

## Stanley Road Primary School & Nursery

### Learning & Teaching Umbrella Policy

## The Curriculum at Stanley Road Primary School

### 1 What is this policy for?

This policy sets out how we provide the curriculum in line with the legal requirements of the National Curriculum 2013. It describes how our provision for learning offers breadth and balance in line with Section 78 of the 2002 Education Act and outlines how Stanley Road's REAL Curriculum has developed the statutory National Curriculum, as required by School Curriculum guidance (Primary National Curriculum 2013 p.5.)

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### 2 The vision for learning & teaching

#### 2.1 The REAL curriculum

At Stanley Road we believe learning should be relevant, engaging, aspirational and lifelong. We call this the REAL Curriculum. By RELEVANT we mean that children should learn their relevant next steps in ways which interest and include them; learning should be logical and make sense and lead towards progression and be drawn from statutory entitlements. By ENGAGING we mean that children deserve an exciting, absorbing and inspiring experience which hooks them in and makes learning essential and unmissable. By ASPIRATIONAL we mean that children deserve to be stretched and challenged so that they can reach and fulfil their potential, with ambitious targets and effective support, picturing a successful outcome in primary school and beyond. By LIFELONG we mean preparation for life, with life skills, a robust *Personal & Social Curriculum* and a strong emphasis on the future. Learning should be contextualised as part of the real world and be useful forever, not just for today.

#### 2.2 The MACRO Curriculum.

In the widest sense of curriculum we have produced 12 aspects; statements which combine to provide each learners complete entitlement. Learning may take the form of one or more of these but planning seeks to explore all of them throughout each term and over the school year:

REAL CONTEXTS	COLLABORATION	NEW TECHNOLOGIES	REAL EVENTS
TAKE RISKS			THE ARTS
LIFE SKILLS			RICH VOCABULARY
FOSTER INDEPENDENCE	QUALITY VISITS	ACTIVE LEARNING	QUESTIONING & ENQUIRY

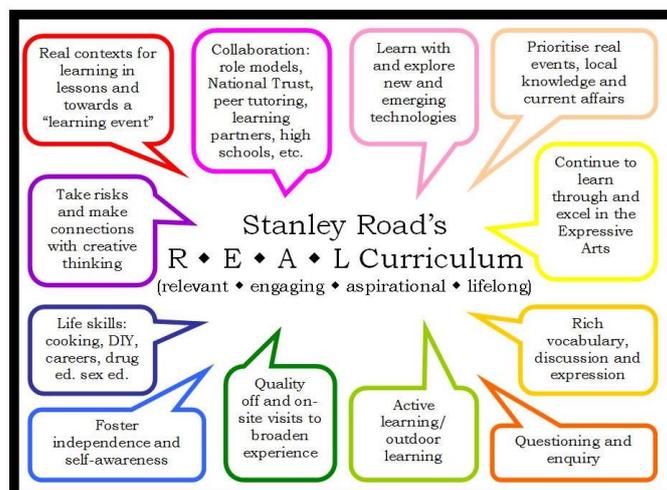


Fig. 1 The Macro Curriculum diagram, showing the 12 aspects tailored to the needs of our pupils.

### 2.3 The MICRO curriculum

In every learning experience (lesson, assembly, after-school club, etc.) we insist on 4 CURRICULUM PRIORITIES which we have outlined as fundamental to our learners. These are ABSTRACT LEARNING ATTRIBUTES (learning with the mind) CONCRETE LEARNING ATTRIBUTES (learning with the body) TEACHING (how learning is facilitated, including the learning environment) and SMSC (using spiritual, moral, social & cultural values as a bedrock for learning).

