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Reviewer	Liam Donovan

Curriculum Policy

Longwood School Curriculum

Our Curriculum Intent

At Longwood School, our curriculum is designed to ensure that every pupil is happy, safe and makes the very best possible progress.

We provide an ambitious, knowledge-rich and carefully sequenced curriculum, which enables pupils to flourish academically, socially and emotionally. Through exceptional teaching, specialist provision, individualised learning and meaningful enrichment opportunities, we prepare pupils not only for their next stage of education but for successful and fulfilling lives beyond school.

Our curriculum is continually reviewed and refined through rigorous assessment, pupil voice, parental feedback and evaluation of outcomes, ensuring that it remains ambitious, relevant and responsive to the needs of our pupils.

We aim to develop pupils who are:

- Confident and articulate communicators
- Curious and enthusiastic learners
- Resilient when faced with challenge
- Independent and reflective thinkers
- Respectful and compassionate citizens
- Creative problem-solvers
- Prepared for an ever-changing future

At Longwood, we believe that academic success and personal development go hand in hand. Our curriculum is therefore designed to nurture both excellence in learning and excellence in character.

Happy, Confident Children Learn Best

At Longwood School, we believe that happy, confident pupils make the very best learners. The foundation of our curriculum is not simply what pupils learn, but how they feel about themselves, their school and their ability to succeed. Children who feel safe, valued and understood are more willing to embrace challenge, persevere when learning becomes difficult and develop the confidence needed to achieve their full potential.

One of the greatest strengths of Longwood School is our ability to know every child exceptionally well. Our small school environment enables staff to build strong relationships with pupils and families, ensuring that each child's strengths, interests, needs and aspirations are understood and nurtured.

This deep understanding allows us to:

- Build pupils' confidence and self-esteem
- Provide highly personalised support and challenge
- Foster strong emotional wellbeing
- Quickly identify and address barriers to learning
- Celebrate individual achievements
- Develop positive attitudes towards learning

As a result, pupils develop a strong sense of belonging and a belief in their own abilities.

A Family-Like Learning Community

Longwood provides unique opportunities for pupils to develop meaningful relationships across all age groups.

Pupils regularly collaborate, communicate and learn alongside children of different ages both within lessons and beyond the classroom. These interactions occur naturally throughout the school day and are further strengthened through carefully planned opportunities.

Examples include:

- Mixed-age learning within our Year 1/2, Year 3/4 and Year 5/6 classes
- Shared curriculum projects
- Whole-school events and celebrations
- Collaborative enrichment activities
- Older pupils supporting younger pupils with reading
- Year 5 and 6 pupils visiting Pre-School to read stories and support learning
- Leadership and mentoring opportunities

Research suggests that mixed-age interactions can positively support social development, communication skills, emotional maturity and leadership. Younger pupils benefit from positive role models, whilst older pupils develop responsibility, empathy and confidence through supporting others.

The result is a nurturing school community where pupils feel valued, connected and confident, creating the ideal conditions for successful learning.

Curriculum Structure

Pre-School: Building Strong Foundations

Our Pre-School curriculum provides children with the strongest possible start to their educational journey.

Whilst remaining firmly rooted in high-quality play-based learning and the EYFS framework, we provide a carefully planned introduction to mathematics and phonics. This light-touch approach develops early number sense, mathematical language, communication skills and phonological awareness, giving children a significant advantage as they move into Reception.

This early investment in learning contributes to the high proportion of pupils who go on to achieve and often exceed age-related expectations throughout their school journey.

Children benefit from:

- Early mathematics development
- Communication and language-rich experiences
- Phonological awareness activities
- Fine and gross motor development
- Personal, social and emotional development
- Outdoor learning opportunities
- Specialist Music teaching
- Specialist Language teaching

Reception

Our small Reception class enables highly personalised teaching and learning.

Children benefit from strong relationships with staff, carefully tailored learning opportunities and high levels of adult interaction. The curriculum is designed not only to secure the Early Learning Goals but to equip pupils with the knowledge, skills and confidence required for success throughout Key Stage One and beyond.

Reception pupils continue to benefit from specialist teaching in Music and Languages, ensuring a rich and broad curriculum from the earliest stages of education.

Cross-Cohort Learning

Longwood operates mixed-age classes across:

- Year 1/2
- Year 3/4
- Year 5/6

Research demonstrates that mixed-age classrooms can provide significant social and academic benefits. Younger pupils benefit from observing and learning from older peers, whilst older pupils strengthen their understanding through explanation, modelling and leadership. Studies indicate that mixed-age learning environments promote social maturity, cooperation, independence and positive relationships whilst maintaining strong academic outcomes when teaching is carefully planned and sequenced.

At Longwood, experienced practitioners carefully tailor learning to ensure that every child is appropriately challenged and supported whilst benefiting from the wider advantages of learning within a mixed-age community.

