



Policy for

Curriculum

Prepared by:	Adopted by Board of Directors	Signed	Renewal Date (Annual)
L. Hesmondhalgh	April 2017	----- Chair of Board of Directors	April 2018

Introduction

At Peover Superior Primary School we provide an enriched and creative curriculum which is broad and balanced, ensuring exciting and memorable learning experiences which ensure consistently high academic attainment and progress for all learners.

We have worked hard over the past few years to develop a unique curriculum which reflects our ethos, building on our strengths as a small, nurturing school.

Our main aim is to provide exciting, stimulating topics which the children become fully absorbed in using a cross-curricular approach. We strive to encompass as many curriculum subjects into each topic, making them relevant and meaningful for our children.

The teachers provide a broad and balanced curriculum, which develops the skills, concepts and knowledge necessary for future learning and as an academy we are fortunate to be able to offer additional enrichment activities which build on the fundamental concepts of Resilience, Resourcefulness, Reciprocity and Reflectiveness.

Our children are involved in the planning stage of new topics as we value their ideas and contributions; we believe that children learn best when they are able to steer and direct their own learning. We want our children to be inquisitive and passionate about their learning and spark a desire for life-long learning.

Vision

- To foster happy, successful, articulate, aspirational and empathetic young people.
- To 'Aspire'. Our vision is simple; we want all of our community to aspire to be better, to be learners, to be leaders and to be happy.

Values

Our school curriculum is underpinned by our school values.

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

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- 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 honesty and fairness. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Our curriculum is further underpinned by SMSC (spiritual, moral, social and cultural) development. These key principles are targeted throughout everything we do within school:

- Spiritual - ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. In addition a instilling a sense of enjoyment and fascination in learning about themselves, others and the world around them, use of imagination and creativity in their learning and a willingness to reflect on their experiences
- Moral - ability to recognise the difference between right and wrong readily, applying this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- Social – ability to use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds. Also an acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
- Cultural - understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. A development of knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

As an Academy we have the freedom to choose our own curriculum. We have chosen to not only cover almost all of the National Curriculum from September 2014, but also to enhance and enrich it for our children based on high quality experiences in our existing curriculum

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

Aims and objectives

The aims of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of English, maths and computing;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;

- to develop children's understanding, investigative skills and curiosity in science
- to help children understand British values and cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual, moral, cultural and social development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- To ensure children have the opportunity to learn a modern foreign language and about the culture of the associated country

Key skills

- We believe that the following skills are 'key skills':
- communication;
- application of number;
- computing;
- working with others;
- improving own learning and performance;
- problem-solving.

Organisation and planning

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. We review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the objectives, skills and teaching strategies that we use when teaching each topic

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

We adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

Meeting the needs of individual pupils

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

In our curriculum planning we highlight these skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that progression of skills is planned into schemes of work.

The Early Years Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the revised Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

During the children's first days in the reception class, their teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

Monitoring and review

We have named governors for Curriculum Enrichment, Standards and Special Needs. The governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.

The Principal is responsible for the day to day organisation of the curriculum. Senior leaders monitor aspects of the weekly lesson plans (linked to areas of School Development) for all teachers, ensuring that lessons have appropriate learning objectives.

Subject leaders monitor the way their subject is taught throughout the school, ensuring that all classes are taught the full requirements of our school's curriculum. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

