



Curriculum Policy

January, 2020



Pheasey Park Farm Children's Centre



PHEASEY PARK FARM PRIMARY SCHOOL

CURRICULUM POLICY

Basic Principles:

1. Learning is a change to long term memory
2. We aim for our pupils to experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge.

Curriculum Design and Breadth

When planning our curriculum we consider our principles, local issues, cultural capital, subject topics and high expectations for all our pupils. We ensure that we provide a progression model by:

- recognising children's prior learning
- providing high quality and progressive learning experiences
- allowing the children to develop interpersonal skills
- building resilience, creativity, problem solving and critical thinking skills
- developing an awareness of health and safety
- promoting tolerance and diversity including Cultural Capital and British Values

Our Curriculum Drivers are:

Opportunities - For pupils to be aware of all opportunities available to them and to have high aspirations for their future

Resilience - For pupils to have the courage to bounce back from any setbacks or challenges and maintain a positive outlook on life

Diversity - For pupils to appreciate and understand that each individual is unique and to recognise and celebrate our individual differences.

Our **Intent, Implementation and Impact** is based on locally identified issues and the thread of independence runs through all that we do.

We keep abreast of our children's needs and local issues. As a result our curriculum is carefully planned to promote confidence and resilience in our children as well as broadening horizons and promoting safety and well being. Many of our pupils have much access to technology out of school and so e safety and physical activity form a significant part of our curriculum planning.

We use Education Technology as a key tool in providing high quality and appropriate learning experiences for our children.

Every child is recognised as a unique individual. We know our pupils will live and work in a multi cultural world. We celebrate and welcome differences within our school community and globally. The ability to learn is underpinned by the teaching of basic skills, knowledge,

concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time where there are no limits to curiosity and there is a thirst for new experiences and knowledge through high quality learning experiences. We have found our pupils historically to be passive learners and so we have enhanced their confidence through the promotion of collaboration and collaborative learning. In so doing we aim to build confidence and resilience. We are aware of the extent of pupils' access to technology. We use Education Technology to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. We teach e safety awareness and encourage safe and appropriate use of technology.

Community involvement is an essential part of our curriculum as we prepare our children for life in a multi cultural society through celebrating local traditions and festivals and teaching new skills to enable the children to take an active role in community events throughout the year.

Children leave our setting with the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

Cultural Capital gives our pupils the vital background knowledge required to be informed and thoughtful members of our community who understand and respect British Values.

Our Specific Aims are:

To value each individual, enhance self-esteem through social and emotional development.

- To develop an awareness of self and growth in self-confidence and self esteem
- To develop self-discipline and have an understanding of acceptable behaviour and politeness
- To develop co-operation, group responsibility and a sensitivity towards others

To develop the natural curiosity children exhibit about themselves and their world, and use this to foster positive attitudes to learning.

- To develop an enquiring mind, independent thought and creative thinking
- To train pupils to plan and organise work and persevere until a task is complete
- To assist children to identify problems, investigate them and find solutions
- To teach children how to acquire information from various sources and record this in a variety of ways
- To encourage the ability to communicate ideas and information, to express views, make reasoned judgements and choices
- To prepare and equip children with the necessary knowledge, skills, values and attitudes to become responsible adults and citizens of the future.

To develop each individual to his/her potential through offering a wide range of high quality experiences.

- To provide differentiated learning opportunities to meet individual needs
- To ensure equal opportunity for all, irrespective of gender, race, religion or disability
- To extend individual talents and encourage a healthy spirit of competition

To develop spiritual, moral and cultural awareness.

- To develop a set of beliefs and values and understanding of right and wrong
- To develop an understanding of and respect for the religious beliefs of others
- To offer experiences which inspire awe and wonder for children and opportunities for reflection

To develop children's imagination and creativity by offering a wide range of experiences.

- To develop the skills and understanding to access, appreciate and enjoy the arts
- To develop the ability to experience emotion and express feelings through the creative arts
- To encourage creative and adventurous physical activities

To promote a health conscious, safe and stimulating learning environment.

- To promote the importance of healthy lifestyle and healthy eating, hygiene and safety
- To involve children in regular exercise and extend their physical capabilities
- To ensure that the learning environment is well resourced, well ordered, safe, secure and attractive

To develop positive relationships between home, school and the community.