Benefits include:

- Enhanced communication skills
- Increased independence
- Strong peer mentoring
- Greater confidence
- Improved social awareness
- Leadership opportunities
- Exposure to higher-level vocabulary and concepts
- A family-like learning environment

Reading and Phonics

Reading is at the heart of our curriculum.

From Pre-School onwards, children develop strong foundations in communication, language and phonological awareness. Our systematic phonics programme provides a clear progression from early sound recognition through to fluent reading.

Our approach is:

- Systematic
- Consistent
- Evidence-informed
- Embedded across the whole school

Every member of staff is trained to support phonics development, ensuring consistency and high expectations throughout the school.

Regular assessment enables us to quickly identify pupils who require additional support. Timely intervention programmes, small-group teaching and targeted support ensure that all pupils have the opportunity to become confident, successful readers.

Reading for pleasure is actively promoted through high-quality texts, engaging learning environments and opportunities to share reading experiences across the school community.

Mathematics

At Longwood School, mathematics is taught using the White Rose Maths programme from Reception through to Year 6.

White Rose is heavily influenced by the highly successful Singaporean mastery approach to mathematics. Singapore consistently performs amongst the highest-achieving countries internationally for mathematics and is recognised worldwide for educational excellence in the subject.

The mastery approach enables pupils to:

- Develop deep conceptual understanding
- Build fluency and confidence
- Reason mathematically
- Solve increasingly complex problems
- Make meaningful connections between mathematical concepts

Lessons are carefully sequenced so that pupils fully understand concepts before moving on. Rather than accelerating through content, pupils develop depth of understanding and are encouraged to explain, justify and apply their mathematical thinking.

Through this approach, pupils become confident mathematicians who are able to transfer their knowledge and skills across a wide range of contexts.

English

Our English curriculum is built around a high-quality core text approach.

Carefully selected texts provide the stimulus for reading, writing, speaking and listening activities, enabling pupils to immerse themselves in rich language and meaningful learning experiences.

Our experienced practitioners are able to "split the atom with learning" through expertly tailored teaching and creative curriculum design. Lessons are adapted to meet individual needs whilst maintaining high expectations and levels of challenge.

The curriculum develops:

- Reading fluency
- Vocabulary acquisition
- Reading comprehension
- Oracy
- Creative writing
- Technical accuracy
- Authorial voice

Purposeful writing opportunities ensure pupils understand the real-world value of communication.

Examples include:

- Persuasive letters
- Speeches
- Reports
- Newspaper articles
- Enterprise marketing materials
- Community campaigns
- Formal correspondence

Pupils write for authentic audiences and genuine purposes, helping to foster a lifelong appreciation of language and communication.

Foundation Subjects

Longwood School uses Kapow across the wider curriculum to ensure breadth, progression and consistency.

Subjects include:

- History
- Geography
- Art and Design
- Design Technology
- Computing
- Religious Education
- PSHE
- Music

Kapow provides a carefully sequenced progression of knowledge and skills whilst allowing teachers to personalise learning to reflect pupils' interests and local contexts.

Specialist teaching further enhances provision in:

- Music
- Art
- Modern Foreign Languages

This ensures pupils benefit from expert subject knowledge and rich learning experiences throughout Key Stage One and Key Stage Two.

Individualised Learning

One of Longwood School's greatest strengths is our ability to personalise learning.

Our small school environment enables staff to know every pupil exceptionally well. Through careful assessment and strong relationships, teachers tailor learning to meet individual needs whilst maintaining high expectations for all.

We believe pupils make the strongest progress when:

- They feel known and valued
- Learning is appropriately challenging
- Success is celebrated
- Support is provided quickly when required
- Strengths and interests are recognised

Whether a pupil requires additional support or greater challenge, our curriculum is designed to help every child flourish.

Personal Development and Enrichment

At Longwood School, enrichment is not an "add-on" to the curriculum; it is an integral part of how we develop the whole child.

Our enrichment programme is carefully designed in response to our ongoing understanding of pupils' strengths, interests and areas for development. Through both formative assessment and summative assessment, we identify opportunities to further strengthen pupils' knowledge, skills and experiences.

As a result, enrichment opportunities evolve over time to reflect the changing needs of our pupils and the wider world.

Through enrichment, pupils develop:

- Resilience
- Communication
- Collaboration
- Leadership
- Creativity
- Problem-solving
- Critical thinking
- Adaptability
- Independence
- Self-efficacy
- Metacognition
- Financial awareness
- Emotional intelligence
- Organisation and responsibility

These skills are increasingly important in a rapidly changing world where many of today's pupils will enter professions that do not yet exist.

Example: Longwood Enterprise Programme

One example of our enrichment provision this year has been our whole-school Enterprise Programme.

