

Kidsgrove Primary School

CURRICULUM POLICY 2018-2019

Introduction

The curriculum is the totality of pupils' learning experiences. At Kidsgrove Primary we believe that our curriculum should be broad, balanced and relevant, meeting the needs of all children in the twenty-first century, whatever their ability or background. The taught curriculum is based around The National Curriculum (2014) and meets statutory requirements. We use a Learning Challenge Curriculum approach which focuses learning around a key question. We pride ourselves on a curriculum that is designed to be future-facing. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning through our Learning Challenge Curriculum which is based on firsthand experience and pupils' own starting points. This encompasses all subjects and enables us to provide a high standard of teaching and learning.

Aims

The aims of the curriculum are to:

- ◆ promote high standards in reading, writing and mathematics
- ◆ allow children to develop a knowledge of themselves in time and space
- ◆ enable children to acquire knowledge and skills in science
- ◆ enable children to be confident in the use of computing and new technologies
- ◆ promote spiritual development
- ◆ promote physical and mental development and an awareness of the importance of a healthy lifestyle
- ◆ enable children to be aware of the importance of and participate in the arts and related cultural themes
- ◆ enable pupils to develop moral sensibility through carefully taught values
- ◆ develop the personal and social skills of each child
- ◆ provide equality of access and the opportunity for all pupils to make progress
- ◆ prepare pupils for the opportunities, responsibilities and experience of adult life.

The curriculum is planned effectively by the Senior Leadership Team, providing continuity and progression across year groups. It promotes an enjoyment of learning and a commitment to learning and achieving. Through the provision of rich and varied activities, we aim to:

- ◆ encourage the best possible progress and the highest attainment for all pupils
- ◆ enable pupils to make connections across different areas of learning
- ◆ help pupils to think creatively and solve problems
- ◆ develop pupils' capacity to learn and work independently and collaboratively
- ◆ enable pupils to respond positively to opportunities, challenge and responsibility
- ◆ enable pupils to acquire and develop a broad range of knowledge, skills and understanding

We aim to foster a life-long love of learning, through adopting a highly practical and cross-curricular approach. Our Learning Challenge Curriculum aims to deliver a twenty-first century education that will equip our children with the skills required to be independent and responsible citizens. Our curriculum aims to develop caring and responsible citizens who:

- ✓ are secure in their values and beliefs
- ✓ respect others
- ✓ recognise responsibilities as a global community
- ✓ have a sense of worth, purpose and personal identity
- ✓ are able to challenge justice
- ✓ make informed choices
- ✓ can handle conflict
- ✓ have enquiring minds
- ✓ can communicate well

- ✓ are able to learn independently and with others
- ✓ have essential learning skills in English, mathematics, science and computing
- ✓ are creative and resourceful
- ✓ work co-operatively
- ✓ develop problem solving skills
- ✓ use and apply and transfer skills to differing situations
- ✓ are confident individuals who are able to live safe, healthy and fulfilling lives
- ✓ can relate to others and form good relationships
- ✓ know how to sustain and improve the environment and take into account the needs of present and future generations when making choices.

We aim to deliver this through:

- ✓ Embedding SMSC through each curriculum teaching unit
- ✓ Linking our learning with sustainable development outcomes.
- ✓ Developing a sense of community and belonging, contributing to our local community and global community through direct interaction.
- ✓ Equipping children with skills for life, through practical work and by applying English, mathematics and computing skills
- ✓ Providing opportunities for children to broaden their outlook on life
- ✓ Making learning more meaningful, by putting it into context
- ✓ Listening to pupil voice and involving pupils in planning and decision making. □ Involving parents in open afternoons and theme days
- ✓ Bringing learning to life through visits, visitors and theme days.
- ✓ Ensuring progression by building on what children already know through the use of AFL techniques
- ✓ Working with members of the local and global community
- ✓ Employing subject specialists to enhance and enrich pupils' e.g. drama and dance specialists, work with the local high schools and having an Artist in Residence.

