



Limehurst Primary School Curriculum Implementation Statement

Last Updated: June 2022

Next Review: June 2023

Senior Leader Responsible for Policy: Mrs Hirst

In our successful curriculum the knowledge and skills are taught in a systematic, engaging and interesting way.

Each topic has a clear endpoint, which is shared with the children. Curriculum maps are produced for each year group ensuring clarity of coverage with a strong emphasis on progression of skills and knowledge.

Children are active participants in their own learning. They are encouraged to ask questions at the start of the topic to guide what needs to be taught, and thus develop an inquisitive mind. They are also given high quality feedback in order to develop their knowledge and skills for them to do their best in all subjects.

Being an enthusiastic, fluent and efficient reader is essential to all learning and because of this reading is given high status in our school. Our rigorous approach to teaching reading ensures that children read regularly and are taught specific reading and comprehension skills. They are given the opportunity to experience a wide range of quality texts to develop a love of reading as well as exposure to quality vocabulary. Teachers engender a love of reading by reading to their classes, sharing and discussing their favourite books and giving time for sustained reading. They value reading and this is apparent through the high quality reading areas and promoting books in all curriculum areas.

Synthetic phonics is taught by highly skilled and trained staff. The children are taught in class groups and children at risk of falling behind are identified early to keep up with their peers.

Developing an extensive, expressive and accurate vocabulary is also seen as essential to lifelong learning. Key vocabulary is highlighted in all areas of the curriculum. Vocabulary is discussed and explained in all subjects and children are expected to use efficient and accurate vocabulary in their work.

We have high expectations of children's handwriting and presentation throughout the school.

Children are expected to become efficient and confident mathematicians. They are given many opportunities to learn, practise and apply their mathematical skills and knowledge in lessons. They are taught problem solving in a clear and systematic way in order to facilitate the application of skills and knowledge. Mental processing of

calculations is very important and children are asked to work on their mental maths abilities. This includes times table knowledge.

Where possible, links between subjects are made so that children receive a rounded view of the topic being taught and to create more links and interest in their learning. The school is especially keen to ensure that skills across the curriculum are evident. As an example: we teach and check that the quality of maths is high when applied in other subjects.

Part of our core beliefs and expectations of behaviour lie around our rights and responsibilities, both for ourselves and others. The children learn that we have a right to be safe, to be respected and to learn. They are also taught that it is our responsibility to keep others safe, show respect and allow others to learn. We are proud of our high expectations of behaviour and attitude that we expect our children to demonstrate.