- To involve parents in their child's learning and in school life
- To develop links with other agencies and organisations in the community

To provide a broad, balanced, relevant curriculum for all children.

- To provide a wide variety of relevant, learning opportunities which cater for a variety of learning styles
- To develop policies and schemes of work for all areas of the curriculum to ensure continuity & progression
- To provide a balance of academic, creative and physical education and a balance of individual and group activities

To develop specialist teaching where it will support our curriculum

Organisation of Subjects

At Pheasey Park Farm Primary School we aim to provide the children with a curriculum which is broad, well balanced and above all stimulates the children to learn. We promote the spiritual, moral, cultural, mental and physical development of pupils and seek to prepare them for opportunities, responsibilities and experiences of later life. Through a positive and

caring environment we provide the opportunity for every child to reach their full potential in all areas of the curriculum.

We deliver the programmes of study that meet the requirements of the EYFS and National Curriculum 2014.

The subjects taught are English, Mathematics, Science, Art and Design, Computing, Design and Technology, Languages, Geography, History, Music and Physical Education and PSHE. The teaching of Religious Education is statutory in all schools and we follow the Walsall Syllabus.

English and Maths teaching are a fundamental part of each day and children may be organised into "sets" for each of these subjects in order to better accommodate the varying needs of children. Teachers seek to make as many cross curricular links as possible so that skills taught in these subjects can be applied in a range of contexts.

English

The English curriculum is delivered using the National Curriculum 2014. This ensures continuity and progression.

Speaking and Listening

The four strands of Speaking and Listening: speaking, listening, group discussion and interaction, and drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Reading

The opportunities, organisation and provision for the teaching of reading:

- Shared reading
- Independent reading
- Reading to an adult
- Guided reading which we call Book Talk
- Home Reading

It is important that the children enjoy reading and have the opportunity to experience a range of texts and books from a variety of authors.

A range of intervention programmes are used to ensure that all children's needs are catered for including Phonics lessons.

Resources

A book banded reading scheme operates across the school which comprises of a range of different schemes.

Link to parents

Each child has a new reading diary every year. Within the diary there is a reading record which logs books they have read and comments about their reading. Parents and teaching staff write in this book. Children are encouraged to read at home on a daily basis.

Writing

Each week includes opportunities for independent writing within English lessons. There are also frequent opportunities for independent writing throughout other curriculum areas. During each Assessment Week the children do an extended piece of writing which is then used for assessment purposes.

Within English lessons there is also a focus on structure, grammar, punctuation, vocabulary and style.

Handwriting

The school has adopted the Nelson scheme for handwriting in KS2 and Twinkl Cursive in KS1. The children have opportunities to practice their handwriting on a daily basis. When the children have a consistent, fluent and joined handwriting style they are required to write in pen.

Spelling

Children learn spellings using the spelling patterns from curriculum 2014. They are tested once a week. The children work on their spellings using a look, cover, write, check principle and are also required to use the spelling words in the context of a sentence. Spelling Journals are used daily.

Marking and Assessment

Work is marked and assessed in line with school policy. Targets are also provided for children to work on within their English work.

Maths

The Maths curriculum is delivered using National Curriculum 2014. Maths is taught in five strands: Data Handling, Shape Space and Measure, Number, Calculation and Using and Applying.

We provide a daily maths lesson that seeks to reinforce learning and allow children to take on new skills and apply these in a range of contexts. Children are grouped according to ability which allows teachers to target different needs. The daily maths lesson is structured to include mental skills, teaching points, independent learning and reflection time. Children work individually, in pairs and as a group to solve calculations and problems.

Children are continually assessed through daily evaluations, key objectives on a weekly basis and termly teacher assessments. These assessments inform planning and intervention groups. Children are encouraged to assess their own work and recognise when targets have been achieved.

A yearly overview, ensuring continuity and progression informs the half termly medium plans which lead into the weekly plan. These plans are annotated when necessary after assessments to ensure children's learning is moving forward.

Science

We aim to make children "good scientists"-to do this children need to be taught enquiry skills and the importance of them. We strive to keep children fully involved in the learning process and not be afraid to ask Why? What if...? How does....? We want every child to demonstrate their scientific thinking and ability in a variety of ways, discovering for themselves and solving problems linked to every day life.