Our curriculum is underpinned by our Academy Core Values, alongside fundamental British Values. The academy core values are:

- We take **responsibility** for our actions and always make sure we do the right thing.
- We aim for **excellence** and always have a positive attitude about what we can all achieve.
- We show **respect** and always have a regard for ourselves and other people's feelings, wishes and rights.
- We seek new **opportunities** for learning and take part in enriching activities each day.
- We demonstrate **perseverance** and never give up.
- We celebrate **diversity** in our own academy as well as in the wider community.
- We show **tolerance** of and compassion towards others and always make sure we try to understand and support others.
- We are **enthusiastic** about the many opportunities that the school day has to offer.
- We show **honesty** and always make sure we are truthful and fair.
- We **work best as a team**.

The Organisation of the Curriculum

The curriculum is taught through discrete subjects and linked "topic" areas within the Learning Challenge Curriculum.

Mapping indicates the broad objectives and the links made between subjects. Learning Challenges are planned, usually over half a term's duration. These are called MEDIUM TERM PLANS and contain the detail of the work to be covered with a progression of learning objectives. The plans indicate how the work will be differentiated using Blooms Taxonomy and what the pupil outcomes will be. The children are taught with their year groups with some children withdrawn for small group support. Units of work are planned using the framework of the National Curriculum.

An overview of the topics covered within Years EYFS to 6 gives a broad outline and shows progression and continuity in topics and subjects taught in a cross curricular way across the Academy. There are three parts to our planning:

Long term planning- these show an overview of topics/themes covered in each year group. They give a broad outline for each year group and shows progression and continuity between topics taught in a cross curricular way.

Medium Term Planning- these show specific objectives to be taught within each area of the curriculum and the links between them.

Weekly Planning- Takes the form of annotated notes on the medium-term plan in response to pupil learning.

Pupils are part of the planning process at the medium and long term planning stages. Long term planning is flexible year on year as long as the objectives from the National Curriculum are covered. Therefore topics may change.

In KS2 some subjects may be taught by the co-ordinator to provide access to specialism, ensure progress across the key-stage and also to have a positive impact on teacher workload.

Roles and Responsibilities

The Headteacher, SLT, Subject Leaders, Class Teachers and Governing Body have overall responsibility for the curriculum. The Principal and SLT, along with subject leaders, are responsible for overseeing the delivery of the curriculum through:

- ✓ Regular formal and informal discussions with staff.
- ✓ Monitoring planning to ensure curriculum and key skills coverage.
- ✓ Carrying out book scrutiny alongside planning and to ensure cross-curricular links are optimised.
- ✓ Observing learning and teaching to ensure progress is being made within the Learning Challenges.
- ✓ Regular reviews of the curriculum through pupil discussion and open dialogue.
- ✓ Making changes where necessary.
- ✓ Formulating an action plan to move the Academy forward.
- ✓ Speaking with the children about their learning.
- ✓ Sending out curriculum information to parents on a regular basis.

◆ The Senior Leadership Team co-ordinate the work of the subject leaders and ensure that the curriculum has progression and appropriate coverage.

◆ The Assessment Leader (SLT) ensures that the progress of each pupil is tracked and that there is appropriate challenge support and intervention.

◆ The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly Head teacher's report.

◆ Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year group. All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where

appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise. Teaching staff are encouraged to enthuse the children and broaden their experiences through the 'WOW' factor e.g. off-site visits, visitors into school and shared experiences of the wider school community. This works really well at the beginning of a topic but can be used anywhere. Childrens' achievements are celebrated regularly in the school through displays in classrooms and shared areas and in assemblies where children are encouraged to share their knowledge with the rest of the school.

Inclusion

We value the diversity of individuals within the school. All children have equal access to the curriculum and are treated fairly regardless of race, religion or abilities. Children learn best when they can see links and have reasons for learning. Our curriculum promotes enjoyment of learning through debate, creativity, purpose and relevance. We hope that pupils are motivated by achievement both now and in the future and have a positive attitude towards themselves, others and their environment. We recognize the value of a language and communication rich curriculum and ensure that all pupils are taught to read and write key curriculum vocabulary. This has a significant impact on the learning outcomes of disadvantaged pupils.

Monitoring and Evaluation and assessment

The SLT monitor the progression, continuity and effectiveness of the creative curriculum together with the governing body. Assessment for Learning is a key aspect and forms a large part of our daily teaching and we use this to inform next steps whilst working through a topic/theme. This policy will be reviewed and evaluated as part of the ongoing School Development cycle.