

Palace Wood Primary

Curriculum Policy



Palace Wood
PRIMARY SCHOOL

Written by	Claire Vincett
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This policy has been impact assessed by Claire Vincett in order to ensure that it does not have an adverse effect on race, gender or disability equality

Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children 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 true potential.

Values

Our school curriculum at Palace Wood Primary School is underpinned by the values that we hold dear. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Palace Wood Primary School is in full agreement with the values statement included in the introduction to The National Curriculum Handbook for Primary Teachers in England. 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 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 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 fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- 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.

Aims and objectives

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

The aims of our school curriculum at Palace Wood Primary School are to enable children to:

- Feel safe and valued as part of a caring community that celebrates success
- Be independent thinkers/learners who are able to seek solutions creatively and cooperatively
- Develop an 'enquiring' mind and ask questions
- Be confident enough to take risks in their learning

- Experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all
- Be able to listen and articulate responses showing consideration to others
- Be polite and courteous
- Be proactive in their responsibilities towards the community, society, the environment and economy, linking 'real life' with their learning
- Understand and respect diversity
- Be aware of and recognise their own learning needs and be involved in planning future steps
- Develop a sense of self-esteem: be well balanced and healthy individuals

Organisation and planning

At Palace Wood Primary School we plan our curriculum in three phases, long, medium and short term. We have agreed a long term plan for the EYFS, Key Stage 1 and Key Stage 2 Curriculum. We review our long-term plan on an annual basis and use current research to support decisions made. We also have agreed Teaching and Learning principles, which underpin how we approach our curriculum.

Our long term curriculum map indicates which subjects are taught to which year in which terms. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Staff in year groups, and as Subject Leaders, have pulled together areas of learning from different curriculum subjects, which contain similar themes or links. These overviews are published on our school website.

With our medium-term plans, we give clear guidance on the key questions and key knowledge that we use when teaching each topic. A knowledge organiser is created where it will support the learning of that unit. These are sent home to parents termly and frequently used within the sequence of the unit to aid retrieval of key information.

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 structure the sequence of learning for that lesson thinking about the type of questions to be asked. We also identify what resources we are going to use in the lesson. We also consider potential misconceptions and how these may be addressed during the learning journey.

Inclusion

Teachers set high expectations for every pupil. They plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate assessment to set targets, which are deliberately ambitious. At Palace Wood, we will provide scaffolded materials to enable these children to meet the expectations for all.

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 in consultation with the child's parents.

If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice. In most instances if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation.

The role of the Subject Leaders

The role of these is to:

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

Subject Leaders are released each term in order to work through their annual action plan. It is their role to keep up to date with developments in their subjects, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each team reviews the curriculum plans for their subjects, ensures that there is full coverage of the National Curriculum, learning objectives are clear and that progression is planned into schemes of work. The leader may also keep a portfolio of children's work, which they use to show the achievements of children at each key stage and to give examples of expectations of attainment.

Subject Leaders work to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational need and the gifted and talented.

They will also look for opportunities to enrich the curriculum through experiences such as educational visits or using the local area.

Monitoring and review

The Senior Leadership Team use a wide range of approaches to monitor planning, such as, learning walks, attend PPA sessions and hold regular discussions with staff about planning.

Subject Leaders ensure that assessment is used to promote learning. They check that the medium term plans and lessons for each subject lead to a broad and balanced curriculum taking into account the needs of different learners. They ensure that clear learning objectives are identified in plans and that children receive consistent and developmental feedback on their work and that marking is in line with the school policy.