The programme was designed to strengthen pupils' understanding of economic wellbeing, careers education, financial literacy, communication and entrepreneurship.

From Pre-School through to Year 6, pupils explored:

- Different career pathways
- Economic awareness
- Financial decision-making
- Product design
- Marketing
- Teamwork
- Leadership
- Public speaking

Pupils engaged with professionals from a variety of sectors including veterinary medicine, accountancy, scientific research and technology-based industries.

Throughout the project, pupils:

- Conducted research
- Developed business ideas
- Created business plans
- Designed products and services
- Developed marketing campaigns
- Managed budgets
- Delivered presentations and pitches
- Evaluated outcomes and reflected on success

The programme culminated in pupils marketing and selling products and services at a whole-school enterprise event.

Importantly, this programme represents one example of how enrichment is used at Longwood. Future enrichment opportunities will continue to be informed by careful assessment of pupils' needs.

Environmental Responsibility

Environmental stewardship is becoming increasingly embedded throughout the Longwood curriculum.

As part of our Eco-Schools journey, pupils participate in:

- Recycling initiatives
- Repurposing resources

- Sustainable art projects
- Gardening and food growing
- Biodiversity projects
- Environmental campaigns
- Engagement with the local council on community projects and actionable change

Projects include developing areas of the school using recycled materials and growing flowers, fruits and vegetables whilst learning about sustainability and responsibility towards the environment.

Peer Mediation and Leadership

At Longwood School, we believe that education should extend beyond academic success and prepare pupils to make a positive contribution to the lives of others. As part of our commitment to developing confident, compassionate and socially responsible young people, all Key Stage 2 pupils receive specialist training in Peer Mediation.

Peer mediation is a structured approach to conflict resolution in which pupils are trained to help others resolve disagreements, rebuild relationships and find mutually agreeable solutions. Rather than adults immediately solving problems, peer mediators support pupils to communicate effectively, listen actively, understand different perspectives and work collaboratively towards positive outcomes.

The skills developed through peer mediation include:

- Active listening
- Empathy
- Communication
- Negotiation
- Problem-solving
- Emotional regulation
- Leadership
- Responsibility
- Respect for differing viewpoints

These are skills which not only support pupils throughout their time at Longwood but also equip them for future education, employment and life beyond school.

At Longwood, peer mediation forms an important part of our wider commitment to pupil leadership and personal development. Pupils learn that they can have a positive impact on their community and that effective leadership is often demonstrated through service, understanding and support for others.

We consider ourselves pioneers in this field. Longwood School is proud to be the first school in the United Kingdom to achieve accreditation for whole-school peer mediation, with every Key Stage 2 pupil successfully completing the programme. This reflects our belief that conflict resolution, empathy and communication are not specialist skills for a select few, but essential life skills that should be accessible to every child.

Through this initiative, pupils develop confidence in navigating social situations, supporting their peers and contributing positively to school life. The programme strengthens our culture of kindness, respect and mutual understanding, whilst ensuring that pupils leave Longwood with skills that will benefit them far beyond their primary school years.

The impact of peer mediation can be seen throughout the school community. Older pupils act as role models for younger children, relationships are strengthened through restorative approaches and pupils develop an increased sense of responsibility for the wellbeing of others. In this way, peer mediation embodies our vision of developing happy, safe and successful learners who are equipped to thrive both within and beyond Longwood School.

Educational Visits

Educational visits form an important part of our curriculum and are selected for both their academic purpose and enrichment value.

Examples include:

- Visits linked directly to curriculum learning
- Historical site visits
- STEM experiences
- Outdoor learning opportunities
- Cultural experiences
- Residential opportunities
- International visits, including France, to deepen understanding of language and culture

These experiences broaden horizons, deepen learning and create lasting memories.

Pupil Voice and Leadership

At Longwood, pupils are encouraged to become active citizens who contribute positively to school life.

Children regularly communicate formally with school leaders, including the Headteacher, to advocate for improvements and initiate positive change.

Examples include:

- Persuasive writing campaigns
- Requests for charity and non-uniform events
- School improvement suggestions
- Participation in dinner menu discussions
- Environmental initiatives

These opportunities provide authentic purposes for learning and demonstrate that pupils' voices are valued.

Our Vision

Longwood School: Where pupils are happy, safe and make the very best possible progress.

Our vision is to create a school where every child is known, valued and inspired to achieve their full potential.

Through ambitious academic expectations, exceptional teaching, individualised support, meaningful enrichment opportunities and a relentless commitment to personal development, Longwood pupils leave us as confident, articulate, resilient and compassionate young people. They will possess the knowledge, skills and character required to thrive in secondary education, contribute positively to society and embrace the opportunities of a rapidly changing world.

Our measure of success is not only the outcomes our pupils achieve, but the people they become.