

Haytor View Community Primary School & Nursery

Curriculum Policy 2016 - 17



Learning together - enjoying success - aiming high - celebrating difference – enriching community

Introduction

Learners achieve best when their education successfully adapts to their individual needs and is relevant to the demands and contexts of contemporary society. In a world where demands and contexts are rapidly changing (for example, half today's children will take jobs in organisations and industries that do not yet exist) it is also essential that the education of children and young people is informed and balanced by the more slowly changing values of society and of their community.

The principles underpinning the curriculum need to reflect the shared values of the community it serves. Although these principles may only change slowly, the way in which learning is arranged to meet changing needs and new challenges must be flexible and responsive. Every school needs to periodically reappraise the way in which it plans and organises learners' experiences. We have a responsibility to provide a curriculum which will inspire and motivate all learners and prepare them for the future.

In our Curriculum Policy Statement we have identified the principles we believe are important and also relevant outcomes for learners.

The Curriculum Policy Statement and this guidance are relevant for all phases and should support smooth transitions for learners as they move through different stages of learning.

In designing its curriculum the school aims to:

- Cater for the needs of each child;
- Facilitate children's acquisition of 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.
- Create and maintain an exciting and stimulating learning environment.
- Ensure that each child's education has continuity and progression.
- Provide a broad and balanced curriculum.
- Recognise the crucial role which parents play in their children's education and make efforts to encourage positive parental involvement in the educational process.

Principles and Values:

The school's Core Offer details the opportunities, tailored to need and responsive to individuals' context, supporting the personalised development of children.

The school Curriculum Should:

- be based on the needs of all learners;
- provide learners with stimulating and engaging learning experiences;;
- enable learners to see learning as an enjoyable lifelong process;
- enable learners to make constructive choices throughout their lives in order to achieve economically and personally as responsible citizens.

We aim to support all children achieve through:

- Developing their sense of self and identity as a learner;
- Developing their skills as learners;
- Developing learning independence;
- Engagement of parents in learning;
- Supporting them to understand Concepts and Ideas;

Students are entitled to a curriculum which has Breadth, Balance, Coherence and Relevance. We define these words in the following way:

- **Breadth** A broad curriculum is one in which students are brought into contact with the components of learning (which we define as knowledge, concepts, skills and attitudes) and the areas of learning

experience (aesthetic/creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological).

- **Balance** In a balanced curriculum appropriate weight and importance will be given to each component of learning and experience, and each component and experience appropriately related to each other and the curriculum as a whole.
- **Coherence** A coherent curriculum is one which is planned and operates as a whole, such that it appears interrelated and mutually informing and contributes to the overall progress and achievement of the individual student.
- **Relevance:** A relevant curriculum is one which has mechanisms which take account of previous learning of students and allows for their readiness for new experience and further development.

In addition to the above, curriculum provision at the school will cover both the National Curriculum, which provides the legal foundation and secures entitlement for all students, and all that is learned in school formally and informally, and within and beyond the school day.

It is recognised that parents have the right to opt out of certain areas of the curriculum involving religion/faith. Parents will need to apply to the Headteacher in writing stating their reasons that their child should not attend these lessons/events.

Implementation

Staff work as Key Stage teams as well as having opportunities for cross phase work to:

- Develop cross curricular links in planning
- Provide peer support
- Increase continuity
- Provide a forum for professional discussion and sharing of ideas
- Support new colleagues, involve everyone and develop teamwork

Frameworks for working are agreed and implemented.

The children in each class are taught by a variety of methods including whole class teaching, group or individual work. Whatever the methods, we aim always to challenge each child's level of understanding.

We keep detailed records of work and progress and these are shared with parents. In the autumn term there is a parent, child and teacher consultation meeting to discuss targets for learning. An annual report is issued during the summer term and is followed by parent-teacher consultations. In the summer term, following children's assessments in Year R, 1, 2 and 6, a further report is sent home.

Time to Think provides daily opportunities for Parents to spend 15 minutes in class with their child developing their awareness of the learning taking place, it also provides an opportunity to speak with school staff and view pupil work.