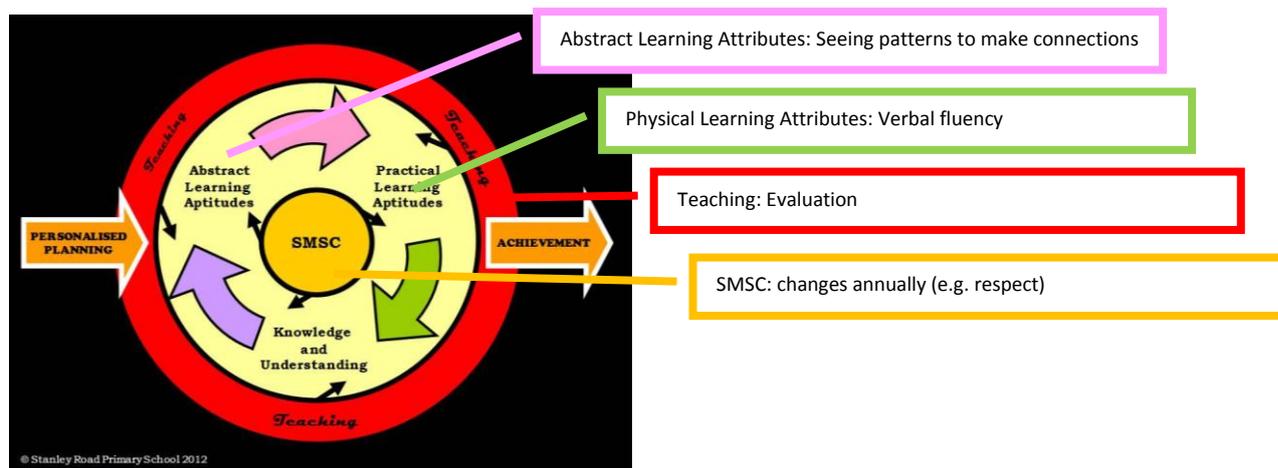


Fig. 2 The micro curriculum diagram, showing the 4 priority areas for every learning experience.

This is designed to supply our learners with the tools they need to learn and to have a framework for planning which facilitates powerful teaching and rich learning.

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### 3 When is the curriculum taught & learned?

3.1 The school day runs from 8.45am until 3.10pm. There is a 15 mins assembly each day and 1hr 15 mins of breaks. We consider the entire school day to be learning time. Even break times are a chance to play together purposefully, use language and reflect on learning and assemblies are dictated by the REAL *Personal & Social Curriculum* and the annual SMSC focus.

3.2 There is a daily expectation for mathematics and literacy to be taught including guided reading and mental maths. In key stage 1 this includes a daily phonics session of between 20 and 30 mins.

3.3 Timetabling is flexible and open to the creative planning of the class teacher and year group. We ask that time is used wisely and well without wastage and that coverage ensures breadth, balance and progression. All timetables are scrutinised by senior leaders to ensure consistency and effectiveness.

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### 4 How is the curriculum taught and learned?

#### 4.1 The REAL curriculum

The REAL curriculum (see 2.1, above) is Stanley Road's tailored "school curriculum" and uses the 2013 Primary National curriculum as its foundation. It was devised by Stanley Road leadership, co-authored by staff, ratified and approved by governors and then tested and fine-tuned by teaching staff. It continues to be a living document open to refinement and improvement. The REAL curriculum is available on our website at <http://www.stanleyroad.worcs.sch.uk/the-curriculum>.

#### 4.2 Curriculum principles

The curriculum is based on principles of depth and breadth. Depth is provided by a system of teaching whereby children visit and explore the subject repeatedly over a year, revisiting content each term, returning each time in greater depth and being expected to work with greater independence. Over a phase (2 years) we call this SURFACE LEARNING, in the first two terms, ENHANCED LEARNING for the second two and in the third two terms we call it DEEP LEARNING. The breadth is provided with the use of Revised Bloom's Taxonomy (Bloom, 1956; Anderson and Krathwohl, 2001) whereby children do not merely learn knowledge and practice skills but they analyse, evaluate and create with what they have done. An example of the learning objectives in the REAL reading curriculum will illustrate this:

to decode		to recognise		to research	to summarise
knowing	using	using		using	using
Children acquire new letters and sounds and apply their phonic knowledge, reading simple words as combinations of sounds.		Children recognise a growing range of words on sight by morphology and spelling rule, applying a range of cues.		Children use texts to find information, confirmation and inspiration.	Children outline characters, events, structure, sequences, salient points and details from texts.
to critique		to infer		to review	to perform
analysing		analysing	evaluating	evaluating	creating
Children compare and contrast themes, patterns, stylistic features, types of writing and authorial intent.		Children read between the lines, gathering evidence and exploring subtext and meaning.		Children make judgements about their own and published texts, identifying strengths and weaknesses.	Children read aloud fiction, non-fiction, drama and poetry with growing retention, expression, fluency and enjoyment.

Fig. 3 example of learning objectives filtered through Bloom's Taxonomy taken from the REAL reading curriculum.

### 4.3 Organisation of learning

Learning is organised into three sections. REAL OPPORTUNITIES are the things children should learn (topics, units, themes etc.) Each curriculum area outlines these specifics in its own curriculum document and it is summarised in specific subject policies. REAL OBJECTIVES (illustrated above, for reading) are the ways in which we organise the learning of knowledge, skills and aptitudes according to the subject and through the filter of Bloom's taxonomy. REAL OUTCOMES are descriptions of the standards we expect children to achieve at the appropriate age and stage, in line with the Primary National Curriculum. Again, each subject has its own specifics, filtered through Bloom's for breadth and revisited termly for depth.

### 4.4 The *Personal & Social* curriculum

Stanley Road's *Personal & Social* curriculum is a tailored strategy which rationalises three disparate but overlapping agenda: the need to provide a curriculum for PERSONAL, SOCIAL, HEALTH, CITIZENSHIP EDUCATION (PSHCE), the necessity of embedding SPIRITUAL, MORAL, SOCIAL & CULTURAL (SMSC) values in school life, and the guidance around FUNDAMENTAL BRITISH VALUES<sup>1</sup> (FBV). We have combined these into a single Personal & Social Curriculum which can be examined as a PDF on our website. This curriculum seeks to embed moral and civic values in the Primary National curriculum, running as a "golden thread" through the REAL curriculum documents, so that everyday curriculum teaching and learning is enriched, deepened and broadened by being placed in the context of the self and of society. For example, this excerpt from the Year 3 science curriculum, where *P&S* guidance is written in gold:

Pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

*P&S Uses & Abuses/Healthy Body, Healthy Mind: especially looking at none- or poor-nutritious choices which may do more harm than good (sweets, energy drinks, coke etc.).*

### 4.5 The learning environment

Classrooms are designed as learning zones. Wall displays are "working walls" which record work in progress, exemplary outcomes and useful learning tools". Children are encouraged to be

<sup>1</sup> Promoting fundamental British values as part of SMSC in schools Departmental advice for maintained schools, DfE November 2014

independent by accessing resources themselves and some independent movement and purposeful discussion is expected. Each room has a reading area, and an interactive SMARTboard linked to a laptop. Children have access to laptops, netbooks and i-pads. Learning is strongly underpinned by access to new technology. All classrooms have as a minimum an English, maths, philosophy and learning partners display, in addition to an accessible independent maths resource zone.

#### 4.6 Learning partners.

In every class children collaborate in learning partners. This means that they are given another child and asked to spend time working regularly and constructively in these pairings, across the subjects: discussing, questioning, supporting, mentoring, assisting or peer-marking. The pairing lasts for several weeks and is selected entirely at random.

