

Parish CE Primary School



Curriculum Policy



Parish Church of England Primary School

British Values Curriculum Policy Statement

Parish Church of England Primary is a school built on Christian beliefs and values. However, we recognise that our children are part of the wider British society, which is multi-cultural and multi-faith in its composition.

We also understand that we have a crucial role to play in ensuring that our children become valuable and fully rounded members of society, who treat others with respect and tolerance and are fully prepared for life in modern Britain.

Where it is appropriate and pertinent we aim to teach, reinforce and develop our inherent British values both within our school practices (please refer to our British Values Statement) and within our curriculum coverage.

This statement outlines the key British values we actively promote within the curriculum.

- **Democracy**
- **Mutual Respect**
- **Individual Liberty**
- **Tolerance for those of different faiths and beliefs**
- **The Rule of Law**

Inclusion, Equality and Community Cohesion Policy Statement

At Parish Church of England Primary School we aim to provide high quality education which is inclusive and equips pupils for life- long learning. We strive to enable all pupils to achieve their optimum potential.

We aim to promote inclusivity, equality and community cohesion as an integral aspect of our school development, permeating all our policies, in order to increase the learning and participation of all our pupils.

We recognise and value the varied life experiences and needs of all members of our school community. Our school is one in which the teaching, learning, achievements, attitudes and well -being of each child matters.

We are committed to ensuring that school practice reflects our inclusive aims by utilising resources both within the school and the Local Community, by responding to diversity and equality.

We aim to develop an acceptance of the British values of democracy, the rule of law, mutual respect, fair-mindedness and tolerance of those with different faiths and beliefs.

The school strives to establish equal rights and inclusive values by having high expectations for all pupils, by valuing all children and through the sharing of the same philosophy by all staff, governors and parents alike.

INTRODUCTION

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INTRODUCTION

Our school's curriculum is all the planned activities to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but our bespoke long term planning and the various extra-curricular activities that take place within school (**See Extended School Audit of Impact**). It also includes the 'hidden curriculum' – ie. what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills in order to achieve their true potential.

CURRICULUM AIMS

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 literacy, numeracy, communication and Computing;
- to enable children to be creative and to develop their own thinking;
- to fulfil all the requirements of the National Curriculum and the Liverpool Diocese Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to distinguish 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 live and work cooperatively with others.

OUR VALUES - PREFACE TO POLICIES

We are committed to the principles of inclusion and equality as well as the teaching, enhancement and development of British values; therefore, each curriculum policy is prefaced by the following statements of intent:

Inclusion, Equality and Community Cohesion Policy Statement

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THE LEARNING CHALLENGE CURRICULUM

Since the advent of the 2014 National Curriculum, long term plans have been structured around the 'Learning Challenge Curriculum'.

This includes a series of learning challenges/key questions to be examined; an invigorating 'wow experience' to inaugurate units of study and the itemisation of key skills to cover within each area.

In advance of the introduction of the new curriculum, staff corporately 'individualised' the curriculum by adding a progressive sequence of key skills to

each unit thus ensuring full , and progressive, coverage of the statutory elements of the National Curriculum and making each unit a truly ‘bespoke’ plan.

This process spanned almost a year. Our central aims, in modifying and adapting The Learning Challenge Curriculum, were three fold:

1. To develop robust, creative and skill- based plans which fully complimented our school context, environment and location.
2. To ‘scaffold’ plans around OFSTED subject inspection explars of best practice- particularly in terms of realistic skill progression across each year group (appendix 1).
3. To forge appropriate and realistic cross-curricular links including the promotion and development of British Values.

An example of our supplementary long term plans (extract taken from Y1 Geography):

GEOGRAPHY – SUPPLEMENTARY LONG TERM PLAN. For full plan please refer to ‘Learning Challenge Curriculum’			
	Autumn 2	Spring 2	Summer 2
Y1	<p>Where do leaves go in winter?</p> <p><u>WOW:</u> Local walk around the area collecting leaves.</p> <p><u>SKILLS:</u> <i>Physical Geography</i> Features of Hot and Cold Places Seasonal Change Weather</p> <p><u>FIELD WORK PROGRESSION:</u> Mapping route of ‘leaf searching’ walk using a) simple key or symbols b) directional language</p> <p><u>LOCATION KNOWLEDGE:</u> The Location of: a) the UK on a map .b) England, Ireland, Scotland and Wales c) Liverpool (St. Helens), London</p> <p><u>CROSS CURRICULAR LINK :</u> Science: Observe changes across the 4 seasons Hibernation. Parts of a tree</p>	<p>Why can’t a Erekat live in the North Pole?</p> <p><u>WOW:</u> Read Meerkat mail, adopt a meerkat</p> <p><u>SKILLS:</u> <i>Human Geography</i> People who live in hot and cold countries How the seasons and weather affect people</p> <p><u>LOCATIONAL KNOWLEDGE:</u> The location of a) The continents b) The equator, north pole, south pole.</p> <p><u>CROSS CURRICULAR LINK:</u> Science – animal species v habitats (eg. Polar bear, monkey, meercat etc)</p> <p><u>PSHE Link</u> Can Meercats really talk?</p> <p><u>BRITISH VALUES – liberty</u> Is it right that animals are kept in zoos and denied their freedom?</p>	<p>Where do, and did, the wheels on the bus go to?</p> <p><u>WOW:</u> St.Helens transport museum</p> <p><u>SKILLS:</u> Knowing own address Describing locality using appropriate vocabulary and features (eg. Town, treet, factory, green space, local businesses).</p> <p><u>FIELD WORK PROGRESSION:</u> a.Using sketch maps and plans to record land use around the transport museum (more able using aerial photographs). b.Conducting a survey of traffic passing school (buses, motor bikes, cars etc)</p> <p><u>LOCATIONAL KNOWLEDGE:</u> The location of: a) main towns and cities of the UK</p> <p><u>CROSS CURRICULAR LINK</u> Transport (canals/railways)</p>