Weekly assemblies provide opportunities for parents to find out more about the curriculum provision for their children. Website 'blogs' highlight current learning taking place in class and homework arrangements, enabling parents to get involved with their child's learning.

Throughout the year parents are encouraged to come into school and engage with their children's learning, we operate an 'open door' policy of parent engagement where questions can be addressed as they arise.

The Foundation Stage

The Foundation Stage is a distinct phase of education in its own right and covers the age range 3 to the end of the Reception Year.

At the end of the Foundation Stage most children are expected to achieve a Good Level of Developments There are seven areas of learning and development which are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are: communication and language; physical development; and personal, social and emotional development. There are a

further four specific areas through which the three prime areas are strengthened and applied. These specific areas are: literacy; mathematics; understanding the world and expressive arts and design.

The aims of the Foundation Stage Curriculum are to provide effective and meaningful experiences in a carefully structured curriculum.

To implement a curriculum based on the children's needs and interests through exploration, play and talk in an indoor and outdoor environment.

Years 1 – 6

The curriculum at Haytor View Community Primary School for Years 1 to Year 6 children is based upon the statutory National Curriculum for schools in the United Kingdom. The curriculum is designed to be inclusive and our aim is to provide suitable challenges for all children, by responding to pupils' diverse needs and overcoming barriers to learning for individuals.

The provision of each Key Stage team is led by an experienced phase Leader, who supports practitioners in delivering provision based on the needs of individual children. Provision is regularly reviewed and updated in the light of changing practice, experience and legislation. Different areas of the curriculum are often taught through topics and themes. Parents are informed of the nature of these at the start of each new term.

Outcomes for Learners

1. The curriculum is about the development of the whole person. *How do we ensure that the outcomes for learners take as much account of their personal development and well being as their academic achievement?*

Opportunities for learners to develop values and attitudes are as important as the development of skills and factual knowledge, so that all learners can:

- show success in a variety of ways;
- develop and maintain a positive self-esteem;
- follow a healthy lifestyle;
- show courtesy, consideration and good humour to others;
- be responsible, honest, caring and confident;
- be a constructive member of society;
- communicate effectively about themselves: articulate their own opinions and needs.

2. All learners are given equality of opportunity in learning. *How do we create a curriculum that meets the needs of every learner in a relevant, flexible and responsive way?*

This will involve countering disadvantage by providing a relevant curriculum, and day-to-day learning tasks that are accessible to, and meet the needs of, all learners, so that all learners can:

- feel valued;
- understand that learning is relevant for them;
- enjoy learning;
- take an active part in their own learning in school and want to be lifelong learners;
- use technology efficiently as a tool for thinking, making or doing;
- cope effectively with change and diversity.

3. The school curriculum builds on learners' strengths, interests and experiences. *How do we create a curriculum that engages learners?*

This should be based both inside and outside school, including those strengths, interests and experiences developed by their first educators – their parents and carers - and equips them with the skills to become confident, enthusiastic and effective learners, so that they can:

- understand that all learning is valuable, wherever or whenever it happens;
- be confident to make decisions about their own learning in school and their priorities as lifelong learners;
- enjoy learning and achieve as highly as they can, especially if they have a special subject or skill which they love.

4. Important skills are embedded in the curriculum for all subjects, using a wide range of practical, theoretical and creative learning opportunities. *How can we embed problem solving, enquiry and creative thinking in the curriculum?*

This will engage learners in communication, analysis, problem solving, enquiry and logical and creative thinking in many different contexts, enabling them to become adaptable, responsive and innovative, so that they can:

- think creatively, analytically and critically;
- understand that learning skills are transferable;
- communicate effectively about their learning;
- understand how to bring these skills to bear in different contexts throughout their lives.

5. The curriculum presents learners with new challenges and opportunities. *How do we provide a variety of experiences and opportunities in order to develop learning in new ways?*

Through experiencing challenge, opportunity and risk in a range of safe contexts, including opportunities to plan for the next stage of their education and their role in society, learners learn to take risks and rise to challenges, so that they can:

- be flexible, resourceful and able to adapt to new situations in a rapidly changing world;
- show initiative, resilience and confidence;
- take risks, responsibly and creatively;
- understand and work towards the needs of their community;
- be innovative and enterprising;
- use technology as a tool for innovation;
- make their living in ways that are enjoyable and make a positive contribution to their locality, their country and global society.