At Key Stage 2 pupils learn about the wider range of living things, materials and physical phenomena and make links between ideas and explain simple theories. Children are encouraged to create their own questions to investigate and debate the effects scientific changes have on everyday lives. Children are encouraged to talk about their work and carry out different types of investigations together. Activities develop the skills of enquiry, observation, locating sources of information, selecting appropriate equipment and using it safely, measuring and checking results and communicating findings. We use a variety of learning and teaching styles in science lessons all based on the enquiry cycle. Sometimes we do this through whole class teaching while at other times we engage the children in enquiry based research and family projects. We encourage the children to ask as well as answer scientific questions whilst understanding what makes a good question to investigate.

Children have the opportunity to use a variety of data such as statistics, graphs, pictures and photographs. ICT is used where it enhances learning.

History

We teach History through a Topic based curriculum. We organise a number of visits to sites of interest and have a wide range of historical artefacts that we use with the children as well as organised workshop visits to school including Timezones and Timepieces.

Pupils will develop a chronologically secure knowledge and understanding of British, local and world history. We study Ancient Egypt, the Greeks, the Roman Empire, Stone Age to Iron Age, the Anglo-Saxons, the Vikings, the rise of youth culture and a local study of Walsall.

Geography

Geography develops children's knowledge of people and places and pupils extend their knowledge and understanding from beyond the local area to include the United Kingdom, Europe and South America. Children also learn about water, volcanoes and earthquakes. Children will develop their location skills and use maps to locate countries; concentrating on their environmental regions, key physical and human characteristics and major cities.

Religious Education

Religious education is a curriculum entitlement for all children and we follow the Walsall Agreed Syllabus.

Our main aims are twofold. Firstly to enable our pupils to learn *about* religions thus developing an understanding and respect for the beliefs, values and practices of other people. Secondly to learn *from* religions, reflecting on and responding to the values, beliefs and practices of others.

Our pupils are taught the knowledge, understanding and skills of the curriculum through the following religions: Christianity, Islam, Sikhism and Hinduism. We use an enquiry based approach to develop children's critical thinking skills and enhance their knowledge and understanding of, and empathy with, people and their beliefs, religious or otherwise.

Art and Design

The "Arts" are a very important part of the curriculum. We believe that art and design stimulates creativity and imagination. Through art activities our pupils learn to make informed judgements and aesthetic and practical decisions.

Children have the opportunity to use a wide range of materials, tools and techniques for both 2D and 3D work. They are given opportunities to explore their ideas using sketchbooks and are able to work independently and collaboratively on different scales.

The key skills explored are colour, form, texture, pattern, line and space. We allow children to further their knowledge, skills and understanding through a range of planned activities based around a theme. Our curriculum allows children to study a wide variety of art and artists from around the world both from the past and the present. We take pride in celebrating all children's work in and around our school and on our Learning Platform.

Music

Our music curriculum aims to engage and inspire the children to develop a love of music and to increase the confidence they have in their talents as musicians. Musical skills are taught progressively through a combination of music lessons, which have cross-curricular links, and discrete weekly singing sessions. The children are actively engaged in creating and developing musical ideas using voices, instruments and music technology.

We actively seek wider opportunities for the children to develop their talents in all aspects of music. These range from school based activities, to developing projects with professional companies such as Forest Arts.

The school is also able to offer the children the opportunity to learn to play a musical instrument. Our peripatetic music staff provide a variety of woodwind, brass, percussion and string instrumental tuition. Children can also learn to play recorders and steel pans. The children learn in small groups, working towards music accreditation, whilst they are also encouraged to apply their skills by becoming members of the school choir.

Music skills, talents and achievements are celebrated through a variety of musical events and performances which take place throughout the school year. These include year group productions, celebration days, Music Concerts, performances within the community and assemblies.

Modern Foreign Language: German

Learning a foreign language provides an opening to other cultures. It encourages pupils' curiosity and deepens their understanding of the world. German is taught from Year 2 to Year 6 with children receiving a lesson every week by a specialist language teacher. Pupils are encouraged to express their ideas and thoughts and to understand and respond to its speakers, both in speech and in writing.

The focus of study is on practical communication, particularly in Years 3 and 4 with more reading and writing being included in Years 5 and 6. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between foreign languages and English.

Physical Education

We aim to provide all children with good quality Physical Education to promote physical activity and healthy lifestyles. We improve upon the basic skills taught in Key Stage 1 with a continuation of Dance, Gym and Athletics.

