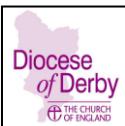


Langley Mill Church of England (Controlled) Infant School and Nursery



Curriculum Policy

‘Always our best for God, each other and ourselves’

**This policy has been assessed in the light of
all other school policies and the Equality Act
2010.**

Written / Reviewed by	Date	Changes Made		New Version		Next Review Date
S Gardner	September 2025	Yes	No	Yes	No	September 2026

Langley Mill Church of England Infant School and Nursery

Curriculum Policy

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1. Curriculum aims

Our curriculum intends to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning;
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations;
- Support pupils' spiritual, moral, social and cultural development;
- Support pupils' physical and mental health and well-being, enabling them to be active and take responsibility for their own well-being;
- Promote a positive attitude towards learning;
- Ensure equal access to learning for all pupils, with high expectations for every pupil through appropriate levels of challenge and support;
- Have a high academic, vocational and technical ambition for all pupils;
- Equip pupils with the knowledge and cultural capital they need to succeed in life.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing body

The governing body will monitor the effectiveness of this policy and holds the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets;
- Enough teaching time is provided for pupils to cover the EYFS Framework/National Curriculum and other statutory requirements;
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and/or disabilities (SEN/D) and the most able;
- The school implements the relevant statutory assessment arrangements;
- It participates actively in decision-making about the breadth and balance of the curriculum;
- It fulfils its role in processes to disapply pupils from all or part of the EYFS Framework/National Curriculum, where appropriate, and in any subsequent appeals.

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body;
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the EYFS Framework/National Curriculum;
- They manage requests to withdraw children from curriculum subjects, where appropriate;
- The school's procedures for assessment meet all legal requirements;
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- The governing body is advised on whole-school targets in order to make informed decisions;
- Proper provision is in place for pupils with different abilities and needs, including children with SEND and the most able.

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Curriculum leaders will follow the Subject Leadership Policy in monitoring and developing agreed curriculum areas.

The EYFS lead will adhere to the EYFS Policy in relation to curriculum development.

4. Organisation and planning

4.1 Factors that have driven our current curriculum content, organisation and delivery:

- Our overarching school vision and Langley Mill Foundations;
- The Church of England's vision for education;
- Formal requirements of the Early Years Foundation Stage Framework, Key Stage One National Curriculum and Derbyshire SACRE Agreed Syllabus for RE;
- Our commitment to development of values for life (Christian/British);
- Essential learning behaviours and a growth mindset required for success;
- Our Attachment Aware Behaviour Regulation philosophy;
- Ongoing subject leader monitoring, review and development and whole school improvement plans;
- Regular discussions with and input from all stakeholders (pupils, parents/carers, staff, governors);

- › Local community issues;
- › Needs of the pupils in our specific school context;
- › Subject specific requirements;
- › Pupil achievement data;
- › Monitoring and evaluation by other professions (e.g. LA Advisers, cluster colleagues, LLEs/NLEs, training providers, English Hub specialists, external moderators, etc);
- › Advice of outside agencies (e.g. BSS, EPS, SSSEN, AO, OT, PI, VI, CAMHS);
- › Term lengths;
- › Time of year.

4.2 General curriculum content, organisation and delivery:

Our curriculum will be:

- › Carefully mapped to the EYFS Framework/NC to ensure full coverage;
- › Both knowledge and skills based;
- › English and mathematics biased to accelerate and diminish gaps in the core subjects;
- › Thematic to ensure development and application of knowledge and skills in all subjects;
- › Broad and balanced to provide a rich experience;
- › Creatively delivered to engage and inspire and offer many opportunities for creativity;
- › Full of first-hand, rich experiences which promote high quality learning and impact positively on the pupils' learning and behaviour;
- › Enhanced by a variety of extra-curricular activities which enrich the experience of the children;
- › Heavily focused on personal, social and emotional development and supports good physical and mental health and well-being.

4.3 Specific curriculum content, organisation and delivery:

Our Vision

Always our best for God, each other and ourselves.

“Whatever the activity in which you engage, do it with all your ability ... “

~Ecclesiastes 9:10

We aim to achieve our vision through helping everyone in our school community ...