#### 4.7 Cross-curricular enrichment

The academic subjects enrich each other. For example, we expect high quality writing and mathematics to take place in history, as well as the history skills which should also be emerging. We would expect to see artwork enlivening English books and science and computing giving real contexts in maths. The REAL curriculum is enriched by large scale cross-curricular events, such as our garden design for the royal horticultural society Spring Garden Show, our use of artists, sculptors and musicians, our twice-yearly showcase of choreography Danceshare, the annual arts event STARfest and our substantial Christmas musical. All of these events act as real outcomes for a real audience and are firmly embedded in curriculum, teaching & learning bringing a depth, breadth, continuity and purpose to lessons which may otherwise not be there. Learning at Stanley Road includes a wide range of regular quality on- and off- site visits across the age groups and in all curriculum areas.

#### 4.8 “No hands up”.

The no hands up policy allows the greatest possible engagement by learners. Staff use a variety of tools to allow challenge children and allow them to contribute, the least frequently used is raising the hand. This keeps children in a “stretch” zone and guards against over dominance or under engagement. Strategies include:

random names (lolly sticks)	learner chooses the next child	focussed questions	circle time (conch)	randomised groups	mature discussion	raise your hand
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#### 4.9 Inclusion: Special Educational Needs & Disabled (SEND) learners

Children who struggle with learning at whatever level are catered for with Special Educational Needs & Disabled (SEND) provision. We take great care to track SEND children’s learning as individuals and groups, ensuring that they are making expected progress and, if need be, closing the gap. Provision for SEND children is designed, mapped and monitored by the Inclusion Manager who reports to the Senior Leadership Team and has a team of specialist teaching assistants to work directly with children whose needs have been formally identified. The Inclusion Manager prepares the relevant inclusion policy statements (excluding Most Able Learners policy) and oversees the spending of the allocated SEND budget and prepares our “local” offer, details of which are available on our website

(<http://www.stanleyroad.worcs.sch.uk/our-school/special-educational-needs-disabilities-information.>)

#### 4.10 Inclusion: differentiation & intervention

Within classrooms, tasks and learning is differentiated (made accessible) so that children work at the appropriate level of challenge to make progress, whatever their need. Where children are identified as not working at expected levels, intervention programmes are run either by the teacher, by teaching assistants, by specialist teaching assistants (including 1:1 provision), by subject leaders, senior leaders or by specialist teaching staff. We use *Rapid Phonics*, *Rapid Reading*, *Numicon* and *Numbers Count* as accredited and research-based intervention programmes designed to close the gap.

#### 4.11 Inclusion: Most Able Learners (MAL)

Our most able learners are those who are academically above average. This can sometimes be across many subjects, or can be an aptitude for a single subject only. Identification of MAL begins in the early years where we take a very high EYFS score (>99 pre-2012, >40 post-2012) to be an indicator, backed up by observations and recordings from staff. Where children begin to perform at above average levels of attainment later in their school year (a sub-level or more above age expected pre-2014, Mastery or 1+ term ahead, post-2014) we monitor their progress to see if they qualify as Most Able Learners. Children learn at different rates and these rates can vary. We would consider rapid progress and high attainment for two years in a row to qualify the child as a Most Able learner. Most Able Learners are identified and tracked as a significant group and data trends are scrutinised to ensure provision is suitable.

#### 4.12 Inclusion: general provision for Most Able Learners.

Three broad principles as part of **everyday classroom teaching** benefit most able learners and at the same time bring richness and challenge to the rest of the learning:

(i) open expectations	(ii) pitch high	(iii) experts and mentors
A high proportion of tasks and opportunities are open-ended, without a fixed outcome and involve choice, enabling MAL to work independently, challenge and stretch themselves.	Lessons regularly begin at a high level to engage MAL immediately, who can then be directed to independent or collaborative work whilst whole-class learning continues.	MAL children are required to coach, mentor and guide others, explaining their learning, breakthroughs and discoveries in a way which encourages deep reflection.