The curriculum is extended to include new initiatives through Games such as: Tennis, Football, Netball, Cricket and Rounders.

From 2014 all schools were provided with Sport Funding provided by the Government. We have utilised some of this funding to broaden our sports and offer a range of extra curricular sporting clubs.

In Years 4 and 6 all children are given the opportunity to go on a residential visit for outdoor activities.

All children (Reception to Y6) receive swimming lessons at our own Swimming pool and we strive for all children to be able to swim at least 25 metres before they leave Key Stage 2.

We are very keen to provide children with a range of different activities outside of the curriculum to promote and develop healthy lifestyles. We have initiatives such as Cool Kids underway and Young Leaders (Y6 pupils) trained to encourage play at lunchtimes at support younger pupils at sporting events.

Extra-curricular activities

We provide a range of activities including football, tag rugby, Netball, Tennis, Rounders, Swimming, Ball Games, Dance, Choir, Gymnastics, Cookery, Gardening to name but a few.

All year groups are offered a choice of clubs throughout the year.

Most clubs are run voluntarily by the staff with all expected to lead at least one club during the year.

Design Technology

Design Technology is taught as part of the International Primary Curriculum. Children are encouraged to design and make Something, for Somebody for Some purpose across a range of areas including food, textiles, structures, mechanisms and electrical components. They are given opportunities to consider the designed world when creating their products which are useful, functional and innovative. The children are taught to use a range of tools and techniques safely and sustainably.

Computing

Our computing curriculum is made up of three main elements: computer science, information technology and digital literacy.

Our curriculum for computing has been developed so that the children will learn how computers and computer systems work; they will design and build programs, develop their ideas using technology and create a range of content. The role of programming in computer science is to provide motivation and a context within which ideas are brought to life.

The information technology element deals with applying computer systems to solve real world problems such as finding things out, presenting and sharing information and reviewing, modifying and evaluating work. We aim for the children to confidently and independently use and apply information technology skills to support and extend their learning. We develop a culture where the use of IT becomes second nature to our pupils, thus ensuring they are ready and able to embrace the technological advances of the future.

Digital literacy focuses on helping children to evaluate the efficiency and appropriateness of digital content. It teaches children to use technology safely, respectfully and responsibly; recognising acceptable/unacceptable behaviour and identifies a range of ways to report concerns about content and contact.

Our Collaborative Classroom is a unique 21st Century learning Environment for our children.

PSHE

PSHE gives children the knowledge, skills and understanding they need to lead confident, safe, healthy, independent lives and to become informed, active and responsible citizens. PSHE is taught in dedicated lessons and also embedded in activities across the curriculum and assemblies.

Personal and social skills

Children are taught through role play, reflection and group discussion to develop self-awareness, empathy, self-management and social skills.

Lessons are designed to help children manage changes at an age-appropriate level, deal with interpersonal issues such as falling out with friends and to set themselves aspirational goals.

Health education

Healthy eating is taught throughout school through PSHE, Science and Design technology where children design and make their own healthy snack. Children are encouraged to bring a healthy snack of fruit or vegetables to school each day for breaktime. Playtimes are designed to encourage healthy physical activity.

Relationships education is provided in Years 5 and 6 at an age-appropriate level. Girls and boys are taught separately through Walsall Health Services.

Economic education

Children are given the chance to run their own fundraising sales at events such as the Summer Fayre.

Children also help organise other events such as Macmillan coffee morning and Christmas Fayre. Y6 pupils receive careers talks during the Summer term.

British Values

British Values and cultural capital are embedded across the curriculum.

The Curriculum and 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 SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities 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.

Assessment across the curriculum

Assessment for learning takes place throughout all lessons and is embedded throughout the school. This ensures lessons are adjusted accordingly for all learners and informs future teaching, learning, support and challenge.

Carefully planned and timed assessment weeks enable staff to pitch and plan work appropriately throughout the year and measure pupil progress. Pupils will also complete all statutory assessments.

Reasonable adjustments and access arrangements are made for pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

All reporting and assessments are conducted in line with the school's Assessment Policy

Monitoring and Review

This policy is reviewed annually by the Head of School, Senior Leadership Team and the Governing Body. Each of the separate curriculum subject policies are reviewed annually by Curriculum Leaders and Governing Body.

Mrs S. Nation
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