

Penns Primary School **Overall Curriculum Policy Statement**



Vision

In close partnership with parents we provide a caring environment for children to gain confidence and develop characteristics of effective learning.

Mission

The governors and teachers at Penns Primary School aim to create a secure and caring environment in which children can experience success and enjoyment across the breadth of the primary curriculum. The value of personal, social and moral development is taught within this.

Penns Primary School has developed several key strengths, including ensuring that pupils are well-rounded citizens by the time they leave in Year 6. The ethos and culture of the school are impressive. You and your leaders are focused on ensuring that the quality of teaching, learning and assessment continues to improve. OfSTED 2016

Introduction

1.1 We provide an outstanding curriculum provision. Our school's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into good citizens, who can work and cooperate with others while at the same time being curious and motivated learners developing their knowledge, skills and creative thinking, in order to achieve their true potential.

1.2 We seek the highest standards of attainment for all our children. We aim to foster creativity in our children, and to help them become independent learners. Our overall principles are that learning must be real, relevant and highly engaging.

The pupils that I spoke with during the inspection said that they enjoy learning. The whole school curriculum is exciting and full of practical and meaningful learning experiences. Together with the staff, you are committed to ensuring that pupils enjoy coming to school and make the most of every lesson. OfSTED 2016

2 Values

2.1 Our school curriculum is underpinned by the values that we hold dear. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

2.2 These are the main values of our school, upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.

- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value diversity and the importance of each person in our community, and we organise our curriculum to promote inclusion, equal opportunities, cooperation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful and believe that they can achieve
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

3 Aims

3.1 The aims of our school curriculum are:

- to enable all children to become **effective learners**, and develop their skills, to the best of their ability;
- to promote a **motivated** positive attitude towards lifelong learning, so that children enjoy coming to school, and acquire a **curiosity** and love of learning through a range of rich, purposeful first hand experiences;
- to teach children the *basic skills of literacy, numeracy and IT*;
- to enable children to be good **communicators**.
- to enable children to be **creative thinkers**;
- to enable children to be **positive citizens** both now and in the future;
- to help children understand the importance of truth and fairness, so that they grow up committed to **equality** and equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.
- to promote healthy lifestyles to live lifelong **Happy and Healthy** lives
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to fulfil all the requirements of the National Curriculum 2014 and the Birmingham Agreed Syllabus for Religious Education;



4 Curriculum development

4.1 Curriculum content, organisation and documentation is continually under review in order to fulfil legislative requirements, the changing needs of our pupils, the school and wider community and our drive to promote the **characteristics of effective learners**. We regularly review our whole school curriculum planning and

organisation to provide a curriculum that reflects our unique community and meets our individual children's needs through a highly engaging, thematic programme with assessment at its heart. The review of all curriculum policies will take place within a three-year period as laid out in the School Improvement Plan. The coverage of the National Curriculum is organised within continuous, blocked and linked units of work. Our curriculum map, for each year group, reflects our school community and the needs of individuals and groups within it. This gives a brief indication of what is taught within each curriculum area and makes cross-curricular links to the topics.

5 Curriculum Objectives

Examples of pupils' work showed that pupils explore a wide range of topics and themes that help them secure good progress across the curriculum. OFSTED 2016

To provide opportunities for our children to develop and demonstrate the characteristics of effective learners

- To provide opportunities and activities for children to communicate through speech and writing, and to listen with understanding.
- To provide stimulating reading material that enables children to read accurately, fluently and with understanding for their enjoyment.
- English is applied in all subject areas and enables children to articulate their understanding and learn with enthusiasm and independence.
- To assist in children's understanding and knowledge of mathematical language and the processes that they apply in a variety of tasks
- To provide opportunities for children to explain the pattern and relationships that form the basis of mathematics.
- To develop mathematical skills and apply them to practical solutions through problem solving and investigations.
- Mathematics is applied to other subject areas and enables children to develop enjoyment, interest and a positive attitude towards mathematical understanding.
- To encourage the development of scientific understanding through activities and discussion that provide systematic enquiry within a range of experiments and investigations of everyday life. The opportunities we give for question raising in science enable children to use and understand scientific concepts and vocabulary.
- Technology is a rapidly developing area enabling pupils to develop essential skills of computing and control and also to make effective use of technology to support their learning and understanding across all subjects.

- We give children opportunities to experience their own environment and the wider world both past and present through humanities (Geography, History, RE)
- Creative arts – to explore and develop
- Physical development , health and fitness

6 Curriculum Organisation and planning

6.2 Oracy, Literacy, Numeracy and effective use of technology are skills that run through the whole of the curriculum. In addition, a considerable part of each week is given to teaching Mathematics and English as individual subjects and aspects of these are planned in a continuous sequence of lessons or activities with meaningful links made to thematic units to both develop and apply core skills. All other subjects are organised in thematic units where appropriate.

6.3 There are three main areas of the School:

Early Years Foundation Stage -	Reception,
Key Stage One	Years 1 and 2
Key Stage Two.	Years 3, 4, 5, 6

6.4 We plan our curriculum in three phases:

We agree a **Long term plan** for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. These plans identify knowledge, skills and understanding, and the progression of learning throughout the school. We review this long-term plan on an annual basis.

6.5 Through our **medium-term plans**, we give clear guidance on the objectives and teaching strategies for each topic and identify opportunities for the meaningful development of English, Maths and Computing skills.

