

Alverton Primary School



Curriculum Policy

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Reviewed By	Cathryn Wicks / Claire O'Rourke
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<p>I confirm that this policy has been reviewed and adopted by the Governing Body of Alverton Primary School.</p> <p>Chair of Governors</p> <p>Date: 13th July 2016</p>	

Alverton Primary School

Curriculum Policy

This policy is a statement of aims and principles relating to the school's curriculum.

Curriculum Statement

The Staff and Governors of Alverton Primary School aim to tailor education to individual need, interest and aptitude so as to fulfil every child's potential. Every pupil will have access to a rich, broad and balanced curriculum. At Alverton it is recognised that every child has a different knowledge base and skill set, as well as varying aptitudes and aspirations; as a result, there is a determination for every young person's needs to be assessed and their talents developed through diverse and creative teaching strategies.

Aims

The aims of our school curriculum are:

- to enable all children to learn and develop their knowledge, skills and understanding to the best of their ability;
- to promote a positive attitude towards learning, engaging children's interest and inspiring them to want to learn so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the skills of English, Maths and Computing and enable each individual to achieve the highest standard possible;
- to ensure all children have access to the core and foundation subjects as specified in the National Curriculum and follow the Locally Agreed Syllabus for Religious Education or the areas of Early Learning for the Foundation Stage;
- to ensure that learning is continuous, and that pupils make good progress with the development of their learning;
- to enable children to be creative and to develop their own thinking through a broad, exciting and challenging programme of study;
- to teach children about their developing world, including how their environment and society have changed over time as they grow and develop and become more aware of the diversity of the world around them and the role they play within this;
- to enable children to be positive citizens in society;
- to ensure that pupils know how to keep themselves safe, including on the internet;
- to teach children to have an awareness of their own spiritual development, to understand right from wrong and 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 be able to live and work co-operatively with others.

At Alverton, we also aim to ensure that the children develop key learning skills for future learning and life experience. The key skills that we aim to develop are:

- Communication: this includes listening, speaking, reading and writing as well as using technology.
- Working with others: when children are offered the opportunity to work with others, they learn to consider the views of others and to develop the social skills of co-operation, leadership and mutual understanding, whatever role they are performing.
- Improving own learning and performance: children evaluate their own work, and understanding what they need to do next in order to improve.

- Problem-solving: learning how to select and apply a range of strategies and approaches to solve problems in a variety of contexts and situations in any aspect of life.
- Be curious and creative: at Alverton, we value highly the development of these any many opportunities are planned within – and outside – the curriculum.

REAL Projects

Each term, the curriculum is planned around an essential question which drives the children's learning and the teachers' planning, ensuring an integrated, cross-curricular approach. Projects have a clear timeline with milestones and mini outcomes for pupils to achieve, all leading to a final outcome which ensures that learning has purpose and an authentic audience. The children's learning is enhanced by visits / visitors and real-life tasks. Core subjects and skills are integrated into the project and we plan and design learning opportunities that are relevant and engaging and have real world outcomes. Parents are kept informed of their child's projects and learning through termly newsletters.

The **REAL Project** approach contains certain key aspects:

Personalised Learning

We endeavour to find out what interests the children and how they want to learn. Children have the opportunity to contribute to their learning with ideas for their projects. We plan and design learning opportunities that are relevant and engaging and have real world outcomes.

Environmental Stimulus

Learning environments (or eco-systems) take on the appearance of a time, place or event being explored and are changed with every new theme. Classrooms have a variety of flexible learning spaces, which can be adapted for different lessons and which allow children to make daily decisions about how they would like to learn.

Challenge Based Learning

Developing problem solving, independence and resilience in pupils is a central part of our teaching. Children are presented with challenges related to their project which require them to organise themselves, plan and carry out the task and choose how to present their learning. The staff act in a facilitating role, using questioning to support rather than direct. Challenges can be across all curriculum areas, can be used to introduce, embed or extend skills and provide pupils with an opportunity to take ownership of their learning.

Launch Days

Launch days are designed to spark the children's interest in their new project. The days are carefully planned to incorporate a wide range of skills and activities both in the classroom and out, appealing to all of the senses. This leads to the children being fully immersed and engaged in their new project within a short space of time.

Final Outcome

The final outcome of a project, which might be a product (such as a machine or an artwork), a performance (such as a theatre piece or a debate), or a service (such as giving a lesson to younger students), creates a focus for the project that gives it a feeling of purpose from day one. Pupils are aware of the final outcome and more importantly the deadline from day one of the project. This gives their work a clear purpose and embeds the need for high quality, world-class outcomes.

Authentic Audience

It is important that the outcome be something that the children (as well as other people) value. Ensuring that the audience for a final outcome extends beyond the school community, ultimately aiming to provide a service, increases the pupils' motivation and engagement. So far at Alverton, outcomes have included exhibitions, magazines sold in a local shop, a website, an art exhibition at a local gallery, a charity auction and a stall at the town's farmers' market. Parental involvement and interest has increased and the school has reached out into the wider community.