Realise the Church of England's Vision for Education	Educating for hope and aspiration	Educating for wisdom, knowledge and skills	Education for dignity and respect	Educating for community and living well together						
	Enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.	Enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life	The basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.	A core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.						
Grow in the four Langley Mill Foundations	Aspire	Learn	Respect	Serve						
Show Christian Values in their thoughts, words and actions	Compassion	Cooperation	Courage	Creativity	Forgiveness	Friendship	Generosity	Hope	Humility	Kindness
	Joy	Justice	Love	Peace		Perseverance	Respect	Responsibility	Trust	Truthfulness
Display Fundamental British Values	Democracy		Rule of Law		Individual Liberty			Mutual respect and tolerance		
Become Good Learners	I am motivated	I am independent	I am curious		I listen		I think			

Reach their potential in each subject of the 'Taught Curriculum'

~ *The curriculum that is delivered by the teachers to the pupils to achieve the intended learning outcomes ~*

English – Speaking & Listening	English – Phonics	English – Reading	English - Writing
<p>Wave 1</p> <ul style="list-style-type: none"> • Dedicated English lead. • Regular opportunities for embedding S&L across the curriculum, with talking an integral part of the learning process. • Effective modelling of S&L in day-to-day interactions. • Exciting, first hand experiences within termly topics (LM Passport). • Planning following the Sequence of Writing, including elements of T4W in EYFS. • Communication friendly environments. • Visual resources to increase independence and communication and reduce anxiety. • Allowing processing and thinking time and insistence on answering. • Explicit and systematic teaching of vocabulary through identification of tiered words for each topic/subject (anchor/Goldilocks/Step On) and 'word of the day' in every class taught through the Word Aware approach. • Appropriate home learning support through books discussions and 'words of the day'. • Termly opportunities to perform to larger audiences e.g. assemblies, concerts. <p>Wave 2</p> <ul style="list-style-type: none"> • 'Speech Links' for children with SLCN. • TAs appropriately trained in developing children's S&L skills and delivery of specific interventions. • Interventions to diminish gaps for those with SLCN (e.g. ECaT, Time to Talk, Talkboost, Speechlinks). <p>Wave 3</p> <ul style="list-style-type: none"> • Specialist support services for children with SLCN and delivery of SALT plans (minimum of 3 times per week). 	<p>Wave 1</p> <ul style="list-style-type: none"> • Dedicated phonics/reading lead. • Continual reinforcement of Phase 1 work in nursery, using Little Wandle 'Foundations'. • Daily, standalone 30-minute phonics teaching across school incorporating elements of reading and writing, from week 2 in Reception. • Fidelity to the 'Little Wandle Letters and Sounds' scheme, supported by literacy specialists from the English Hub. • Whole school approach to phonetic vocabulary, resources and displays. • Rigorous assessments (6-weekly for all and 3 weekly for 'keeping up' group) and constant reflection and evaluation. • 3 weekly discussions between class teachers, reading lead and reading champion to discuss and plan for lowest 20%. • Continuous cycle of teach-monitor-assess-replan. • Focus on embedding phonemes in long term memory. • Home reading books carefully matched to phonics being taught in daily lessons and children's ability (90% fluency) • Ongoing phonics information, support and updates for parents. <p>Wave 2</p> <ul style="list-style-type: none"> • 'Daily Keep Up', 'Rapid Catch Up' and 1-1 sessions/additional interventions delivered where needed (from Little Wandle). <p>Wave 3</p> <ul style="list-style-type: none"> • Specialist support services for children with cognition and learning difficulties e.g. SSSEN. 	<p>Wave 1</p> <ul style="list-style-type: none"> • Dedicated English/Reading lead. • Daily reading learning activities (EYFS) and English lessons (KS1). • 3 x Group Reads a week following Little Wandle's Fluency Reading Programme, with carefully matched decodable books. • Individual Reads daily for the bottom 20%. • Rigorous approach that develops skills, confidence, and enjoyment. • Constant embedding of reading skills across the curriculum. • Book based curriculum with carefully selected literature woven into topics. • Consistent system for planning and delivering reading sessions and assessing / recording development through Little Wandle. • Daily fluent, expressive, adult read-aloud / story time (uninterrupted). • Explicit teaching of comprehension skills. • Regular 'reading for pleasure' time. • Monthly reading and/or book events aligned to topics and local/national/international events. • Quality book areas and range of literature in every class, content focused for range and familiarity. • Regular re-reading of familiar books for fluency. • Reading related home learning tasks. • Parental support through church tower rewards, reading mice initiative, information bookmarks, hall of fame and workshops. • Direct support for those not reading at home e.g. Bookworms, after school library. • Challenge for the most able through resources and rewards. • Whole school learning environment that encourages and celebrates reading. • Timetabled Library Time for each class weekly. • Story Time after school club. <p>Wave 2</p> <ul style="list-style-type: none"> • 'Daily Keep Up', 'Rapid Catch Up' and 1-1 sessions/additional interventions delivered where needed (from Little Wandle). <p>Wave 3</p>	<p>Wave 1</p> <ul style="list-style-type: none"> • Dedicated English lead. • Daily writing learning activities (EYFS) and English lessons (KS1). • Constant embedding of writing skills across the curriculum. • Careful planning of genres across terms / topics. • Valuing and encouraging mark making / writing practice from the earliest date, with independent writing a weekly minimum. • Daily phonics across school following the Little Wandle scheme and NC Appendices for GPS. • Daily motor development (EYFS) and formal handwriting (KS1), additional to English time, at least 2 times a week in Handwriting books. • Correcting pencil grip through remodelling and use of aids. • Consistent following of Collins Handwriting scheme and correct modelling from all staff. • Talk used as a precursor to writing. • Overload of knowledge and experiences before writing and lots of enrichment activities. • Varied writing tasks with clear purpose and real audience for interest and engagement. • Consistent and effective marking and feedback. • Use of self-evaluation, checking own work for sense, accuracy and meaning, with the non-negotiable writing prompt / marking strips to support and remind. • High expectations for all written work, with one quality exercise book. • Home learning support through phonics and spellings activities. <p>Wave 2</p> <ul style="list-style-type: none"> • Additional interventions delivered where needed (e.g. write from the start, physical literacy). <p>Wave 3</p> <ul style="list-style-type: none"> • Specialist support services for children with cognition and learning difficulties.

