

Lime Tree Primary Academy

Curriculum Policy

Date	Review Date	Coordinator	Nominated Governor
Oct 2020	Oct 2021	Clare Larkin	Iain Wilson

This policy will be reviewed every 12 months in light of local and Government legislation.

1. Aims

At Lime Tree we engender an atmosphere that encourages understanding and openness about mental health and well-being. When our children leave us, they will be ready to embrace the challenges of creating a happy and successful life beyond primary school. They will have the knowledge and skills to enable them to make informed decisions about their wellbeing, health and relationships. They will have self-efficacy and understand that everyone faces difficulties in their lives. They will understand how to be present and enjoy the moment they are in, not be distracted by the past or worried for their future. They will understand their thoughts, emotions, and how they are able to relate to the world in ways that make others feel comfortable relating to them.

Embedded within this, we promote a positive attitude towards learning and believe all pupils have the right to learn in an engaging, stimulating and stretching environment. We provide a broad and balanced education for all pupils, whereby every child is supported to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations. We ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support. All staff members promote the learning and development of every child to ensure they are ready for the next stage of their education. Pupil's spiritual, moral, social and cultural development is supported throughout their Lime Tree journey.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the National Curriculum programmes of study which the school has chosen to follow. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2015](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook 2020](#). 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 board

The governing board will monitor the effectiveness of this policy and hold the Head of School to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement



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- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Head of School

The Head of School 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 board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board 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

3.3 Other staff

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

4. Organisation and planning

At Lime Tree Primary Academy our vision and values are embedded throughout the curriculum, the curriculum celebrates all skills and subjects ensuring we provide opportunities for children to become life-long learners. We focus on English and mathematics as the foundations for all learning and are committed to nurturing young writers, performers, readers, mathematicians, scientists, historians, geographers, artists, designers, musicians, sports persons and computer users. Children are actively encouraged to follow their passions whilst becoming holistic learners. Our range of after school activities provide children with the opportunities to develop new passions and skills. Our curriculum immerses children in first and second hand experiences that enables them to draw on prior learning to consolidate and expand their conceptual thinking.

English

At Lime Tree Primary Academy, we strive to ensure all children can communicate clearly in spoken and written form and become masters of language. Rich texts are at the heart of our teaching and a love for reading is promoted throughout the school. Teachers use cross-curricular ideas to engage children in learning that provides memorable experiences; often bringing topics to life through real life contexts.



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Our approach to writing encourages children to become authors. Through investigation and analysis of a wide variety of text types, children across all ages are supported in their pursuit to structure their own writing. We seek to combine a variety of creative, stimulating opportunities with access to visual tools and various different stimuli which seek to engage and enthral pupils to become inspired writers.

Our learning structure includes the use of a timeline to organise ideas – from story maps and story strings down in Early Years and Key Stage 1, to complex timelines in Years 5 and 6. This allows children to structure their writing appropriately, and map out their ideas from the beginning to the end. Teachers are passionate about the writing process and will continually model the construction of writing, challenging and questioning students to push their learning on during each lesson. Children also share their writing with others and are encouraged to actively reflect on what may improve their writing.

Alongside reading as authors, children are given numerous opportunities to read throughout the school day. Each class celebrates a love for reading by sharing a whole class text, as well as encouraging individual and group, guided reading. During foundation subjects, children are supported in their use of non-fiction reading to research, evaluate and question all topics. Key vocabulary and exposure to a breadth of language are an important focus to all sessions.

Phonics, spelling and grammar are taught as discrete sessions and linked directly as a through line throughout all other areas of the curriculum.

Maths

We deliver a skills-based curriculum, in which the basic skills and knowledge required to progress learning are of paramount importance and underpin all learning.

At Lime Tree Primary Academy, we believe that to become true mathematicians' children need to be actively involved in the process of mathematical enquiry. We seek to develop young mathematicians through a skills and application approach to maths, covering topics including: number, calculations, money, measure, shape, position and movement and information handling.

Providing a problem or challenge presents children with numerous opportunities to discuss and learn, identifying the key terminology and mathematical concepts required in order to solve it. This learning process continues through teacher led skills whereby the children develop clearer knowledge and understanding throughout, in order to arm themselves with the skills required to complete the challenge successfully.

All children are immersed in hands on practical experiences in problem solving. They learn to ask questions, work collaboratively, apply basic skills and participate in real life projects, improving ways of thinking mathematically from Early Years to Year 6.

Science

At Lime Tree our aim is to develop children's natural curiosity through practical, engaging and real-life scenarios within science. We begin science by giving the children a question to encourage talk, discussion and questioning. We discuss previous knowledge with the children and any skills they have that may allow to answer the question and then decide what new skills they are going to need to learn to find the answer. The children are actively involved through scientific enquiry and we are led by the children's curiosity to help plan exciting experiments and investigations. The children are taught scientific skills which are embedded through investigations. They are encouraged to work and learn as a scientist, they will ask questions, predict, work collaboratively, measure,



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record, interpret their results and evaluate scientific evidence.

Computing

With an ever-evolving modern society, the ability to use computing effectively is an essential life skill for our pupils. As computing is continually developing and new technologies are emerging, we as a school will strive to give all pupils the skills needed to prepare them for the future.

The computing curriculum is embedded into all other subject areas and is used to enhance and compliment many different areas of learning. Children can use ICT equipment throughout the day and we encourage children to be independent and use their initiative to support their own learning.

All children are given the opportunity to develop skills in digital literacy (e-safety), computer science (coding) and IT (e.g. word processing, presenting data).

We encourage the children to take responsibility for the equipment and look after it, and a huge part of our curriculum is children understanding that E-Safety is an essential part of our modern society. We talk to the children and hold meetings for parents on how to protect themselves online and ensure that they are being a safe, vigilant, responsible user of the internet.