#### 4.13 Inclusion: Specific provision the Most Able Learner

A further three principles are used to encourage the most able, who have **ostensibly completed their allotted learning for the year** to deepen, broaden and enrich their learning to a “mastery” (assessed as  $n+$ ) level (see 6.2, below)

(iv) sophistication	(v) fascination	(vi) exploration
Most Able Learners’ age-appropriate work is given extra elements of complication, sophistication and intricacy to stretch their application of independent skills.	Children are encouraged to explore areas of learning which fascinate and preoccupy them to greater depth and detail, perhaps in collaborative or even solo projects.	MAL explore laterally, broadening learning, developing their own lines of enquiry, testing conclusions and rules and developing their own methods and theories.

#### 4.14 Inclusion: Most Able Learners & “Mastery”

The principles (iv), (v) and (vi) above allow children to work within their age-appropriate curriculum whilst continuing their education to the highest standards. Where a child has shown that they can independently use every aspect of a curriculum area and is ready for greater challenge we apply these principles to deepen and broaden learning to “Mastery” level which is signified by “exploring the curriculum in greater depth and build[ing] on the breadth of their knowledge and skills within that key stage.” (DfE, 2014<sup>2</sup>).

#### 4.15 Inclusion: facilitation of high attainment

On some occasions, *sophistication*, *fascination* and *exploration* may lead to children independently discovering and attempting to apply elements of the next year’s curriculum. In this case facilitation (not direct teaching) should be offered by staff to ensure no misconceptions are learned. This may lead to children having competency in some areas of the next year’s curriculum and will be recorded as such. Details of how assessments are recorded are given in paragraph 6.2, “attainment”, below.

#### 4.16 Subject leadership

Each subject has an allocated member of staff who oversees provision. English is divided into three areas: Reading & Phonics, Writing and Spoken Language, each with their own leader but who work as an English Curriculum team. Non-statutory curriculum areas with their own subject leader are Philosophy, Dance, Eco and Cross-Curricular. Subject leaders bid for and spend budgets to equip teachers and raise standards, monitor standards in school, liaise with other schools’ subject leaders, offer expert advice, mediate concerns develop practice and deliver training when necessary.

#### 4.17 Faculties

To encourage cross-curricular richness and professional collaboration we have grouped the subjects into three broad faculties. English and Maths as seen as embracing all of these faculties as being indispensable media in which to learn; Personal & Social and Philosophy run through everything infusing them with a social conscience and deep thought.



Children have faculty topic books in which to record strongly cross-curricular work and subject leaders plan, monitor and innovate in faculty groups for close bonds and rich collaboration.

<sup>2</sup> Performance descriptors for use in key stage 1 and 2 statutory teacher assessment for 2015 / 2016, DfE October 2014

#### 4.18 Curriculum planning

We believe planning exists to focus teacher creativity and aid organisation. It is a teaching tool, not an end in itself. We periodically monitor planning for trends and consistency. There is no proforma for curricular planning but certain non-negotiable elements common to all lesson design exist (see 4.19, below).

#### 4.19 Short Term Planning (single lessons and short sequences of lessons)

- a single, clear, concise learning objective,
- up to three descriptive and challenging success criteria,
- a description of learning activities, including guided, shared, focussed or modelled work,
- a sense of learning direction (a sequence of lessons),
- indication of differentiated challenge,
- assessment of risk (where necessary),
- assessment opportunities for learning.

#### 4.20 Medium Term Planning (themes, texts and long sequences of lessons)

- a clear sequence of learning,
- indication of trips, visits or enrichment (including relevant risk assessment),
- cross-curricular strategy
- appropriate learning objectives and assessment opportunities.

#### 4.21 Long Term Planning (sequences of learning over terms and the entire year)

The long term plan is taken from our arrangement of the 2013 Primary National Curriculum and its statutory coverage and is outlined subject by subject in the relevant documents, available on our website at <http://stanleyroad.sites.schooljotter2.com/the-curriculum/curriculum-by-subject>

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## 5 What do we learn?

### 5.1 Statutory entitlement

The REAL curriculum covers the statutory entitlement outlined by the Primary National Curriculum, (2013).