		Specialist support services for children with cognition and learning difficulties e.g. SSSEN.	
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Mathematics	Science	
<ul style="list-style-type: none"> • Daily maths lesson across school following the mastery approach of working fluently with number, having a deep understanding of concepts, developing mathematical vocabulary, providing a high level of challenge and increased opportunities for reasoning. • Taught as a daily discrete lesson and applied within all curriculum subjects. • Planning and delivery follows the White Rose scheme, enhanced with a range of resources advocated by the Maths Hub (i.e. NCETM, NRICH). • Regular problem solving, investigative, reasoning type work/activities and open-ended tasks to ensure 'using and applying'. • Daily 'catch-up/same day intervention for those who haven't quite grasped the day's lesson. • Prolific opportunities for 'real life' maths and exploitation of cross curricular links. • Assessment system that aligns to the mastery approach (lengthy time on key topics/ altered percentages). • Enhanced by annual Number Day and activities during STEM week. 	<ul style="list-style-type: none"> • Weekly discrete lesson in KS1 to ensure sufficient curriculum time for effective delivery of scientific knowledge, skills and concepts. • Taught within a thematic approach, carefully planned for coverage and progression across year groups/key stages/school. • Topics selected which allow sufficient opportunities for development of scientific skills, knowledge and understanding. • High focus on development of scientific vocabulary within each topic. • Additional focus on context-based content e.g. importance of cleanliness, healthy diets and sleep. • Regular planned investigative work and use of simple scientific tests that link to topics – using and applying. • Enhanced by annual National School Meals Week, British Science Week and BNF Healthy Eating Week. 	
Religious Education	Collective Worship	SMSC
<ul style="list-style-type: none"> • Considered an academic subject with sufficient, dedicated curriculum time to meet explicitly RE objectives (10%). • Weekly discrete lessons in school following Derbyshire's Agreed Syllabus, enriched by the Understanding Christianity resource (enquiry approach exploring core concepts of Christianity, through engaging with Biblical texts and helping develop religious and theological literacy). • Teaching at least 40% Christian but includes other religions. • Termly celebration of Christian festivals with related performance and church visit (Harvest, Remembrance, Christmas, Easter, and end of year). 	<ul style="list-style-type: none"> • Daily allocated 20-30 minutes with all pupils (no pupils withdrawn for any reasons other than that it is the expressed wish of their parents). • Mainly of a Christian character. • Focusses on the four Langley Mill foundations: Aspire, Learn, Respect, Serve – underpinned by Christian values, learning behaviours and our 'bucket filling' philosophy. • Enhanced with whole school prayer / reflection areas. 	<ul style="list-style-type: none"> • Weaved throughout the whole school curriculum • Distinctively Christian ethos. • Promotion of fundamental British values. • Regular opportunities to reflect on experiences and develop personal beliefs. • Interactive displays that provoke questions and curiosity. • Dedicated spaces for quiet and reflection time. • Strong PSHE/RSE focus with termly units designed around need and local and national priorities. • Resources to teach respect, morals and ethics. • Regular teamwork and self-reliance activities. • Growth Mind-Set approach. • Children leading activities and taking on responsibility roles. • Specialist visitors, worship sessions and RE lessons to celebrate festivals in different faiths/countries and widen knowledge and awareness beyond Langley Mill. • Teaching about different religions and beliefs through the RE curriculum. • Actively preventing and tackling all forms of bullying, eradicating discrimination, advancing equality and fostering good relations. •

