

# Alverton Primary School



## Curriculum Policy

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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: July 2018</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;
- to ensure that all seven areas of learning are covered in 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 understand 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**

At Alverton, we endeavour to find out what interests the children and how they want to learn. We are very excited about our REAL Project approach to learning, which we use to deliver a rich, broad and varied curriculum.

Each key stage follows a rolling program of umbrella headings (such as World History) which ensures full and rigorous curriculum coverage in all year groups. Each term, the project is then planned around a question or statement which drives the children's learning and the teachers' planning, ensuring an integrated, cross-curricular approach. Pupils and teachers are involved in the "tuning" of the project before a planning day. Projects have a clear timeline with milestones and mini-outcomes for pupils to achieve, all leading to a final outcome. The children's learning is enhanced by visits / visitors and real-life tasks. Core subjects are integrated into the project and we plan and design learning opportunities that are relevant and engaging and have real-life outcomes.

REAL Projects involve taking a more creative approach towards the planning and delivery of lessons in order to immerse the children in their topic and create a "burning desire to learn" as they prepare work for their final outcome at the end of each term. The knowledge that an authentic audience will see their work gives the motivation to ensure that it is completed to the highest possible standard.

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

#### **Learning Environments**

Learning environments take on the appearance of a time, place or event being explored and are changed with every new project. Classrooms have a variety of flexible learning spaces, which can be adapted for different lessons and which allow children to decide 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. This leads to the children being fully immersed 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 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 the deadline from day one of the project. This gives their work a clear purpose and embeds the need for high quality outcomes.

## **Authentic Audience**

It is important that the outcome is something that 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, art exhibitions at local galleries, an auction, a stall at the town's farmers' market, a charity fundraiser for the World Wildlife fund, a pipeline challenge to twin our toilets and a Penzance Plastic Free awareness event. Parental involvement and interest has increased and the school has reached out into the wider community both nationally and globally.

## **Critique**

Peer critique is the way in which children reflect upon and improve their learning through redrafting. Using exemplar pieces, to introduce a writing genre for example, and creating a rubric from this, provides children with a toolkit on which to base their learning. Where appropriate, children critique and then redraft their work so that it is 'beautiful work' of which they are extremely proud. Children have the opportunity to look at work from a range of peers, providing warm feedback and helpful suggestions and supporting each other in the development of their work.

## **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 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 the Go Givers scheme.

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 and workshops
- support of parents

### **Delivery**

English and Mathematics are taught in mixed ability groups throughout the school until Key Stage 2 when the children are set for Mathematics and, in Year 6, are also 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.

### **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 and acceptance of not only themselves, but their peers and other members of our society, preparing them to become positive citizens of our community.

### **Self Confidence 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. Children have the opportunity to present their learning to a range of audiences which instils in them the knowledge that their learning is valued.

### **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 three years and presented to a meeting of the Governing Body of Alverton School.