



Limehurst Primary School

Curriculum Implementation Statement

Our curriculum is implemented with the LIME KEY THEMES at the core of all our subjects. Our lessons are Language rich, Inclusive, Motivating and Engaging for all our pupils from the EYFS to year 6. Subject leaders in conjunction with the senior leadership team are responsible for the design and delivery of the LIME curriculum. Subject leaders monitor the standards in their subject and ensure consistency in the teaching and learning across our school.

Teaching and learning

- At Limehurst we deliver a coherently planned curriculum with a progressive development and understanding of key knowledge and skills and concepts in all subjects. Learning is carefully planned within the EYFS to cover the three prime areas and four specific areas (see EYFS Policy for further details). In KS1 and KS2 lessons are planned using our Cycle A and B long term plans which cover the National Curriculum. From these plans detailed short term plans have been created for each subject.
- We use a range of carefully selected schemes including White Rose Maths, Supersonic Phonic Friends, The Literacy Tree, Charanga (Music) and Kapow (Art and Design, Design and Technology) as well as our own bespoke schemes designed in-house for other foundation subjects too.
- We give high priority to teaching the fundamentals of reading, writing and maths every day to ensure that all pupils acquire the basic skills for learning and life, and these skills are used and practiced across other 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. Through our successful Phonics scheme our pupils are given the best possible start to learning to read and write. Our Literacy Scheme 'The Literacy Tree' provides our pupils with the opportunity to experience a wide range of quality texts to develop a love of reading as well as exposure to quality vocabulary.
- Our core subjects are timetabled and taught on a daily basis and most of the foundation subjects are taught in blocks which enables our pupils to be fully immersed into that subject area for a period of weeks and the knowledge and skills can be systematically developed.
- Knowledge organisers (Geography and History) provide transparency within the curriculum, they are a means of tracking knowledge, skills and understanding of taught concepts and they provide opportunities for retrieval once a unit is complete, this enables key knowledge to be committed to long-term memory.
- Children have equal access and entitlement in all areas of learning. Methods and practices will be differentiated in order to meet the needs of all pupils at Limehurst including those with SEND and EAL.
- At Limehurst all teachers and support staff understand and model excellent behaviours that enable excellent teaching and learning. By nurturing positive attachments, we meet the varied social and educational needs of each child, celebrating their individuality whilst cultivating their ability to work collaboratively as part of a team.
- Effective teaching strategies, including appropriately targeted support and interventions are matched well to pupils' individual needs, including those most and least able, so that pupils learn well in lessons.
- We recognise the importance of lessons being engaging and stimulating, pupils receive high quality teaching and teachers ensure responsive feedback is given for improvement.
- Consistency in teaching across subjects is monitored carefully by SLT and subject leads. Monitoring activities include book scrutiny, lesson observations and pupil voice feedback.



Limehurst Primary School

Curriculum Implementation Statement

Classroom resources

- The classroom learning environment is a learning resource which promotes independent learning by enabling children to refer back to prior learning via the use of 'working walls', specific resources and equipment.
- Teaching assistants are deployed in every department
- Subject leaders are responsible for resourcing their subjects to ensure their subject area can be taught to its full potential across the school.
- Our subjects are enriched by educational visits, in school workshops and visitors (led by experts), high-quality resources and artefacts. These are carefully selected to provide children with a wealth of learning experiences and knowledge which they are then able to draw upon in their learning. These are also great opportunities to ignite children's passion in areas that they may not have previously had an interest promoting cultural capital.

Assessment

- Teachers systematically and effectively check pupils' understanding throughout lessons, informing children when they are making good progress and explaining what they need to do next to improve. This has a key impact on the quality of learning.
- Where possible feedback happens in the moment at the point where it is most valuable to the learner. See our Feedback and Marking Policy for further details.
- Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or pupils.