Pimperne Primary School

Curriculum Policy

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Curriculum Overview

We believe that all children have a right to a broad, balanced, relevant and exciting education which provides continuity and progression and takes individual differences into account. As a school we have designed our curriculum so that the statutory requirements set out in the National Curriculum (Primary Curriculum) 2014 are taught in a creative and relevant way for the children.

Our curriculum is based on the following aims, which we have agreed as a staff.

We aim to:

- Promote a love of learning
- Celebrate and promote British values (democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) across all areas of the curriculum.
- Cater for the needs of individual children of both sexes from all ethnic and social groups
- Adapt planning to enable all pupils to access learning
- Provide opportunities for pupils to demonstrate that they can work at greater depth
- Provide additional support and resources to assist pupils in accessing the curriculum whenever necessary
- Facilitate children's acquisition of qualities, knowledge and skills 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
- Ensure that there is a match between the child and the learning s/he is asked to perform
- Provide a broad and balanced curriculum which inspires and engages children
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process
- Treat children in a dignified way
- Help children understand what makes learning successful and to develop learning dispositions which will enable them to be successful learners in life.
- Provide a curriculum that is relevant to the child and has links with the wider world in which they live
- Promote a sense of awe and wonder of the world in which we live and to help develop spirituality.

Curriculum Assessment

Teachers are required to assess all pupils:

Formatively - by constantly *monitoring pupil learning* to provide ongoing feedback that can be used to improve teaching and by pupils to improve their learning

Summatively - by *evaluating pupils' learning* at the end of a area of work, recording each pupil's attainment on the school's assessment grids (to be updated at least every half term.

The Creative Curriculum

Our Creative Curriculum is based on objectives from the National Curriculum (Primary Curriculum) 2014 and, we have have ensured that these are covered during the appropriate key stage. The breakdown of these objectives for each year group can be seen in our curriculum maps.

At Pimperne Primary, we teach the majority of the foundation subjects (and some elements of core subjects) under a topic umbrella. Some topics are allocated to year groups based on certain National Curriculum guidance (eg Egyptians and Ancient Greeks - KS2) or based on National Curriculum skills. These skills have been shared out across the year groups to ensure even coverage. This also leaves year groups free to choose their own topic umbrellas/titles, which may vary year on year.

Generally, only Maths, English, Science, PE and RE are taught each and every week. Other subjects are likely to be taught in blocks: sometimes half days or whole days) or we may focus heavily on Art / DT one half term and History / Geography the next, depending on the topic objectives. Coverage is monitored each term by subject leads and the Senior Leadership Team.

As a staff, we have broken down the necessary skills that are to be taught within the foundation subjects. We have shared these skills between year groups in order that, year on year, skills are shown to be progressive and children are able to draw on prior experience.

We aim to make our curriculum engaging and exciting. We believe in practical, hands-on activities, exploring experiences that will enrich a child's knowledge or be the spark to ignite a love of learning. Throughout the year, we welcome visitors to our school, run workshops, run educational visits and run residential visits. We are utilising our grounds to incorporate further outdoor learning opportunities, to fully embrace multi-sensory learning for all ages.

Monitoring the Core and Foundation Subjects through Subject Leadership

Each area of the curriculum has a member of staff who will take the lead for that subject. Over the course of each year they will be responsible for:

- Improving the quality of teaching and learning within that subject, sharing good practice
- Monitoring teaching and coaching
- Tracking children's progress across year groups, raising standards of achievement
- Ensuring children are challenged and supported across the subject
- Helping staff to identify personal development needs

- Keeping Governors informed of changes within the subject area
- Ensuring assessment is accurate and useful, comparing to National expectations
- Supporting staff in the successful implementation of this subject across the school, looking for and promoting to staff the opportunities that arise to develop the use of the subject
- Remaining informed as a subject leader
- Leading staff meetings, enabling the sharing of ideas with colleagues
- Linking with other subject areas
- The acquisition of resources and to enable the Senior Leadership Team and Governing Body to prioritise financial resources
- Evaluating and reviewing the strengths and improvements needed in the subject area

At times, staff should consult with the children to find out what aspects of a particular theme or topic they would like to learn about. This ensures the children have a voice in shaping their own learning.

Each year group will communicate with parents at the start of every new topic (either half termly or termly), providing them with a topic web and demonstrating the different areas of focus for the oncoming weeks. Copies of these are available on our school web site.

Review date: July 2018
To be reviewed: November 2018