Physical Education/Sport	History & Geography	PSHE/RSE
<ul style="list-style-type: none"> 30 minutes per day through active playtimes / lunchtimes and specific lessons. Weekly discrete games/gymnastics/athletics lessons delivered in school by a specialist PE coach (then repeated by class teachers), following the quality AVSPP 'Do-Think-Feel PE' scheme. Dance lessons delivered across school following the BBC School's Radio Programme to complement topics (YR Let's Move, Y1-2 Let's Move/Time to Move, Y2 Time to Move). Middays plan competitions and activities at lunchtime to promote health and fitness. One Teach Active Lessons taught weekly in Maths or English Weekly lessons linked to the Commando Joe Programme to increase resilience and teamwork. Attendance at termly AVSSP sport competitions. Regular and wide ranging after school provision offered to pupils. Regular links made with inspirational sports people to raise aspiration. Enhanced with annual ACES and Sports Days. 	<ul style="list-style-type: none"> Weekly discrete lesson in KS1 (alternative half termly) to ensure sufficient curriculum time for effective delivery of historical/geographical knowledge, skills and concepts. Taught within a thematic approach, carefully planned for coverage and progression across year groups/key stages/school. Topics selected which allow sufficient opportunities for development of historical/geographical skills, knowledge and understanding. High focus on development of historical/geographical vocabulary within each topic. Regular planned use of visits/visitors to inspire and bring history/geography to life. Special events/theme days planned within curriculum time to enhance history/geography teaching and learning. Inclusion of local history/geography to make learning meaningful. 	<ul style="list-style-type: none"> Weekly discrete lesson across school following the Derbyshire's PSHE Matters scheme and dedicated time to link to overall topics, complement school events that occur each term and school improvement focus on developing learning behaviours and an Attachment Aware overarching ethos. Weekly lessons linked to the Commando Joe Programme to increase resilience and teamwork. Includes age-appropriate careers education (raising aspirations linked to Langley Mill foundation). Enhanced by several special events/theme days and visitors i.e. AB week, IDAHOBIT, road, rail, bike and fire safety training. Includes RSE teaching (statutory Sep 2020): <ul style="list-style-type: none"> Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe Sex education (not compulsory but recommended).
Music	Art, Design & Technology	Computing
<ul style="list-style-type: none"> Commitment to daily music/rhyming/chanting/singing across the curriculum. Weekly discrete lesson in KS1 to ensure sufficient curriculum time for effective delivery of musical knowledge, skills and concepts. Taught within a thematic approach, following the 'Charanga' scheme in KS1 which ensures musical coverage and progression. Includes performing; listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions; works of great composers and musicians; composing own music and playing musical instruments. Weekly whole school singing session enhances, embeds and extends class teaching. 	<ul style="list-style-type: none"> Weekly discrete lesson across KS1 alternating half termly) to ensure sufficient curriculum time for effective delivery of art, design and technology knowledge, skills and concepts. Taught within a thematic approach, carefully planned for art, design and technology coverage and progression over terms/years/Key Stages/School. Planned to offer full NC coverage i.e. work of famous artists, crafts people and designers, different materials and techniques. Plan real purposes for art, design and technology work, linked to topics e.g. special events/theme days such as 'Design a Christians card for the local MP' and World Book Day 'make and do' competition. 	<ul style="list-style-type: none"> Follow the 'Teach Computing' programme in key stage one which gives weekly discrete teaching of key computing skills to support children within learning tasks. Topics selected which allow sufficient opportunities for development of IT skills, knowledge and understanding. Planning includes use of a variety of IT equipment/resources e.g. IPads, laptops, programmable toys. Plan real purposes for IT work, linked to topics e.g. create a school leaflet for parents. Special events/theme days planned within curriculum time to enhance teaching and learning and support online safety work (cyber bullying day and internet safety day).