### 5.1 Additional provision

In addition to the legal entitlement, the REAL curriculum includes additional subjects (5.3, 5.4, below), a non-statutory scheme for phonics, (namely *Letters & Sounds*, DfE 2007), structured

intervention packages (*Rapid Phonics, Rapid Reading, Numbers Count*) and a scheme for teaching our languages choice of German (*Early Start German*).

## 5.2 The *Personal & Social Curriculum*

Stanley Road's *Personal & Social* curriculum does not have "content" as such but creates opportunities to enrich the other subjects with a deeper, broader, personal and social dimension. It has six strands which are distributed as prompts through the wider curriculum (see 4.4, above):

*Uses & Abuses*      *Myself & Others*      *Community Life*      *Healthy Body,  
Healthy Mind*      *Who Helps Us?*      *Staying Safe*

## 5.3 Additional Subjects: dance

Dance has been extended and developed from the statement (within Physical Education) on p. 221 of the Primary National Curriculum into being a discrete subject in itself, with a REAL curriculum document. We are a recognised centre of excellence in the arts with a significant strength in dance and choreography.

## 5.4 Additional Subjects: philosophy

Philosophy as a subject area has grown from the adoption of the P4C initiative in 2011 to it being offered as a subject as its own right with its own attendant curriculum statement and policy. It adds depth and reflectivity to learning, increases the impact of SMSC in the classroom, encourages articulacy and enriches the other curriculum subjects.

## 6 How do we measure success?

### 6.1 Assessment

The Primary National Curriculum does not provide formal arrangements for ongoing assessment but measures children's attainment at three points in the school journey: in Reception, year 2 and year 6. This is then used to calculate progress and produce a statement of achievement. PROGRESS tells us how far they have moved on in their learning. ATTAINMENT tells us what stage they have reached in their learning. ACHIEVEMENT tells us the combination of these two variables and gives us the complete picture of a child's outcomes.

### 6.2 Attainment

We measure attainment in a range of ways. Teacher assessment is the primary tool; teachers match the children’s learning and outcomes in class to the appropriate national curriculum year, using the REAL curriculum REAL Outcome documents in the curriculum statements. They decide if the child can reach these outcomes: “with support and modelling”, “with modelling” alone or “independently”. This is done for reading, writing and maths and recorded termly. To support this, *Rising Stars* reading and Grammar, Punctuation & Spelling tests are used to quality assure statements about progression and PUMA mathematics tests. Children are given a numerical score based on the level appropriate to the term in school. Children working beyond their school year are subject to our Most Able Learners provision (see 4.14, above) and will either achieve mastery (EOY+) or be facilitated to independent discovery of some aspects of the following year’s skills. This allows us to gauge attainment as either: **above**, **at**, **slightly below** or **below** expected, to the accuracy of a term. Regular spelling, phonics and times tables test give formative assessment and make key skills concrete in all relevant year groups. Children are then able to be described as, for example “age appropriate” or “two terms behind”.

Phase 1						Phase 2						Phase 3					
Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	3+			6+			9+			12+			15+			18+	
Surface Learning	Enhanced Learning	Deep Learning	Surface Learning	Enhanced Learning	Deep Learning	Surface Learning	Enhanced Learning	Deep Learning	Surface Learning	Enhanced Learning	Deep Learning	Surface Learning	Enhanced Learning	Deep Learning	Surface Learning	Enhanced Learning	Deep Learning

Fig.4 Assessment points calibrated with terms and years in the national curriculum.

### 6.3 Moderating Attainment

Attainment judgements are made robust by moderation. Senior leaders compare work with standards and scrutinise tracking information in the light of prior achievement trends. The school moderates internally between peers and every year group is involved in regular, inter-school cluster moderation for English and mathematics, in addition to formal external moderation from the Country Council, which is selected by random sample. We are able to agree with other schools broad standards of “above”, “at”, “below”, despite having developed differing systems, therefore trust this moderation to assure our judgements.