Critique

Peer critique is the way in which children reflect upon and improve their learning through multiple drafts to produce high quality outcomes. Using exemplar pieces, for example to introduce a writing genre, and creating a rubric from this which then provides children with a toolkit on which to base their learning, children critique and redraft their work until it becomes 'beautiful work' of which they are extremely proud. Critique and multiple drafting are particularly used when writing and when completing pieces of work which are intended for a final product. Children have the opportunity to look at work from a range of their peers, providing warm feedback and helpful suggestions and supporting each other in the development of their work. Children are asked to follow three main rules when completing critique sessions: Be Kind, Be Helpful and Be Specific.

Early Years Foundation Stage

Teachers and teaching assistants deliver the curriculum in the Reception classes and Nursery.

There are seven areas of learning and development of which three are "prime areas," and four "specific areas."

The Prime Areas are

- Communication and Language
- Physical development
- Personal, social and emotional development

The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The curriculum within the EYFS is based around plans which have stemmed from the children's own interests under the umbrella of the term's essential question and theme. The areas of learning are equally important and depend on each other. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS. All areas are delivered through a balance of adult led and child initiated activities. It is expected that towards the end of the reception year there will be a greater emphasis on adult led learning in preparation for the year 1 curriculum.

Key Stage 1 and Key Stage 2

From Year 1 to Year 6, we follow the requirements of the National Curriculum whose programmes of study for each subject are used as the basis for our long term planning. We ensure that all the requirements are met through our “Non-Negotiables” which are used by all phases. Our long term planning follows a Past (Autumn), Present (Spring) and Passions (Summer) approach, and is organised into broad topics such as British History or A Different Culture in order to allow staff to plan exciting and engaging projects which have broad appeal and popularity.

Alverton uses and follows the Cornwall Agreed Syllabus for RE. Parents may exercise their right of withdrawal from religious worship and instruction.

Our PSHE curriculum is supported by SEAL materials.

From Reception through to Year 6 opportunities will be taken to extend the curriculum through:

- visitors, including artists, craftspeople, actors and musicians
- the use of the school grounds, the locality and the wider environment
- educational visits
- support of parents

Delivery

English and Mathematics are taught in mixed ability groups throughout the school until Years 5 and 6 when the children are set for Mathematics and may also be set for English. The curriculum is differentiated to meet the needs of the children taught. All other aspects of the curriculum are taught in classes or year groups with differentiation as necessary. French is taught to all children in Key Stage 2; younger children are introduced to other languages, primarily Spanish.

Planning

Each term, staff work together to support and enhance each other’s planning through mind-mapping and project-tuning to which a wider audience may be invited. Classes also take part in project tuning. Each phase has a whole day off-site to plan their next project in detail.

Assessment

The school has a policy for Assessment and has introduced its own system for assessment. All children have their progress tracked by class teachers, Key Stage Leaders and the Assessment Leader to ensure that appropriate rates and levels of progress are made.

Reporting pupil attainment

Parents receive a termly report on their child each term. The Summer Term’s report includes a longer written comment about their child. The Governing Body receives regular reports on pupil attainment compared to the national picture and pupils’ prior attainment.

Target setting

We are in the process of developing our system for target setting and pupil conferencing. Pupils are set next step learning through teachers' marking and feedback and personalised targets are set for each pupil to develop their learning , particularly in Writing, where targets are based on an analysis of individual areas for development against each child’s progress towards the National Curriculum expectations for their year group.

Inclusion - provision for all pupils

Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual pupils' needs and abilities. Outcomes from the assessment of learning enable teachers to set targets which reflect individual pupils' skills, abilities and potential. The school has a range of interventions programmes for those children who need additional support. We ensure that all pupils are included in all aspects of the curriculum.

Sex and Relationship Education (SRE)

Parents have the right to withdraw their child from this area of the curriculum, and all curriculum resources used are shared with parents prior to use. The school uses the materials from the Christopher Winters project for SRE.

Spiritual, Moral, Social and Cultural Opportunities

The staff and governors are committed to ensuring that all pupils are provided with SMSC opportunities both within the planned curriculum and through current affairs, independent study, extra events and experiences. We aim to ensure each child develops a deep understanding of not only themselves, but their peers and other members of our society, preparing them to become positive citizens of our community.

Self Esteem and Self Worth

We endeavour to promote recognition and celebration of our own and others' achievements. Celebration assemblies are held each week recognising the achievements of our pupils. The whole school rewards system encourages pupils to do their best both in their school work and in their behaviour towards others, promoting positive behaviour and self-esteem.

Extra-curricular activities

We encourage participation in our wide and varied range of activities. These include Football, Drama, High Fives, Cookery, Computing, Jewellery Making and many more. The list of clubs available can vary each term and pupils' opinions are sought. We also take part in many competitions and events.

Homework

The school has a separate Homework policy which was written in consultation with staff, pupils, governors and parents.

Links to other policies and documents

Curriculum Parent Guide

REAL Project Parent Guide

This policy will be reviewed every two years and presented to the Standards and Staffing Committee of the Alverton Governing Body and the Standards and Staffing Committee of the Penlee Academy Trust.