6.6 Our **short-term plans** are used to set out the learning objectives for each session, to identify what resources and activities we are going to use in the lesson and promote the **characteristics of effective learners**.

6.7 We recognise that children learn at different rates and appropriate resources which support and scaffold learning all pupils are challenged to achieve ARE (age related expectations), with many achieving greater depth.

7 Teaching Approaches

7.1 Teachers employ a range of teaching styles to meet the learning needs of each child and deliver quality first teaching across the curriculum. It may be appropriate to teach the whole class or work with a small group and occasionally with individual children. It is the differentiation of teaching inputs and learning outcomes that we consider vital to effective learning. Whole school curriculum and assessment procedures can be found in the relevant policy documents.

7.2 Our school fully supports the principle that young children learn through play and exploration, and by engaging in well planned and structured activities. Teaching in the EYFS builds on the experiences of the children from pre-school learning at home and nursery. We do all we can to build positive partnerships with parents and the various nurseries and other pre-school providers in the area.

8 Access and Entitlement

We believe that every learner is entitled to a full range of activities that gives access to the curriculum. We take account of unequal starting points and provide learning experiences that are planned to ensure breadth and depth, enabling progression through the school of every individual irrespective of gender, ethnic background, age or disability. Our policies promote an awareness and appreciation of our multicultural community, equal opportunities and gender equality. We aim to empower learners, through the curriculum, to become confident in their abilities that will prepare them for a purposeful adult and working life.

9 Progression

We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

In addition, we ensure pupil transition between years and from their nursery and to their secondary school are well supported to enable pupils to make the best start in their new class or setting. In the summer term, pupils benefit from two days transition to 'meet your new teacher'. Parents and pupils feedback tells us that this is a very worthwhile experience for the children, giving them the most confident and secure start in their new class in September.

Staff work hard to make learning as memorable as possible. For example, in the summer term, pupils are invited to plan a new topic for them to explore when they return from the summer holidays. This helps pupils manage the transition to different year groups and plants seeds of excitement and anticipation for the learning journey ahead. OfSTED 2-16

10 Staff Roles and Responsibilities

Staff have responsibility to a curriculum area to implement policy, monitor development and assist in the planning of the curriculum. The Senior and Middle Leaders will monitor and evaluate the curriculum to consider such matters as consistency and continuity in terms of content, standards and assessment.

11 Monitoring and Review

Our governing body's Pupils and Curriculum Committee is responsible for monitoring the way in which the school curriculum is implemented. This committee reviews curriculum policies.

11.2 There is a named governor assigned to each of the following areas: inclusion, literacy, numeracy and safeguarding. These governors liaise with the respective leaders through planned meetings, observations and working alongside pupils. The inclusion/SEN governor, liaises with the Inclusion coordinator, and monitors the ways in which special needs are addressed.

11.3 The headteacher is responsible for the day-to-day organisation of the curriculum ensuring that all classes are taught the full requirements of the National Curriculum 2014, and that all lessons have appropriate learning objectives.

11.4 Subject leaders monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Where appropriate they also organise professional development. Subject leaders also have responsibility for monitoring

the way in which resources are stored and managed. A subject development target forms part of teacher's performance management.

11.5 This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.

Date agreed by the Governing Body:

Signed: (Chair of the Governing Body)

June 2014

Penns Primary School procedure for dealing with complaints about the School's Curriculum

RATIONALE

The governors and teachers at Penns Primary School aim to create a secure and caring environment in which children can experience success. The value of personal, social and moral development is taught within a broad and balanced curriculum.

CONTEXT

All Local Authorities (LA's) have to set up procedures for handling complaints about the actions of governing bodies and LA's on the curriculum. Parents may use the complaints procedure if they believe that either the LA or the Governing Body is failing:

- To provide the national curriculum in the school for a particular child;
- To follow the law on charging for school activities;
- To provide RE and daily collective worship;
- To provide information that they have to provide;
- To carry out any other statutory duty relating to the curriculum;
- To act reasonably in any of the above cases

COMPLAINTS AGAINST THE GOVERNING BODY

Complaints against the Governing Body will be considered within the framework of the formal procedure that is already in place to deal with complaints against the school and to any community facilities or services that the school provides. This framework allows for complaints to be handled in both an impartial and non-adversarial manner, and in an open, transparent and constructive way.

Complaints against the Governing Body must be made in writing and will be acknowledged as soon as they are received. Once received the complaint will be delegated to the Chair of the Governing Body. The complaint will be investigated as soon as practicable in timescales agreed by all parties.

The complainant shall receive full written feedback of the Chair of Governor's consideration of their complaint and the decision to either uphold the complaint in full or in part or, dismiss the complaint in full or in part. Changes may also be recommended to the schools systems or procedures to ensure that problems of a similar nature do not occur in the future.

COMPLAINTS TO OR AGAINST THE LOCAL AUTHORITY (LA)

If on receiving the Governing Body's decision the complainant is still not satisfied, they can refer their complaint to the Local Authority. However the remit of the LA is to review the procedures followed and satisfy itself that the complaint has been dealt with appropriately rather than to make a judgement on the decision made by the governing Body.

Complaints that are just about the LA's powers or functions only need to be considered by the LA.

Date agreed by the Governing Body:

Signed: (Chair of the Governing Body)