



THE LONGMEADOW CURRICULUM OVERVIEW - INTENT (What do we want?)

To create life-long Learners, who are Passionate about the things they do and Successful in the things they try.

Our Values: Learning Passion Success

Our Rules: Ready, Responsible, Respectful

High quality experiences

Raising Aspirations

Parental Engagement

Independence

Support for Vulnerable Learners

Development of the Whole Child

Resilience and Perseverance

Inquisitive Learners

Innovation and Risk Taking

Pastoral Learning and Care to support Mental Health

Self-Pride

High Expectations

IMPLEMENTATION (How will we do it?)

BREATH AND BALANCE	EYs	Communication and Language		Physical Development		Personal, Social and Emotional Development		Literacy		Mathematics		Understanding the World		Expressive Art and Design	
	KS1 & KS2	English	Mathematics	Science	Computing	Religious Education	Art & Design	Design Technology	Geography	History	Modern Languages	Music	PE	Values inc British Values	SRE
	National Curriculum and HfL Planning Materials						Longmeadow Learning Maps – Subject Specific						NC	Jigsaw	

Effective Quality of Education at Longmeadow:

- Engagement in school is raised through meeting and greeting the school community, feeding all children a free breakfast, WOW days and providing engaging lesson concepts to support engagement in learning
- Staff have expert subject knowledge. Where they do not, they are supported to address any gaps
- The sequence of learning is clear and allows all pupils to build on their individual starting points, specific to each child
- Effective AfL is evident in lessons allowing for learning to be reshaped
- Independence in classrooms is encouraged through: explicit modelling; the opportunity to self-enquire; allowing children to commit concepts to long-term memory. Children make connections and revisit concepts through a broad and balanced curriculum and child initiated learning
- Character Education and Values Education develop children's personal development, supporting children to build their own personal values
- Purposeful opportunities are developed to allow children to apply their knowledge to real life skills
- Parental engagement is encouraged through a school family worker, parental engagement officer, social media, regular open door events, positive phone calls home, a higher presence on school playgrounds, Marvellous Me App and regular parental voice sessions
- Children experience visitors, WOW days, trips (including protected trips) and career days to raise expectations and aspirations
- High expectations for behaviour and behaviours for learning create an environment conducive for learning

A Culture of Safeguarding:

- Sex and Relationships Education
- eSafety Education
- Keeping safe at home, school and in the locality
- Reflect, repair, restore
- Protective Behaviours and Drawing and Talking
- Prevent / Protection from extremism
- Anti-Bullying
- Health and first-aid
- Anti-Racism

Developing the Whole Child:

- Inclusion and equality at the heart
- Celebration of individual achievement and success; both in and out of school
- Timely interventions and reasonable adjustments
- Equal rights, equal access
- Exposure to a wide variety of religions and cultures
- Therapeutic approaches to behaviour management alongside a program of character development
- Ecological awareness
- Supporting families

Inspiring Contexts:

- Memorable and meaningful cross curricular themes
- Children's interests explored and fed into the curriculum with planning that meets their needs
- Passionate, inspired staff that know and care about pupils
- Inspiring learning environments
- Visits, events, and experiences that increase cultural capital
- WOW! Days, carefully planned to enrich pupil experiences
- Empowerment through pupil leadership
- Inspiring use of core texts to encourage a love of reading
- Integrated use of New Technologies
- Promoted use of outdoor learning
- Children encouraged to take pride through sport

IMPACT

Quality of Education:

- Children at Longmeadow enjoy a broad and balanced curriculum as all subjects are celebrated and studied equally.
- In lessons, teachers show good subject knowledge; when they do not, appropriate support is deployed by the school's leadership team.
- Staff carefully chose relevant resources in lessons, to develop a passion for learning. This is especially applicable to core texts to promote a love of reading.
- Children know what they have learned and how this will help them with what they are learning next. Children remember what they have learnt as this is committed to long term memory.
- Teachers check what children know and are flexible with next steps and activities during lessons and feedback.
- In lessons, pupils discuss their learning clearly and with curiosity.
- Children know the relevance of what they are learning in the real world.
- Pupils show pride in their work.
- Disadvantaged pupils make progress in line with their peers. Where they don't this is rapidly improving.
- Children with special education needs and disabilities (SEND) are appropriately supported with a curriculum that meets their needs and encourages progress from their individual starting points.
- High quality phonics provision feeds into early reading skills.
- Children are using increasingly wide vocabulary when speaking, which allows them to write at a higher level.

Leadership and Management:

- The school embeds values to create lifelong learners who are passionate about the things they do, and successful in the things they try.
- All Governors, staff and children have high expectations of themselves and work towards an ambitious vision.
- Leaders have written policies and procedures. These are followed by everyone in school, resulting in high quality education for all pupils.
- Leaders ensure that all pupils are taught well and intervene where they are not.
- Longmeadow is an inclusive environment for all children.
- Staff at Longmeadow have high expectations of all pupils, ensuring that pupils make progress from their individual starting points.
- Staff at the school say their wellbeing is well looked after: in a wellbeing survey (Education Support Partnership, January 2019), all staff scored higher than the national average for their wellbeing.
- The curriculum is well-resourced. This is supported by Governors.
- Collaboration by staff means that there is an engaging curriculum, purposefully designed for the Longmeadow children. Subject leaders monitor standards in their subject.
- Leaders, including subject leaders will regularly review children's work in books to support progress.
- Leaders will monitor results of the curriculum, reflecting on what children can do and making changes where needed.
- Leaders and Governors work with all staff to ensure pupils have access to wide opportunities through their time at Longmeadow. This means children have high aspirations and can discuss these.

Behaviours and Attitudes and Personal Development:

- Children are self-motivated to behave well and learn at school.
- Children show respect for their environment and a high level of manners.
- Children are kind to one another.
- Children begin to develop their own personal values and can discuss these.
- Children show the Longmeadow 3 R's (Ready, Respectful and Responsible) in and out of school as they become part of their everyday lives and values.
- Children's aspirations are raised through equal access to an enriched curriculum including a wide variety of extra-curricular opportunities including trips, off curriculum days and events. As a result they can talk about their dreams for the future.
- Children enjoy new challenges and are becoming resilient to failure.
- Children understand eSafety, including social media.
- Children show a good understanding of key British Values and their importance in our community.
- Children can use strategies that are beginning to help them to regulate their own emotions.
- Children are aware of what bullying is, do not tolerate it, and swiftly report any concerns to adults.

Early Years:

- Children show knowledge across the seven areas of learning in the EYFS.
- Children use their phonics accurately.
- EYFS and Year 1 staff work together to ensure good transition between the curriculums.
- All children make good progress from their individual starting points.
- At Longmeadow, we focus on the prime areas (Communication and Language, Personal Social and Emotional Development and Physical Development). This is to ensure they can access and make progress in the specific areas of learning.
- Communication and Language is a key focus area leading to higher levels of vocabulary.
- The characteristics of effective learning are embedded and evidenced through what practitioners see.
- Children show an understanding of each other and are beginning to make good choices. This helps them to make positive relationships.
- Children show high levels of engagement in the pupil-led curriculum due to this being mapped through their interests.