Which curriculum plans are based around the Learning Challenge Curriculum?

Overview of adopted schemes

The following is a brief overview of the main curriculum schemes/approaches/plans used for each subject:

	Learning Challenge	Appropriate cross	Bespoke plans (devised)	Additional schemes
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	Curriculum	Curricular Link s with L.C.C	by curriculum teams/ key staff)	used
English			X	
Mathematics			X	Abacus, Big Maths Beat That
Computing			X	
History	X		X	
Geography	X		X	
Science	X		X	
RE				Liverpool Diocese Adoptive Scheme
DT		X	X	
Art & Design		X	X	
Music			X	Music Express
PE			X	Brian Coates, LCP
PHSE			X	PHSE Planning Matrix
MfL			X	Janet Lloyd Network
SMSC		X	X	SMSC Recording Grid

The FOUNDATION STAGE

The curriculum that we teach in the reception class meets the requirements set out in the revised Early Years Foundation Stage 2012. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.

Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning.

We endeavor to build positive partnerships with other early years settings in the area. We are committed to ensuring there is a balance of children initiated activities and adult directed tasks.

Each term in the reception class, the teacher will assess the skills development of each child, and record this in the EY Profile. This assessment forms an important part of the future curriculum planning for each child.

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. As recommended by the EYFS to support partnership with parents/carers, we have online facilities available for parents to contribute to their child's learning, and share their achievements at home. We also offer a variety of Family Learning sessions, stay and play opportunities, and encourage them to engage in learning events, such as Forest School sessions.

CURRICULUM TEAMS

'Curriculum Leadership' is organized on a team basis. There are six curriculum teams:

- English
- Mathematics
- Computing
- Knowledge and Understanding
- Personal Growth
- Creative & Physical
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The role of the team leader is to:

- provide a strategic lead and direction for the teams and the subjects that they are responsible for;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

- keep up to date with developments in their subjects, at both national and local levels;
- review the way in which the subjects are taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each team leader reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work.

ASSESSMENT

Children's progress is assessed at the end of each unit of work in each year group. Teacher assessments are conducted in line with our 'assessment timetable' (***please see 'Assessment Timetable'***). Standards of Attainment for each class are found on the 'Staff Switchboard', these are updated annually.

The achievements and targets for development will be reported to parents at the end of the Summer Term in a written report.

In addition, standards of attainment for each class are annually collated in July.

REVIEW & AUDIT of IMPACT

Policies are reviewed by Governors on a three year basis.

In addition, there is an annual curriculum review attended by all staff.

Standards of attainment (for each class) are collated and analysed in July each year.

A 'Pupil Voice Survey' (conducted in the summer term) gauges the pupils'

perceptions regarding their progress in (and attitudes towards) each subject.

The delivery of the curriculum will be monitored by the SLT and members of the 'Knowledge and Understanding' Team. This will include book scrutiny, the review of planning, analysis of results and lesson observations. ***(please see Monitoring Timetable)***

Our governing body's curriculum committee is responsible for monitoring the way in which the school curriculum is implemented. This committee reviews each subject area during its bi-annual cycle of review and development.

There is a governor assigned to each of the curriculum teams and also for equalities. The governor is to liaise with the respective team leaders, and monitor closely the way in which these subjects are taught. There is also a named governor assigned to special needs, who liaises with the SEN coordinator, and monitors the ways in which special needs are addressed.

The Head Teacher is responsible for the day-to-day organisation of the curriculum. The Head Teacher monitors the weekly lesson plans electronically for all teachers on a half termly basis, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

Team 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. Team leaders also have responsibility for monitoring the way in which resources are stored and managed.

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

APPENDIX

Appendix 1 : OFSTED SCIENCE SURVEY VISITS (Curriculum 'Best Practice' summary)

- An excellent range of learning opportunities involves pupils frequently in scientific enquiry, practical work, fieldwork, research, use of ICT, individual and group work, discussions, modelling and evaluation.
- Strong planning for progression in terms of skills and knowledge
- Outstanding contribution to SMSC
- The curriculum provides constant opportunities for discovery & challenge and for pupils to take greater responsibility for their learning.
- Excellent links with other agencies and the wider community provide extensive and varied enrichment activities that are fully integrated into the curriculum...
- Excellent links to other subjects.

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Review Spring 2018