PE

At Lime Tree we encourage our pupils to be as active as possible throughout the school day. We plan a skills-based PE curriculum and welcome highly trained specialists in to school throughout the year to support us with teaching the children and ensuring staff are well trained to deliver the PE curriculum.

Over the year, children are taught dance, gymnastics and games. Manchester City in the Community, Manchester United, Sale Sharks and Brooklands Lacrosse work across school to develop strong community links. At Lime Tree we participate in sporting competitions with local schools in the community and encourage all children to actively engage in after school clubs.

History

We view history as more than learning facts. We see it as an opportunity to develop skills of enquiry and questioning; to become open minded “historical detectives” and explore the past in an exciting way. We aim to provide first hand experiences with role play, class visits, workshops and visiting experts all playing an important part in our topics.

The past comes to life when children use a variety of sources of information to find clues and evidence and take part in discussions with their peers. Through History, children learn to make comparisons and links between the past and modern times and discover how and why things have changed. They learn about people and events in the past, in Britain and the wider world, and realise that these have influenced our lives today.

Geography

Geography develops children’s knowledge and understanding of people and places. We learn about the wider world as well as local areas, looking at the physical, social and economic issues surrounding each case study. The use of maps, atlases, photos and the internet ensure a well-balanced and interactive method of learning for all pupils.



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Pupils explore physical and human differences in the world around them. Children learn about the skills needed to ask geographical questions about a locality in the UK compared to a locality in a less economically developed country. Children are taught how settlements differ and change and they understand environmental issues linked to these. Children also learn about water and its effect on landscapes such as rivers and coasts.

Art and Design

Art and Design provides all children with the opportunity to express themselves imaginatively, creatively and develop their understanding of, and respond to the world around them. Pupils are exposed to many visual, tactile and sensory experiences. Lime Tree enables pupils to become involved in, enjoy and appreciate the visual arts and how it can enrich their personal lives. We seek opportunities to work with artists in the community and give children the opportunity to visit local art galleries and museums. We work closely with Manchester Metropolitan University, Islington Mill and the Whitworth Gallery to exhibit the children's work and the journey and skill learning that took place to get to the final piece, as well as to develop teacher skills in delivering quality art sessions and art workshops. Through our enrichment curriculum our children work alongside an experienced artist to enhance their skills and enjoyment. We work collaboratively with the Dunham Arts.

Design Technology

Design and Technology provides our children with an opportunity to tackle problems of a practical nature. Skills are developed using tools in designing and making artefacts and food products with an emphasis on healthy living. Working with a variety of materials aims to help children learn important life skills. Children learn independently and in groups, learning to co-operate, plan, design and make and evaluate their work. We link closely with our local high school with DT workshops.

RE

At Lime Tree we believe that RE has an important part to play in promoting the spiritual, moral, social and cultural development of our pupils. Children are taught to understand and respect the importance of religious beliefs in the world around them. We encourage children to use and develop their skills in RE and to participate in critical thinking. We aim to ensure that the RE curriculum is challenging, dynamic and relevant to pupils of all ages. We use Trafford SACRE to support us with planning engaging RE lessons and use assemblies to initiate discussions and share religious stories and information. We link closely with our local churches.

Music

Music at Lime Tree provides a unique vehicle for children to express themselves, tune into their emotions and uncover hidden talents. Through a range of musical experiences, children's creativity has no limits. The teaching of music is consistent with the three knowledges in order to unleash children's musical potential: knowledge of music, knowledge about music, and knowledge of how-to music. Music is taught at all stages of a child's journey at Lime Tree and supported by Trafford Music Service's provision for primary schools.

French

The engagement and learning of a foreign language is an increasingly vital aspect of modern society, as our world continues to change with different cultures infusing and combining all around us. The acquisition of the skills needed to learn foreign languages is therefore hugely important. The study of foreign languages not only provides such skills, but also nurtures the understanding and compassion that students have for people of other cultures.



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At Lime Tree, French is taught at Key Stage Two across all year groups. Pupils develop a taste for the French language with particular emphasis on speaking skills. We cover topics such as food, animals and travel.

In Year 3, students are introduced to conversational French greetings, which is then built upon throughout the rest of the key stage. French lessons are extremely hands-on and focus on igniting a love and passion for the learning of modern foreign languages.

PSHE

The framework for PSHE is divided into three core strands:

- **Time for Me**
- **Time to Be**
- **Time for Us**

Time to Be will empower the children to manage their minds, feelings and emotions. They will learn mindfulness and meditation, how to regulate their emotions and develop a growth mindset.

Time to Be is all about developing healthy habits. This includes understanding the value of exercise and nutrition, the importance of sleep, the impact of the outdoors on their physical and mental health, the benefits of good hygiene, safeguarding and how to be safe online.

Time for Us focusses on families, friendships and relationships and the need to respect others even when they are different from them or make different choices or have different preferences or beliefs. We will deliver the core of this strand through the No Outsiders Programme.

PSHE at Lime Tree will empower the children to connect with themselves, their families and friends, their community and the rapidly changing wider world.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can study every 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 SEND policy and information report.

6. Equality Impact Assessment



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Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

7. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Meeting with subject leaders
- Meeting with school council representatives
- Being involved in book scrutinies and learning environment walks

Subject leaders monitor the way their subject is taught throughout the school by planning scrutinies, learning walks and book scrutinies. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed by the Head of School and governor. At every review, the policy will be shared with the full governing board.

Head of School:	Clare Larkin	Date:	17 th October 2020
Chair of Governing Body:	Daniel Jagger	Date:	17 th October 2020