

# Thorpe Primary School

## Curriculum Policy



Thorpe Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

This policy should be read in conjunction with • Teaching and learning policy. • Feedback policy.

### Rationale

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within Thorpe Primary School. The policy aims to take into account diversity and provide equality of opportunity. We offer breadth allowing opportunities to learn in a range of different ways and providing children with many different experiences. We offer depth of the curriculum, allowing children to learn well and use what they have learnt in a range of contexts.

### Introduction

The curriculum is all the planned activities which are organised in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum and Early Years Foundation Stage Framework, but also takes account of the agreed views of the stakeholders on the learning opportunities that children can experience as well as a range of activities that school organises in order to enrich the experiences of our children. It develops the independence and responsibility of all pupils. School ensures that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. The curriculum will develop in order to take account of an ever-changing world. School aims to teach pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their full potential.

### Values

Our curriculum is underpinned by the principle value of providing high quality educational experiences that are focused on continued improvement in whole school standards and the development of independent and responsible learners. We strive to make our children passionate about learning and make their learning as meaningful and relevant as possible. Every child is valued as an individual; we aim to nurture well rounded, respected and confident children who will develop skills for life-long learning. At Thorpe Primary, our values permeate all areas of school life and are reflected in the school's motto; 'We Care'. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

School values the way in which all children are unique, and the 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.

The curriculum is organised so that school promotes co-operation and understanding between all members of our community. Each child in the school is respected for who they are, and they are treated with fairness and honesty. School aims to enable each person to be successful and provide equal opportunities for all children in school. The environment is valued, and staff aim, through the curriculum, to teach respect for our world, and caring for it for future generations, as well as our own.

## Aims

Our curriculum will enable pupils to:

- ❖ Feel successful in their learning and become the best they can be
- ❖ To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning
- ❖ Become independent learners
- ❖ Know what their strengths are and which areas they need to develop
- ❖ Develop their critical thinking
- ❖ Take risks, make mistakes and persevere
- ❖ To develop their resilience in a happy and safe learning environment
- ❖ To have continuity and progression in their learning
- ❖ Be positive citizens in society
- ❖ Challenge themselves and engage themselves in deeper learning
- ❖ To have respect for themselves and high self-esteem
- ❖ Nurture positive relationships promoting working co-operatively with others
- ❖ Explore their spiritual, moral, cultural and physical development
- ❖ To acquire knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community
- ❖ To develop respect for the environment and society

## Equal Opportunities and our Equality policy

Thorpe Primary School believes that all those who work in Thorpe - children and adults - have the right to be treated fairly and with respect by everyone connected with the school. Leaders, staff and governors aim for Thorpe Primary School to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender reassignment, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation. The school aims to foster the social and personal skills of co-operation, sharing and mutual respect.

## Key Skills:

Thorpe Primary School believes the following skills and attributes are key within pupil development, and these are promoted through the curriculum:

### Skills

• Communication • Application • Information Technology • Working with others • Improving own learning and performance • Problem solving Attributes • Try new things • Work hard • Concentrate • Personal Challenge • Imagine • Improve • Understand others • Don't give up

## A Thematic Approach

At Thorpe Primary, we value greatly the importance that all subjects play in the development of our children in order to ignite and instil a passion for learning.

There is evidence that teaching subject knowledge and skills as part of a wider topic-based curriculum allows pupils to make useful links between areas of learning, and consolidate skills. Children are also likely to be more engaged in their learning if it has a context and theme that runs through it. Thorpe Primary School has therefore developed a thematic curriculum to deliver the National Curriculum and other aspects of the school curriculum, including PHSE, British Values and SMSC.

## Structure

The curriculum has the following structure:

Long Term Planning. There is a whole school topic grid which shows the topics for all the classes in the school over the year. These are shared with parents on the school's website.

Half-termly cross curricular topics for all year groups from KS1 and KS2. Each topic is led by a different curriculum area (but most subjects will be taught each half term. For each year group there is a half termly Topic Overview includes with learning objectives (LOs) and suggested activities. These also shows Key English texts. Termly curriculum letters are sent home to parents and are also made available on the school's website.

- The combination of topics planned over a year will teach the statutory programme of study for the National Curriculum.

## English

Where possible, links will be made with literacy genres linked to topics, fiction and non-fiction books, guided reading books, and poetry as this has been shown to develop the thematic approach, and deepen learning and engagement.

## Maths

There is less opportunity for linking Maths to topics, but where possible, areas of maths like data handling and measures will be linked to topics where appropriate for pupils and to support Maths learning. Maths homework in each year group is completed twice a year with parents/carers to promote home learning/parental engagement.

## Science

Science will be taught discreetly, but, where possible, areas of Science will be linked to topics where appropriate for pupils and to support Science learning. There will be one investigation per unit.