<ul style="list-style-type: none"> Termly, quality performances given to a large audience. 	<ul style="list-style-type: none"> Includes project work which develops over time (design, make, evaluate, change/improve). Insistence on high expectations for all work by all staff. Sufficient time for self/peer assessing. 	
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Relish the learning experience through the Wider Curriculum

~ *The full choice of activities that take place beyond the academic curriculum* ~

First-hand experiences	Hands-on, practical learning	Visits and Visitors	Additional events / theme days / weeks / months	Quality Learning Environment	After School Clubs
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Develop as good citizens through the Hidden Curriculum

~ *The unwritten, unofficial, unintended lessons, values and perspectives that pupils learn in school* ~

Bucket Filling Fillosophy	Attachment Aware School	Growth Mind-Set Culture	Brain Teaching / Training Cognitive Science Approach	Family Support Worker
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Be active partners in the Whole School Experience

~ *How we directly involve parents, carers and the wider community in the education of our children* ~

Effective Transition Arrangements <ul style="list-style-type: none"> Communal and individual meetings Visits Age-specific workshops Resources to support learning 	Focused Workshops <ul style="list-style-type: none"> Ready for nursery Ready for reception Phonics/reading EYFS / EYFSP Year 1 / PSC Year 2 	Termly Achievement Reports <ul style="list-style-type: none"> Face-to-face consultations (x2) Written report (x1) 	Weekly Celebration Collective Worship <ul style="list-style-type: none"> Bucket filling Good learning Reading Out of school achievements 	Informal Contact <ul style="list-style-type: none"> Before / end of school conversations Day-to-day interactions Daily rewards Social media / website updates 	Termly Performances and Church Visits <ul style="list-style-type: none"> Harvest Remembrance Christmas Easter Leavers' 	Weekly Home-Learning Tasks <ul style="list-style-type: none"> Books/reading Letters and sounds/spelling activities 'Word of the Day' Number tasks
Impromptu invitations e.g. <ul style="list-style-type: none"> World Poetry Day Fundraising events 'One off' celebrations Class based events 	Termly Parental Engagement Initiatives e.g. <ul style="list-style-type: none"> Art galleries Cookery Craft tasks Reading/book activities Showcase events 	SEDCO Support <ul style="list-style-type: none"> Scheduled review meetings Support discussions Referrals to outside agencies Funding applications 	Family Support Worker <ul style="list-style-type: none"> Home learning Living conditions Behaviour Routines Attendance SEMH issues Substance use Domestic Abuse Budgets/Grants 	Range of Communication <ul style="list-style-type: none"> Face to face discussions / meetings Facebook Letters Newsletters Sway Dojo 	Pupil Voice <ul style="list-style-type: none"> Fundraising School Improvements Fayres Non-uniform days 	Open Door Policy <ul style="list-style-type: none"> Available Approachable Interested Listening Caring Understanding

		<ul style="list-style-type: none">• Meetings with other professionals		<ul style="list-style-type: none">• Text messages• Website		
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5. Inclusion

There are no ceilings and teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Most able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN and/or disabilities
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every EYFS area of learning / National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor coverage of EYFS areas of learning / National Curriculum subjects and compliance with other statutory requirements through:

- Subject leader audits, improvement plans and reports;
- Termly Headteacher curriculum reports;
- Learning walks;
- Curriculum leader discussions;
- Planned school visits;
- Meetings with pupils;
- Parent discussions and surveys.

Subject leaders monitor the way their subject is taught throughout the school by:

- Subject leader audits;
- Subject action plans;
- Termly monitoring activities such as planning scrutinies, learning walks, book scrutinies, pupil discussions, staff discussions, display monitoring.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS Policy
- Assessment Policy
- SEND Policy and Information Report
- Equality Information and Objectives
- Subject Leadership Policy
- More able and talented Policy
- Subject policies
- Quality First Teaching Policy