

Ellwood Community Primary School

Believe, Achieve, Belong



Curriculum Policy

Date reviewed: February 2024

Next renew date: February 2027

Believe - We believe all children have potential and should believe in themselves. We believe in them, our staff, parents, Governors and Community. We believe together, we achieve more.

Achieve - We want every child to succeed and achieve their full potential. This could be academically, personally or socially. We also want the school community to achieve their very best.

Belong - We want our children to belong. We want them to belong to their class, School and Community and to have a sense of belonging and to feel they will always be welcome at Ellwood and will feel valued.

The Vision at Ellwood Primary School

At Ellwood Community Primary School, we strive to be the best we can be. We have high aspirations for all our pupils, staff and the community. We want our children to be confident individuals, lifelong learners and global citizens who achieve their very best.

Ellwood Values

These values underpin our practice, guiding how we deal with day-to-day life in our school.

Our School Values

Our school values underpin our day to day life in school and actively promote personal values and support the fundamental British values of: **democracy**, **individual liberty**, **mutual respect** and **tolerance** of those from all faiths, backgrounds and cultures.

We have six core school values that guide children's choices, behaviour and learning:

Responsibility	Friendship	Respect	Resilience	Kindness	Honesty
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Curriculum Drivers

Our curriculum is designed around a number of themes which encompass the **key skills we wish to develop in our pupils**; these are called 'drivers', as they drive the intent, the planning and the implementation of our curriculum. The children's success is at the heart of all that we do. As a school, we have identified four key areas that will act as the drivers for our curriculum, along with our values.

Our place in our area and in the wider world

We want our children to grow up with a secure knowledge and understanding of the local community, our national context and the wider world. Through a growing appreciation of different cultures and traditions, we want our children to develop respect and tolerance; we want them to embrace and celebrate diversity and know what it means to be a good citizen. We want our children to have an awareness of global issues, be good global citizens and take responsibility for the environment. We want to expose our children to experiences that they may not normally have and provide them with rich, broad and new opportunities. We recognise that trips and visiting speakers significantly enhance this aspect of the curriculum.

Enquiring mind

We encourage curiosity, a love of learning and aim for the children to develop an enquiring mind. We want our children to be eager to learn and acquire new skills and knowledge, whilst being confident to ask for information and question ideas. This approach to learning enables inquisitive thinking such as exploration, investigation and problem solving. We want them to be lifelong learners.

Resilience, personal growth and well-being

Resilience means having the skills and resources to deal with challenges and set-backs. Our children will develop the emotional and physical security needed to become resilient individuals both in school and in the wider world. We have adopted the Growth Mindset approach to learning. We want to promote well-being and personal growth to ensure children reach their full potential and develop their learning, social and emotional skills.

Language and Communication

Communication skills are vital for both success and confidence in many areas of life and therefore we want our children to develop the ability to express themselves clearly and effectively. We recognise that both listening and speaking are important when communicating and opportunities to practice and develop these skills are provided. We know that having a broad vocabulary aids both understanding of language and expression. Therefore, our curriculum is language -rich, involves use of high-quality texts, promotes an inquisitive approach to language and provides opportunities to practice new vocabulary.

Intent:

At Ellwood Primary School we believe that the curriculum is a powerful tool that promotes a love of learning and a willingness to explore. We believe that every child is entitled to a broad, balanced education that is right for them and aim to provide a full and rich variety of experiences for the pupils. We believe all children have potential and should believe in themselves. We want every child to succeed and achieve their full potential, this could be academically, personally or socially. We believe together, we achieve more.

Our curriculum, therefore, includes not only the formal requirements of the National Curriculum but also the range of extra-curricular activities that we organise, in order to enrich the experience of the children and to promote their learning and personal growth and development. 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.

We want our children to have a sense of belonging and to feel valued. We are continually reviewing and improving our curriculum to ensure that it meets our children's needs. Through careful design, we aim to ensure progression and coherence and full coverage of all aspects of the National Curriculum 2014 and EYFS framework.

Aims:

We adhere to the National Curriculum Aims (September 2014):

"The national curriculum provides pupils with an introduction to the essential knowledge 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."

Our curriculum is planned to:

- Enable a range of experiential opportunities: some of our children may not have opportunities and experiences that children in other areas would take for granted, so we strive to ensure our curriculum is planned to provide these experiences. We ensure children's learning, where possible, is based on hands-on experiences; meeting visitors that can inspire children's learning and visiting places of interest that ensure children have first-hand experience of the knowledge they are being taught.
- Provide a wide range of extra-curricular activities and experiences in order to enrich the experience of the children and to promote their learning, personal growth, aspirations, lifelong learning and development.
- Promote positive mental health and wellbeing which will enhance our children's life skills, social skills and cultural awareness.
- Raise self-esteem, self-confidence, resilience and a love of learning: throughout all aspects of the curriculum the school promotes a can-do attitude and celebrates the successes of children and the progress that is made.
- Strive to ensure our children develop their language and communication skills. Communication skills are vital for both success and confidence in many areas of life and therefore we want our children to develop the ability to express themselves clearly and effectively. We ensure our curriculum is language -rich, involves use of high-quality texts, promotes an inquisitive approach to language and provides opportunities to practice new vocabulary.
- Ensure that the core skills of reading, writing and maths are taught and linked to other areas of the curriculum. We recognise that for our children to succeed beyond the classroom these skills are crucial, particularly in preparation for secondary and for their working life. Some of our children start at Ellwood below the expected level for their age group and the school works hard to provide high quality teaching and learning and additional support where needed to ensure any gaps are reduced.
- Clearly demonstrate progression of skills and knowledge: we recognise that in order for children to learn effectively it is important that the taught curriculum is carefully mapped out and sequential to ensure that long term acquisition of skills and knowledge is acquired
- Raise children's aspirations and set high expectations for ALL pupils, whilst catering for the individual needs of children.
- Enable children to be creative and to develop their own thinking.
- Help children to understand and appreciate Britain's cultural heritage, particularly that of their own local area, and to promote British values.