6. The curriculum provides opportunities for complex projects which cross subject boundaries. *What projects can we provide which cross subject boundaries, involve practical and collaborative learning and problem solving?*

Learners are provided with practical situations involving collaborative learning in order to solve problems by thinking both creatively and critically, so that they can:

- be creative;
- work independently and collaboratively;
- understand how working together can result in more new ideas, greater creativity and better problem-solving;
- engage in purposeful, sustained shared thinking with others.

7. The curriculum focuses on knowledge creation* as well as knowledge acquisition. *How can we develop knowledge creation by providing opportunities to make connections between different bodies of knowledge?*

By making connections between different bodies of knowledge, learners create new learning for themselves, so that they can:

- understand that learning is an active, creative process, not simply a passive acquisition of information
- enjoy and feel achievement in thinking analytically and developing reasoning and enquiry skills.

8. The curriculum reflects the learners' place in their local community. *How can we make our curriculum both reflect and incorporate aspects of the local community?*

It gives them opportunities to learn about the place, people and values in which they are growing up. It enables them to develop their sense of belonging, appreciate the diversity of their community and feel empowered to make a difference for the better, so that learners can:

- contribute to the community both in school and outside;
- value and respect themselves, their families and others around them;
- value the diversity in our society;
- value the environment in which we live;
- participate in decision making and contribute to the community.

9. The curriculum reflects the learners' place in the national and global communities. *How do we incorporate the global dimension within the curriculum?*

It allows them to develop their sense of identity beyond their personal experience, to develop a sense of belonging and empowerment to make a difference for the better in the wider world, so that they can:

- be flexible, resourceful and able to adapt to new situations in a rapidly changing world;
- enjoy and flourish when at key transition points in their lives;
- understand the relationship between their community and the national and global communities;
- use national and global resources wisely and contribute to environmental sustainability;
- recognise their role and responsibilities as members of the national and global community by understanding their own values and attitudes.

Principles into Practice - What do we need to consider?

How do we ensure that the outcomes for learners take as much account of their personal development and well being as their academic achievement?

In answering this question, schools should take account of the following national and local information and opportunities:-

- Every Child Matters outcomes
- The National Healthy Schools Programme
- Key Aspects of Learning ("Excellence & Enjoyment")
- Research into learning and "Learning to Learn"
- Developments in supporting young people's emotional Intelligence and emotional well-being (SEAL materials and PSHE programmes)
- Developments in pupil consultation – Pupil Voice
- Spiritual, Moral, Social & Cultural learning
- National Curriculum Programmes of Study
- National Strategy Frameworks
- Existing curriculum planning framework
- Social and Emotional Aspects of Learning

How do we create a curriculum that meets the needs of every learner in a relevant, flexible and responsive way?

In answering this question, schools should take account of the following national and local information and opportunities:-

- Statutory requirements in the curriculum
- Developments in personalised learning
- Inclusion – meeting the range of learning needs including gifted and talented, specific learning difficulties, physical difficulties
- Equality and diversity

How do we create a curriculum that engages learners and promotes personal learning strategies?

In answering this question, schools should take account of the following national and local information and opportunities:-

- Assessment for Learning strategies
- Research in learning and thinking skills
- Excellence and Enjoyment materials
- Creativity (refer to "All Our Futures", "Creativity, Find It, Promote It")
- Vocational learning
- Partnerships with parents and carers
- Social and Emotional Aspects of Learning

How can we embed problem solving, enquiry and creative thinking in the curriculum?

In answering this question, schools should take account of the following national and local information and opportunities:-

- Key Aspects of Learning ("Excellence & Enjoyment")
- The Philosophy for Children research
- Research into learning and "Learning to Learn"
- Assessment for Learning strategies
- National Curriculum Programmes of Study and Attainment Targets
- Early Years Curriculum

How do we provide a variety of experiences and opportunities in order to develop learning in new ways?