## History, Geography, Design Technology, Art, PSHE

The non-core subjects will be taught discreetly if needed as well as integrated into the topic, and will form the basis of much of the cross curricular links.

## Music

Music is taught discreetly and by specialists (Choir, recorders, etc.) and will not always be linked to topics. Other aspects of the music curriculum are linked to topics such as different types of music, using ICT to create music etc.

## PE

PE is also taught discreetly, following the separate PE scheme of work. Please see PE policy for details.

## Religious Education

RE is a statutory part of the curriculum. The school will follow the Bradford Agreed Syllabus for RE.

## ICT and Computing

Computing is a new curriculum area, and covers the computer science aspects of the old ICT curriculum. This will be generally taught as a separate subject area. Other elements of the wider ICT curriculum, will be taught alongside other curriculum areas, as a part of topic work. This will include Digital Publication and Presentation, Digital Research, Data Handling and the use of Digital Media.

## Early Years Curriculum

In order to ensure that children are given broad and meaningful learning experiences, all children follow the statutory guidance for the Early Years, within the birth to five framework and are assessed against Development Matters, as children progress towards the Early Learning Goals. Currently, the Early Learning Goals within the framework require that children develop skills within seven areas of learning. These are Communication and Language, Physical Development and Personal, Social and Emotional Development (Prime Areas); alongside Literacy, Maths, Understanding the World and Expressive Arts and Design (Specific). There are however, no requirements for specific subjects or topics to be taught, but rather that children have a wide variety of experiences, which are meaningful to their own development and growing understanding of the world around them.

At this age, much of the learning grows from children's immediate experiences, skilfully developed by the practitioners who work with them. Teaching and Learning includes both indoor and outdoor environments. The structure of the teaching year remains fluid enough to ensure that we remain responsive to children's development and their own observations and interests. However, there is an overall theme for each half-term.

## Coverage

Although teachers are able to organise their topic teaching to best suit the subject areas and activities taking place, a general sense of proportion over a school year is useful, to ensure coverage of the curriculum and to avoid focussing too much on one subject area.

## Timetables

The school has a timetable with non-negotiable allocations for various aspects of the curriculum, including English, Maths, and basic skills; guided reading and phonics. English and Maths will be a focus each day. Some subjects will be taught discreetly in weekly sessions e.g. PHSE, RE etc. Teachers are free to arrange their timetables to make the most of cross-curricular opportunities and the needs of pupils. Sometimes subjects and activities might be 'blocked' or run over successive afternoons, to support pupils to keep focussed on concepts or to consolidate skills and to allow practical.

## Marking

Every piece of work is expected to be marked each day. Please refer to the feedback policy.

## Assessment

English, Maths and Science data is inputted and collated on Target Tracker. It is analysed by the curriculum leaders and SLT.

Non-core subject leaders collect assessment information from class teachers at the end of every term. Information indicate whether pupils are working below standards, emerging standards, at expected standards or above expected standards covered and analysed from the NC.

## Role of Curriculum Leaders

It is the role of each curriculum leader to keep up to date with developments in their subject. They review the way the subject is taught in the school, ensure there is full coverage of the National Curriculum and that progression of skills and knowledge is planned for.

The role of the curriculum leader is to:

- ❖ Provide a strategic lead and direction for the subject
- ❖ Support and offer advice to colleagues
- ❖ Support staff development
- ❖ Keep self and other staff up to date with developments in their subject
- ❖ Monitor pupil progress and attainment in their curriculum area by working alongside colleagues
- ❖ Monitor and evaluate teacher's planning and teaching
- ❖ Map coverage of the curriculum to long term plans
- ❖ Liaise with appropriate bodies e.g. other schools, governors about matters relating to their subject

### Curriculum Communication to parents

Communication with our parents about how their children are performing and what they are experiencing is done in a number of ways:

- ❖ School website which includes year group curriculum long term plans, year group pages which inform parents what is happening in the wider curriculum.
- ❖ The school's Twitter feed informs parents instantly of class, whole school and enhanced activities which are taking place.
- ❖ Formal reporting to parents at the end of each academic year in the form of a written report.

### Enhanced Provision

We aim to enrich our pupil's learning by offering a variety of non-statutory extra-curricular experiences (clubs, visits, sporting events, visiting speakers, etc.). In addition, we seek to enhance our pupils' learning through developing a positive relationship with the local community.

### Monitoring

Curriculum leaders will monitor and evaluate individual subjects within the curriculum for breadth, depth, progression and attainment. The Key Stage leaders and SLT will monitor the curriculum as a whole.

The Governing Body will monitor the curriculum through the School Improvement committee.

Policy written November 2018

Policy review due: November 2020