



Curriculum Policy

Our School motto: Believe, Achieve, Belong

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.

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."

"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."

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
- 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 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 topics and themes. We use the National Curriculum to guide us and this helps to indicate what topics are to be taught, and to which groups of children. We plan the long-term curriculum based on our pupils' interests and needs and local, British and International issues and celebrations. Due to the fact that we have mixed year groups within classes, we have devised a three-year rolling programme enabling children to cover the National Curriculum without being repetitive. We will review our long-term plan on an annual basis.

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and EYFS. There is planned progression in all curriculum areas and skills and knowledge objectives from the National Curriculum have been mapped out for each subject to show coverage by year group. These inform topic overviews and medium-term plans, which are written by each class teacher, giving clear insight into the objectives and skills to be taught. These objectives are also shared with parents and pupils on a pupil

overview. We use a variety of resources to help us teach all subjects in school and Insight Tracker to help support our planning, monitoring and assessment.

Our short-term plans are written by teachers on a weekly or daily basis. We use these to set out the learning objectives for each session, differentiation to meet the needs and interests of our pupils, and to identify what resources 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 and parents are informed.

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 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 need is more severe, we consider the child for an EHC (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 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 multifactority 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 Reception 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 term in the Reception class, their teacher makes 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 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.

Key skills:

The following 'key skills' are embedded in our curriculum:

- * communication;
- * application of number;
- * information technology;
- * working with others;
- * improving own learning and performance;
- * problem-solving.

All subject areas contribute to a child's progress in these skills. 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 Curriculum Lead; in conjunction with Subject Co-ordinators:

The school has a Curriculum Lead who liaises with staff to lead the curriculum and subject areas. It is the subject co-ordinators' responsibility to keep up to date with developments in their subject, 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 subject co-ordinator 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. They ensure that the necessary resources are made available for teaching of their subject. The Curriculum Lead and subject co-ordinators gather evidence and monitor standards in the subject.

Monitoring and Evaluation:

Our governing body is responsible for monitoring the way the school curriculum is implemented. Link Governors for core subjects and humanities review the provision and impact of the school curriculum and report to the Governing Body.

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher and SMT (Senior Management Team) monitor planning, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. This is done through book scrutiny, planning scrutiny, lesson observations, pupil interviews, staff discussions and audit of resources.

Subject co-ordinators and the Curriculum Lead monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Subject co-ordinators also have responsibility for monitoring the way in which resources are stored and managed.

Assessment:

Assessment of children's progress is ongoing. Short term assessments are used to adjust daily plans and closely matched to learning objectives. Teachers also assess children against the new National Curriculum (2014) and record progress on Insight Tracker.

Agreement date of policy:

This policy was developed by the Curriculum Lead after consultation with staff in November 2020.

Review:

The curriculum policy will be reflected in our practice. The policy will be reviewed in July 2022.