### 6.3 Progress

Progress is calculated as a point score based on the number of “jumps” a child makes in their attainment from one assessment to the next. A single “jump” point corresponds to a school term of learning (see fig.3 above). We assess progress termly and expect a minimum of 1point per term. Age appropriate or above children should therefore accrue at least 3 points per term. Children below, or significantly below, age expected are supported to accrue 4+ points per term to make accelerated progress and thus close the gap.

### 6.3 Monitoring Progress

Progress is monitored through scrutiny of data, book/work trawls and pupil progress meetings. Led by the Headteacher these meetings occur half termly and hold teachers to account for the progress of individuals, significant groups (Special Educational Needs & Disability, Free School Meals, etc.) and offer support from SLT, Inclusion Manager, the pastoral team, etc. to help close the gap and ensure progress is on target towards age appropriate outcomes.

### 6.4 Achievement

All of the above measures help us to make an achievement statement. We wish to know how close each child is to their expected level (age-appropriate or better) and what their rates of progress tell us about provision, performance and closing the gap.

### 6.5 Tracking

MATHEMATICS 2014-15		Significant Groups						Historic Achievement																	
		SEND	Ethnic Minority	EAL	Admitted After Reception	Free School Meals	Looked After	Gifted & talented	EPFS score (11/17)	Year 2 SRS Score	EOY 1A Year 1 progress Year 1	EOY Year 2	EOY 1A Y3	Points Prog Y3	Year 4 TA	Prog Year 4	September Baseline	Autumn Y5 TA	Aut Progress	Spring Y5 TA	Sp Progress	Summer Y5 TA	Sum Progress	Year 5 Progress	Prog so
Name	Home Language	###	###	###	###	###	###	##	2A	2B	9	2A	2	3S	4	L4	4	12	13	1	14	1		2	10
5 Child 1	Bengali							93	2B	1B	3	2B	6	2S	0	L3	4	10	11	1	13	2		3	7
5 Child 2	Panjabi							80	2C	1B	4	2C	4	2H	4	S3	4	11	12	1	13	1		2	10
5 Child 3	English							97	2B	1A	5	2B	4	3L	4	3A	4	11	13	2	14	1		3	11
5 Child 4	Bengali																								

Fig.5 an anonymised SRPS tracker showing how progress and attainment are logged to give an achievement narrative over time.

We track achievement on specially designed spreadsheets. There is a workbook per class which tracks three subjects in discrete spreadsheets: reading, writing & mathematics. Teachers are responsible for updating trackers termly and this informs pupil progress meetings and target setting. The tracker is a teaching tool enabling teachers to know in forensic detail their individuals, significant and vulnerable groups and the historic achievement of learners, enabling grouping, planning and challenge of the utmost effectiveness. SLT monitor the number of children at an age-appropriate level each year and asks teaching staff to do the same, requiring that this number increases year on year.

### 6.6 Significant groups of learners

We identify our most significant groups as:

- SEND**

learners with a specific learning difficulty or disability
- ETH**

Learners from a minority ethnic group.
- EAL**

Learners for whom English is not their first or home language, broken down by language
- AAR**

Learners who arrived at SRPS after reception intake.
- FSM**

learners entitled to free school meals and therefore Pupil Premium funding.
- SV**

Learners with a social vulnerability (parent in prison, social services involved, etc.)
- MAL**

academically bright children identified as Most Able Learners

The tracker is colour coded to make these groups transparent to teaching staff so that they can monitor, target and challenge their learning. SLT scrutinise the progress of these groups and act upon trends in the school development plan for teaching and learning.

### 6.7 Tests & Screening

We deliver statutory end of Key Stage tests at Year 6 and Year 2 and deliver the phonics screening check in Year 1. In addition we use *Rising Stars* for both reading and grammar, punctuation & spelling (GPS) tests to quality assure statements about progression and in mathematics we use *PUMA* (Progress in Understanding Mathematics Assessment) tests.