In answering this question, schools should take account of the following national and local information and opportunities:-

- Research into learning and "Learning to Learn"
- Developments in pupil consultation – Pupil Voice

- Use of new technologies
- Speaking, listening and learning in Key Stages 1 and 2 (Primary National Strategy)
- Social and Emotional Aspects of Learning

What projects can we provide which cross subject boundaries, involve practical and collaborative learning and problem solving?

In answering this question, schools should take account of the following national and local information and opportunities:-

- e-learning
- Research into Pupil Voice and Assessment For Learning
- Gifted and Talented initiatives
- Skills and process in National Curriculum Programmes of Study with potential for cross-curricular planning
- Key Aspects of Learning ("Excellence and Enjoyment")

How can we develop knowledge creation by providing opportunities to make connections between different bodies of knowledge?

In answering this question, schools should take account of the following national and local information and opportunities:-

- Assessment For Learning, including questioning skills
- QCA's web-based resource "Creativity, Find It, Promote It"
- Early Years Curriculum
- Family Learning
- Research in learning and thinking skills
- Gifted and Talented initiatives
- Key Aspects of Learning ("Excellence and Enjoyment")

How can we make our curriculum both reflect and incorporate aspects of the local community?

In answering this question, schools should take account of the following national and local information and opportunities:-

- Local community leaders
- Local history archives, museums and libraries
- Local businesses, arts and leisure provision
- Parents and carers

How do we incorporate the global dimension within the curriculum?

In answering this question, schools should take account of the following national and local information and opportunities:-

- e-learning
- Commission for Racial Equality's "Learning for All"
- Materials produced by aid agencies
- Modern Foreign Languages
- Research on environmental issues

Assessing Pupils' Progress and Achievement

Assessment, to support learning and to provide information about learners' progress, is most effective when teachers and learners are clear about the objectives and about the criteria for success. This is true whether the intended outcome of learning is knowledge, or the development of a skill, or the development of learners' attitudes and values. In each case, progress and achievement will be most noticeable if the teacher has:

- identified clear objectives,
- identified the likely change(s) in learners' understanding and/or behaviour that will demonstrate that learning or development has happened, and
- shared these with the learners, if possible taking learners' views into account.

Questions to Support a Curriculum Audit/Evaluation of the effectiveness of the Curriculum:

- Is our curriculum fulfilling the needs of all learners?
- Is our curriculum promoting pupils' emotional and physical well-being and their spiritual, moral, social and cultural development?
- Can we identify groups of learners who are not accessing parts or all of the curriculum? Which aspects do they have difficulty with and why?

- How are we building on all learners' successes in the curriculum to support aspects with which they have difficulty?
- How are we using technologies to engage learners and improve their learning?
- How are we using practical "hands-on" experiences to promote learning across the curriculum?
- How well are we using the investigative and enquiry processes in all subjects?
- How far do we present learners with new challenges and opportunities? How does this happen for groups and individuals?
- How motivating is our curriculum for all learners?
- Is there continuity and progression?
- How well are we involving other stakeholders and taking account of their views, particularly the learners themselves?
- Does the school's resource provision support all areas of the curriculum and all pupils' needs?

Complaints against the curriculum

The aims of the school emphasise that the curriculum should meet the needs of each pupil. Where parents consider that this is not the case they have the right to make a complaint following the procedures detailed in the School Complaint Policy.

The Headteacher will:

- Take all complaints seriously and deal with them sensitively.
- Request that the complaint is put in writing so that it can be investigated.
- Respond to the complaint personally or delegate it to an experienced member of the senior leadership team.
- Involve other members of staff as appropriate.
- Where necessary, explain the legal position with regard to the National Curriculum, and the scope available to the school to make changes.
- Advise the complainant of their right to pursue the matter with the governing body.
- Ensure the governing body is advised of any complaints and provided with guidance to assist the decision making process.

Arrangements for monitoring and evaluation

School Leaders will monitor the effectiveness of the curriculum by checking planning, pupils' work and progress. Pupil will be surveyed for their views on the effectiveness of the current practice, and the leadership team will review the effectiveness of this policy.