Implementation:

We have planned a curriculum which is based on developing key skills for learning, matched against the National Curriculum requirements and taught through relevant sequential steps in learning. We use the National Curriculum to guide us and this helps to indicate what learning needs to take place, how it will be taught and to which groups of children. We plan the long-term curriculum based on our pupils' interests, needs and local, British and International events, interests and celebrations. Due to the fact that we have mixed year groups within classes, we have devised a curriculum programme enabling children to cover the National Curriculum without being repetitive. Therefore some subjects run over a three year rolling programme whilst others are maybe one or two year, dependent on the subject. We formally review our long-term plan on a three year basis but review it on an annual basis and adapt if needed.

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and EYFS curriculum. We use the statutory curriculums as a basis for our long term planning. There is planned progression in all curriculum areas and skills and knowledge objectives are mapped out for each subject to show coverage by year group. These inform learning overviews and medium-term plans (for science and the non-core subjects), which are written by each class teacher, giving clear insight into the objectives and skills to be taught. The skills are sequential and clear. These objectives are also shared with parents and pupils on a termly overview. We use a variety of resources to help us teach all subjects in school and Insight Tracker is used to help support our planning, monitoring and assessment.

Our short-term plans are written by teachers on a weekly or daily basis for English and Maths. We use these to set out the learning objectives for each session, differentiation to meets the needs and interests of our pupils, and to identify what resources, questions, adult support and activities we are going to use in the lesson.

Children with SEND (Special Educational Needs and Disability):

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 using adaptive teaching methods.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice (2014) in providing for children with special needs. If a child displays signs of having special needs, his/her teacher and/or the SENCo can make an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's needs more individual support and isn't making progress after intervention, we consider the child for an EHCP (Education Health and Care Plan) of

special needs, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.

The school provides an appropriate Intervention Plan and My Plan for a child who has additional learning needs. These plans set out the nature of the special need and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Equal opportunities - all pupils have equal entitlement and equal access to all learning irrespective of multiformity e.g race, gender, religious belief or social background. This list is not exhaustive.

The Foundation Stage:

Our Early Years Curriculum meets the requirements set out in the revised Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the EYFS class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area, whilst building links with others from the wider community.

During the children's first few weeks in the Reception class, their teacher undertakes a baseline assessment to record the skills of each child on entry to the school. 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 parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Our curriculum drivers underpin our curriculum.

Our School Drivers

Responsibility, Friendship, Respect, Resilience, Kindness and Honesty.

Our drivers underpin our practice, guiding how we plan our curriculum.

Our place in our area and in the wider world 	Enquiring mind 	Language and Communication 	Resilience, personal growth and well-being 
We want our children to grow up with a secure knowledge and understanding of the local community, our national context and the wider world. Through a growing appreciation of different cultures and traditions, we want our children to develop respect and tolerance; we want them to embrace and celebrate diversity and know what it means to be a good citizen. We want our children to have an awareness of global issues, be good global citizens and take responsibility for the environment. We want to expose our children to experiences that they may not normally have and provide them with rich, broad and new opportunities. We recognise that trips and visiting speakers significantly enhance this aspect of the curriculum. 	We encourage curiosity, love of learning and for the children to develop an enquiring mind. We want our children to be eager to learn and acquire new skills and knowledge, whilst being confident to ask for information and question ideas. This approach to learning enables inquisitive thinking such as exploration, investigation and problem solving. We want them to be lifelong learners. 	Communication skills are vital for both success and confidence in many areas of life and therefore we want our children to develop the ability to express themselves clearly and effectively. We recognise that both listening and speaking are important when communicating and opportunities to practice and develop these skills are provided. We know that having a broad vocabulary aids both understanding of language and expression. Therefore, our curriculum is language –rich, involves use of high-quality texts, promotes an inquisitive approach to language and provides opportunities to practise new vocabulary. 	Resilience means having the skills and resources to deal with challenges and set-backs. Our children will develop the emotional and physical security needed to become resilient individuals both in school and in the wider world. We have adopted the 'Growth <u>Mindset</u>' approach to learning. We want to promote well-being and personal growth to ensure children reach their full potential and develop their learning, social and emotional skills. 

All subject areas contribute to a child's progress in these key areas. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

Extra-Curricular - we are committed to developing the whole child and to providing a range of rich experiences. We extend our curriculum by offering a wide range of extra-curricular activities such as music, sport and dance.

The role of the HT, Senior teacher and Governors; in conjunction with Subject Leads:

The school staff liaise together and all contribute to leading the curriculum across the school. There are defined subject leads. It is the subject leaders' responsibility to keep up to date with developments in their subject, at both national and local level. They review and monitor the way the subject is taught in the school and plan for improvement and development. Subject improvement plans link to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. These plans are sequential and build on prior knowledge and skills. They also build on what is needed to be taught next. Leads ensure that the necessary resources are made available for the teaching of their subject. They also support other staff and provide CPD for colleagues. The HT, Governors and Senior teacher, along with the subject leads, gather evidence and monitor standards in the subject.

Monitoring and Review

This policy is reviewed every three years (unless significant changes before this time) and its implementation and effectiveness assessed.

Review: February 2024

By: Mrs Milford

Signed: Mrs Milford

Due to be Reviewed: February 2027