## 6.8 Reporting to parents

We report to parents in written form twice a year, giving specific information about English and maths, general information about the foundation subjects and a round-up of behaviour, attitude-to-learning and attendance. Reports state clearly whether the child is above, at, below or significantly below age-expected levels and provide targeted next steps to support progress and parental involvement. The mid-year report is developmental, helping parents to see what their child needs to do to make the required progress; the July report provides a summary of the year's learning and progress. We report separately the outcomes of statutory testing and the outcome of the phonics screening check. Reports are followed by a parents' evening where the report may be discussed.

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## 7 Budget and resources

### 7.1 Curriculum budgets

Curriculum budgets are allocated to every curriculum area dependent on need. Non-statutory areas which nevertheless impact on teaching and learning also have allocated budgets. These include Eco and School Council. Budget is allocated to curriculum enrichment with the school play and STARfest being allocated funds to provide curriculum inspiration.

### 7.2 Additional funding

Subject areas are resources by subject leaders and stored in designated areas. Any curriculum leader may bid above their allocation if they have specific request material to raising standards. These are given to the Headteacher who shares them with the chair of governors and the finance committee for approval.

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## 8 Equal opportunities

### 8.1 Representation

Curriculum materials are chosen carefully to reflect our school community, allowing children to see images and learn about places which are familiar to them and validate their sense of self, be that gender, ethnicity or disability. Many curriculum elements have strands which explicitly explore the cultures and traditions of our varied cultural heritages and contextualise our learners' experiences.

### 8.2 Role modelling

We take care to present art, science, computing, writing etc. as fields accessible to both genders, all ethnicities and disabled learners too. We search for culturally diverse artists, scientists etc. and ensure that planning pre-empts dominant or assumed cultural prejudices. For example, a girl of Portuguese origin ought to see you see science, computing or reading as a viable option for you. A painting of a Portuguese girl is a reflection of that girl. A painting *by* a Portuguese woman is an inspiration to that girl.

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## 9 Safety & risk

### 9.1 Offsite learning

Trips and curriculum visits are risk-assessed using a county council pro-forma, developed by SRPS to be as thorough as possible. Each risk assessment is scrutinised by the Education Visits Co-ordinator (EVC) who gives advice, amends than signs off and logs the trip. Trips are reviewed for reflection and development.

### 9.2 Emotional safety

Emotional risks are considered as a matter of course in any subject where the beliefs, opinions and views of children need to be considered, for example discussions of religion, politics or safety and risk subjects which may alarm children e.g. medicines, strangers. Individual subjects discuss these risks in individual subject policies.

### 9.3 e-safety

e-safety lessons throughout the age ranges discuss the dangers of online activity. Our computing curriculum has a “to respect” strand which goes into detail about safe and respectful online behaviour.

Ground e.g. a risk taking environment, sensitive handling of sex ed. Faiths etc.

### 9.4 Safeguarding & the curriculum

The *Personal & Social* curriculum discusses staying safe and issues which could put children in danger. If the curriculum causes children to disclose worries or harm, or if it gives children’s words or reactions give cause for concern, they will follow SRPS’s safeguarding policy.

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## 10 Community involvement & collaborations

### 10.1 Collaborative learning

Our curriculum is collaborative, including historic and ongoing enrichment collaborations with Jon the Flying Potter, Collar & Tie, Croome Park (National Trust), Birmingham Repertory Theatre, The Kings School, Royal Grammar School, PACT (police community group), Worcester Cathedral, The Commandery and the Friends of Fort Royal Park.

### 10.2 Consultation & listening to the community

Where curriculum materials are sensitive we consult with relevant groups, such as parents for sex Education. Where parents or groups have concerns about the curriculum SLT meet with them on a 1:1 basis or in groups and listen to concerns, addressing them to the best of our ability, keeping in mind that the Primary National Curriculum's content is statutory and we are bound by law to deliver children's legal entitlement.

Stephen Murphy, Deputy Headteacher, July 2015

Review June 2017