skills, Key Knowledge and Understanding, Attitudes and Attributes.

Essential Skills for Learning and Life	Key Aspects of Knowledge and Understanding	Positive Attitudes: learning capacities promoted by Building Learning Power
Communication: Speaking, Listening, non verbal Interpersonal skills: social, cooperation, teamwork Basic Skills: Reading, Writing, Numeracy/Calculation Personal organisation Managing feelings Questioning, analysis and enquiry Investigation and exploration Evaluation and reflection Imagination and Visualisation Problem Solving Physical skills Practical skills: inc food, DT Empathy Financial Survival UPPER KEY STAGE TWO FOCUS AND BUILD ON CHRIS QUIGLEY'S SECRETS OF SUCCESS TO PROMOTE GREATER DEPTH: Try new things, Work Hard, Concentrate, Push Yourself, Imagine, Improve, Understand Others, Don't Give Up	Self awareness Understanding others Core curriculum: English language Maths, inc finance Computing Science, inc health and body Foundation curriculum: Arts inc Music, Art, Dance, Drama Geography Citizenship, inc laws and society Faith and Belief Modern Foreign Languages Outdoor learning Knowledge of community: local, national, global	RESILIENCE - Absorption: flow; the pleasure of being rapt in learning Managing Distractions: recognising and reducing interruptions Noticing: really sensing what's out there Perseverance: stickability; tolerating the feelings of learning RESOURCEFULNESS - Questioning: getting below the surface; being curious Making Links: seeking coherence, relevance and meaning Imagining: using the mind's eye as a learning theatre Reasoning: thinking rigorously and methodically Capitalising: making good use of resources RECIPROCITY (RELATIONSHIPS) - Interdependence: balancing self-reliance & sociability Collaboration: the skill of learning with others Empathy: getting inside others' minds Listening: a dynamic process to gain insight and understanding Imitation: picking up others' habits and values REFLECTIVENESS - Planning: working learning out in advance Revising: monitoring and adapting along the way Distilling: drawing out the lessons from experience Meta-learning: understanding learning, and yourself as a learner